ODE EMIS MANUAL

Section 2.6:
Student Attributes–No Date Record (FN)

Ohio | Department of Education

Version 6.1
July 25, 2016

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

Version	Date	Effective Date (FY & Data Set)	Change #	Description
6.1	7/25/16	FY16	37704	Added fields and updated text based on no longer collecting Grad Only (GP) Record.
6.1	7/25/16	FY16	37226	Updated Majority of Attendance dates.
6.1	7/25/16	FY16	30351	Added to Coming Changes section.
6.1	7/25/16	FY16		Added Coming Changes section.
6.0	8/31/15	FY16	34322	Changes to Retained Status options.
5.2	8/31/15	FY15		CTE Program of Concentration option additions and name changes.
5.1	8/10/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
5.1	8/10/15	FY15		Added Previous Year District IRN.
5.1	8/10/15	FY15		Deleted Non-Attending Reason.
5.0	8/15/14	FY15S	1115	Added new Retained Status Element Options related to TGRG. Deleted Option C.
4.2	5/16/14	FY14N	1069	Added new Reading Diagnostic Result option.
4.1	11/27/13	FY14N	961	Updated file layout to include filler at position 95.
4.0	10/16/13	FY14K	998	Valid Options updated for the Retained Status Element to account for the Third Grade Reading Guarantee.
4.0	10/16/13	FY14K	999	Updated for fall collection of Third Grade Reading Guarantee diagnostics.
3.0	6/20/13	FY13N	961	Deleted FN280 Element and reporting instructions, deleted from Required Reporting Periods Table and File layout.
3.0	6/20/13	FY13N	941	Added new Elements FN360, 370 & 380 to Required Reporting Period table, added new elements and reporting instructions and added new elements to file layout.
3.0	6/20/13	FY13N	918	Added new element FN390 and reporting instructions, updated Required Reporting Periods table to include (N) and updated the file layout table.
3.0	6/20/13	FY13N	933	Added new IE21 option to FN270.
2.0	3/7/13	E-Transcript (E)	922	Added 4 new elements :FN320, FN330, FN340, FN350 and reporting instructions, updated Required Reporting Periods table to include E-Trans (E) and updated the file layout table.

Version	Date	Effective Date (FY & Data Set)	Change #	Description
2.0	3/7/13	Student Record Exchange (X)	921	Added Student Record Exchange Reporting Period to Required Reporting Periods Table and SRE reporing period to File Layout.

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

Change #	Change Description
30351	CTE Program of Concentration changes.

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2.6 Student Attributes–No Date (FN) Record

Required Collection Requests

The Student Attributes–No Date (FN) Record and the relevant elements are to be reported as follows.

Record Field Number	Data Element	S All	S Traditional			S CS/STEM		G	R	E	X
		Retention	Initial	Mid	Final	Initial	Final				
FN140	*Accountability IRN*			√	√		√				
FN350	*Admission to Current High School Date*									√	
FN240	*CORE Economics and Financial Literacy Requirement Met*							√	√		√
FN250	*CORE Fine Arts Requirement Met*							√	√		√
FN300	*CORE Graduation Requirement Exemption Code*							√	√	√	√
FN320	*CORE Graduation Requirement Exemption Date*									√	√
FN330	*CORE Graduation Requirement Met Flag*									√	√
FN290	*CTE Program of Concentration*			√	√		√			√	√
FN410	*Courses Completed Date*							√	√		√
FN420	*Courses Completed IRN*							√	√		√
FN090	*Diploma Date*							√		√	
FN100	*Diploma Type*							√			
FN260	*Exempted from Physical Education Graduation Requirement*							√	√	√	
FN340	*Expected Graduation Date*									√	
FN110	*Fiscal Year that Student Began Ninth Grade*			√	√		√	√	√	√	
FN080	*Grade Level Next Year*				√		√				√
FN210	*Limited English Proficient Reclassification Date*				√		√				
FN220	*Majority of Attendance IRN*			√	√		√				
FN360	*Math Diagnostic Result*			√	√		√				
FN310	*Military Compact Graduation Alternative Count*			√	√		√	√	√		√
FN390	*Next Year Attending Building IRN*				√		√				
FN120	*OGT Graduation Alternative*			√	√		√	√	√		
FN400	*Previous Year District IRN*					√	√				
FN370	*Reading Diagnostic Result*			√	√		√				
FN070	*Retained Student Status*	√									
FN270	*Updated October 31 IEP Outcome*		√	√	√	√	√				
FN380	*Writing Diagnostic Result*			√	√		√				
FN230	*Yearend Reported State Student ID (SSID)*							√	√		

General Guidelines

Report one Student Attributes – No Date (FN) Record per collection for each student reported in EMIS. For the Graduation (G) Collection, report one Student Attributes – No Date (FN) Record for each student who ~~attended and~~ graduated from your district any time between the first day of the just completed school year and the day before the first day of the next school year.

Career-Technical Students Who Graduate

JVSDs do not report the Diploma Date and Diploma Type Elements.

JVSDs should continue to report the appropriate withdrawal code for graduating students.

Student Attributes – No Date Data Elements

The following portion of this section discusses each of the data elements within this record. The elements are organized alphabetically.

☼ Accountability IRN Element

Record Field Number	FN140
Definition	The building IRN within the district that is responsible for the student's performance measures.

Valid Options

Six-digit code	Valid building IRN within the reporting district
******	Not Applicable

Reporting Instructions. In the *Accountability IRN Element*, a district may enter the IRN of a specific building within their district to be accountable for a specific student's performance results when both of the following criteria are true:

Student was enrolled in a building for a full academic year.

Student was simultaneously enrolled in two or more buildings in the district or participated in a special program in another building (other than the building that would be his/her "home" school based on attendance zones). An example of this would be an IEP program that specializes in educating certain students with disabilities that is housed in one school that all districts eligible students attend. If the district does not enter an IRN in the *Accountability IRN Element*, the student will be included in the results for the educating building; however, the district may enter the IRN of the building that the student would be attending if the student were not in that program (the "home" building IRN). The student would then count at the "home" building.

It is not necessary for districts to manually enter the *Accountability IRN Element* if the student was not enrolled in a building within the district for the full academic year. Only an IRN of a building within the district should be entered into the *Accountability IRN Element.*

☼ *Admission to Current High School Date*

Record Field Number	FN350
Definition	The date of the student's first day of attendance at his/her current high school.

Valid Options

CCYYMMDD Year, Month, Day

Reporting Instructions. If the entry occurred during a prior school year and the exact date is unavailable, report the first day of school for that school year. If the entry is during the current year, the Admission to Current High School Date is an attendance day for the student and must occur on a date in the building's current school year calendar.

The Admission to Current High School Date cannot be on a day in the school's calendar unless the student begins attendance on that day. The admission date may reflect a day prior to the first day the student actually attended if there are no scheduled days in session for the building between the date reported in the Admission to Current High School Date Element and the day the student actually attended.

☼ *CORE Economics and Financial Literacy Requirement Met*

Record Field Number	FN240
Definition	Indicates if a student has met the CORE Economics and Financial Literacy Requirement.

Valid Options

Y District has determined that student has met this requirement

N District has not determined that student has met this requirement

Reporting Instructions. Option 'N' may be used for students who have not met the requirement as well as for situations where the district has not yet determined if the student met the requirement or not.

Experiences completed by a student to meet this requirement may or may not be for graduation credit and may or may not be reported via the GC Student Graduation – Core Summary Record.

For additional information on this requirement, search from any ODE web page for "CORE Graduation Requirements."

☼ *CORE Fine Arts Requirement Met*

Record Field Number	FN250
Definition	Indicates if a student has met the CORE Fine Arts Requirement.

Valid Options

Y District has determined that student has met this requirement

N District has not determined that student has met this requirement

Reporting Instructions. Option 'N' may be used for students who have not met the requirement as well as for situations where the district has not yet determined if the student met the requirement or not.

Experiences completed by a student to meet this requirement may or may not be for graduation credit and may or may not be reported via the GC Student Graduation – Core Summary Record.

For additional information on this requirement, search from any ODE web page for "CORE Graduation Requirements."

☼ *CORE Graduation Requirement Exemption Code*

Record Field Number	FN300
Definition	The Ohio CORE exemption status of a student.

Valid Options

*	Student has not opted out of Ohio CORE requirements (default)
1	Student opted out of the Ohio CORE requirement as described in 3313.603(D) (parent waiver)
2	Student is attending drop-out prevention and recovery program with an approved waiver from ODE and student has opted out of the Ohio CORE requirements as described in 3313.603(F) (dropout-prevention and recovery program)
3	Student's IEP requires substantial modifications to curriculum; student receiving diploma by meeting IEP goals instead of by meeting CORE requirements.

Reporting Instructions. Option "*" should be used for the students who have not opted out of Ohio CORE requirements and for students who began 9th grade prior to July 1, 2010. For more information about the opt-out options refer to Section 3313.603 (D) and (F) of the Ohio Revised Code. These elements are to be reported in the Graduate and Graduation Requirements Progress Collections beginning in the school year that the student meets the exemption. Continue to report the exemption until the student withdraws or choses to forego the exemption and graduate under the Ohio CORE requirements.

☼ *CORE Graduation Requirement Exemption Date Element*

Record Field Number	FN320
Definition	The date the CORE Graduation Exemption is determined.

Valid Options

CCYYMMDD Year, Month, Day

Reporting Instructions. Report the date the student was determined to be exempt from Ohio CORE graduation requirements.

☼ *CORE Graduation Requirement Met Flag*

Record Field Number	FN330
Definition	Indicates if the student's Ohio CORE Graduation requirement has been met.

Valid Options

Y	Student has met Ohio CORE course graduation requirements.
N	Student has not met Ohio CORE course graduation requirements.

☼ *CTE Program of Concentration Element*

Record Field Number	FN290
Definition	The primary CTE Workforce Development Program for which a student has met the requirements to be considered a concentrator.

Valid Options

** Student is not a concentrator in any CTE program

Agricultural and Environmental Systems

A0 Agribusiness and Production Systems
A1 Agricultural and Industrial Power Technology
A2 Animal Science and Management
A3 Biotechnology for Food, Plant and Animal
A4 Food Science and Technology
A5 Horticulture
A6 Natural Resource Management

Arts and Communication

B0 Media Arts
B1 Performing Arts
B2 Visual Design and Imaging

Business and Administrative Services

C0 Administrative and Professional Support
C1 Business Management
C2 Legal Management and Support
C3 Medical Management and Support
C4 Business and Administrative Services

Construction Technologies

D0 Brick, Block, and Cement Masonry
D1 Building and Property Maintenance
D2 Building Technology
D3 Carpentry
D4 Construction Design—Build
D5 Construction—Management
D6 Custodial Services
D7 Electrical Trade
D8 Environmental Control Technologies
D9 Heavy Equipment Operations (Construction)
DA Interior Design Applications
DB Plumbing and Pipefitting
DC Wood Product Technologies
DD Structural Systems
DE Mechanical, Electrical, and Plumbing

DF	Construction Design and Management
	Education and Training
E0	Early Childhood Education
E1	Teaching Professions
	Engineering and Science Technologies
F0	Biomedical Science
F1	Energy Science
F2	Engineering Science
F3	Engineering Technology
F4	Power Transmissions
F5	Telecommunications
F6	Engineering and Design
	Finance
G0	Accounting
G1	Financial Services
G2	Finance
	Government and Public Administration
H0	Government and Public Administration
	Health Science
J0	Medical Bioscience
J1	Clinical Health Care Services
J2	Community Health Aide
J3	Dental Assistant
J4	Dental Lab Technology
J5	Diagnostic Pathway
J6	Exercise Science and Sports Medicine
J7	Health Information Management
J8	Health Support Pathway
J9	Health Unit Coordinator
JA	Home Health
JB	Medical Assistant
JC	Medical Lab Technology
JD	Nurse Assisting
JE	Optometric Occupations
JF	Patient Care Technician
JG	Pharmacy Technician
JH	Phlebotomy
JJ	Practical Nursing
JK	Surgical Technology

JL	Therapeutic Pathway
JM	Allied Health and Nursing
	Hospitality and Tourism
L0	Culinary and Food Service Operations
L1	Lodging
L2	Travel and Tourism
	Human Services
M0	Barbering
M1	Cosmetology
M2	Family and Community Services
M3	Vocational Job Training
	Information Technology
N0	Information Support and Services
N1	Interactive Media
N2	Network Systems
N3	Programming and Software Development
	Law and Public Safety
P0	Career Paths for the Law Profession
P1	Criminal Justice
P2	Criminal Science Technologies
P3	Emergency Medical Technician—Secondary
P4	Firefighter Training
P5	Private Security
P6	Firefighting and Emergency Medical Services
	Manufacturing Technologies
R0	Automation and Robotics
R1	Electronics
R2	Integrated Systems Technologies
R3	Manufacturing Design and Development
R4	Manufacturing Occupations
R5	Precision Machining
R6	Welding and Cutting
R7	Manufacturing Operations
	Marketing
S0	Acquisition and Logistics
S1	Entrepreneurship
S2	High School of Business
S3	Marketing Communications

S4 Marketing Management
S5 Marketing

Transportation Systems
T0 Aircraft Maintenance
T1 Auto Collision Repair
T2 Auto Specialization
T3 Auto Technology
T4 Aviation Occupations
T5 Ground Operations
T6 Maritime Occupations
T7 Medium/Heavy Truck Technician
T8 Power Equipment Technology
T9 Ground Transportation
TA Air Transportation

Reporting Instructions. This element is to be reported in the following Student Collections: Traditional Districts Midyear and Final and Community/STEM Schools Final. It is also reported in the Electronic Transcript (E) and the Student Records Exchange (X) Collections.

The *CTE Program of Concentration Element* designates the program area of concentration for a CTE concentrator. A "CTE Concentrator" is a secondary student who has completed a minimum of 50% of the high school credits allowed for a single career and technical education (CTE) workforce development program (e.g., health sciences or marketing), and has enrolled for additional credit at the secondary level. For guidance (and examples) in identifying when a secondary student becomes a CTE Concentrator, see *Career-Technical Education Programming and EMIS Reporting* on the Ohio Department of Education website (Career-Technical Education section).

The Office of Career-Technical Education has developed a Data Accountability Manual, which can be found by searching for "Career-Technical Education Data and Accountability" on the Ohio Department of Education website.

The district that employs the workforce development teacher is responsible for identifying and reporting CTE concentrators and the CTE Program of Concentration. Only the code for one area of concentration may be reported for a student within a collection. Once a student is identified as a CTE concentrator, the student is a CTE concentrator for the rest of his/her schooling. Current grade level has no relationship to whether or not a student is identified as a concentrator; i.e., a student can be a junior and be identified as a concentrator.

☼ *Courses Completed Date Element*

Record Field Number	FN410
Definition	The month and year in which the student completed the course requirements for a diploma.

Valid Options

YYYYMM	Year, Month
000000	Default

Reporting Instructions. This is required for students who were not educated in the current year by the district. Current year students may be reported with the actual value or the default.

☼ *Courses Completed IRN Element*

Record Field Number	FN420
Definition	The IRN of the district in which the student completed the course requirements for a diploma.

Valid Options

Six-digit IRN	Valid district IRN
000000	Default

Reporting Instructions. This is required for students who were not educated in the current year by the district. Current year students may be reported with the actual value or the default.

☼ *Diploma Date Element*

Record Field Number	FN090
Definition	The date the student received his/her diploma.

Valid Options

00000000	Not Applicable
CCYYMMDD	Year, Month, Day

***Reporting Instructions*.** A diploma date of June 8, 2015, is to be reported as 20150608.

Students who have completed all course requirements for graduation prior to the beginning of the school year and have passed the graduation test during the summer should be reported with a diploma date in the Graduate (G) Collection. The diploma date for summer graduates must be between the end of the school year and prior to the start of the next school year. A summer graduation date cannot be earlier than the date on which a student completed graduation requirements (e.g., completes course requirements or receives a passing score on the OGT, etc.).

Career-Technical Students who Graduate. For the purposes of the state and federal accountability plan under the No Child Left Behind Act of 2001, contract career-technical students and JVSD students count in the resident district as graduates, therefore only the "resident" should report the Diploma Date Element.

For purposes of reporting CTE performance data to the U.S. Department of Education, the Office of Career-Technical Education is required to report the percentage of career-technical students who are graduates. This is a federal performance measure. ODE will use the resident district graduation information for the federal performance measure.

☼ *Diploma Type Element*

Record Field Number	FN100
Definition	The type of diploma received by the graduating student.

Valid Options

*	Not Applicable (not a graduating student)
1	Regular Diploma
2	Diploma with Honors
3	Diploma received in another state via Military Compact

Reporting Instructions. Either option "1" or "2" is reported for all students who graduate with an Ohio Diploma.

Students who have completed all course requirements for graduation prior to the beginning of the school year and have passed the graduation test during the summer are reported with the appropriate option for the *Diploma Type Element* in the Graduate (G) Collection.

Military Compact students and the graduation requirements for these students are defined in Section 3301.60 of the Ohio Revised Code. For additional information on this student population, search from any ODE web page for "Military Compact."

☼ *Exempted from Physical Education Graduation Requirement*

Record Field Number	FN260
Definition	Indicates if the district has adopted a policy to exempt certain students from the Physical Education graduation credit requirement and if the student has met the policy's requirements.

Valid Options

Y	District has adopted policy and the student has met policy's requirements
N	District has not adopted policy or policy adopted but student has not met all of the policy's requirements

Reporting Instructions. For additional information on this requirement, search from any ODE web page for "CORE Graduation Requirements."

☼ *Expected Graduation Date*

Record Field Number	FN340
Definition	The anticipated graduation date for the student.

Valid Options

CCYYMMDD	Year, Month, Day

Reporting Instructions. Report the anticipated graduation date for the student. If the specific graduation day is not known, report the first day of the month (e.g., 20150601).

☼ *Fiscal Year that Student Began Ninth Grade Element*

Record Field Number	FN110
Definition	The fiscal year in which the student first began ninth grade.

Valid Options

0000	Not Applicable
CCYY	Fiscal Year

Reporting Instructions. This element is required to be reported every year for each student enrolled in grades 9, 10, 11, 12, 13, and 23. Students who are not currently enrolled in one of these grades are to be reported with "0000".

Report the fiscal year the student would have begun or did begin ninth grade for the first time in any Ohio public or chartered nonpublic school.

A student who is promoted from 8th to 10th grade (skipping 9th grade) is to be reported with the fiscal year he/she would have begun 9th grade had he/she not skipped a grade level. In this case, since the student would have started 9th grade in the year he/she started 10th grade, the fiscal year the student started 10th grade is reported in the *Fiscal Year that Student Began Ninth Grade Element*.

When a student is enrolled in 8th grade and is taking some 9th grade classes, the *Fiscal Year that Student Began Ninth Grade Element* is not reported as the fiscal year he/she was enrolled in 8th grade and taking some 9th grade classes. It is reported as the fiscal year in which he/she was first enrolled or would have been enrolled as a 9th grade student.

☼ *Grade Level, Next Year Element*

Record Field Number	FN080
Definition	Indicates the grade level to which a student has been promoted, or the grade level in which a student will be retained the following school year.

Valid Options

**	Not Applicable
IN	Infant/Toddler: ages 0-2
PS	Preschool: ages 3-5
KG	Kindergarten
01-12	First through twelfth grade
13	Enrolled, completed course requirements but did not pass graduation test
23	Student is under age 22, has a disability, has completed graduation requirements, and has not yet received a diploma.
GR	Student will complete graduation requirements
DR	Student has dropped out, is not enrolled in the district, and is not known to be enrolled anywhere

Reporting Instructions. This element is required for all students. Seniors who have been retained are to be reported with a "12" in this element. "DR" must be reported with a 7xx withdrawal reason.

For FY16~~5~~, report third grade students who do not meet the required promotion score on the third grade state assessment~~with OAA Reading scores below 394~~ with '03'. Exceptions to this rule are students who achieve a promotion score on an approved TGRG Alternative Assessment and those students identified as meeting one of the retention exemptions in law.

☼ *Limited English Proficient Reclassification Date Element*

Record Field Number	FN210
Definition	The date on which the student is considered "no longer LEP".

Valid Options

000000 – Not Applicable
CCYYMM – Date

Reporting Instructions. If a student has met the criteria for reclassification and is reclassified from LEP status to "no longer LEP", then the year and month in which the student was reclassified is reported in the *Limited English Proficient Reclassification Date Element* during the Traditional Districts and Community/STEM Schools Final Student (S) Collections.

Alternatively, if an LEP student has not met all three criteria by the end of the school year and is not reclassified, then this element is reported with "000000" during the Traditional Districts and Community/STEM Schools Final Student (S) Collections.

This element is reported as "000000" for a student who is not LEP.

Report the year and month in which a student is reclassified from LEP. This element is to be reported during the Final Student Collection for the school year in which the student was reclassified. In addition, the date in which the student was reclassified remains a part of this record and must be reported in subsequent years during the Final Student Collection.

A student who is reclassified in the spring of 2015 is to be reported with the year 2015 and the month in which he/she is reclassified. For instance, a student reclassified in March 2015 would be reported with a reclassification date of 201503.

Required Criteria for Reclassification. A student must meet all the required criteria in order to be reclassified as "no longer an LEP student". For more information regarding the criteria for reclassification from LEP, please refer to the ODE website.

☼ *Majority of Attendance IRN Element*

Record Field Number	FN220
Definition	The IRN of the building or district where a student is continuously enrolled from the Friday of the first full week of October through the spring test administration date, as shown in the table located in the reporting instructions.

Valid Options

******	Not Applicable
Six-digit IRN	Valid Building/District IRN

Reporting Instructions. Do not report building IRNs that are not located in your district or a district IRN that is not your own.

Continuously enrolled means that the student did not withdraw from the district after the first full week of October and then re-enroll in the same district prior to the test date in the following table.

Grade	Test	MOA End Date	Participation Date
Students in grades K-8 and untested students			
Any	Untested	March 19	NA
	Alternate Assessment: ELA, Math	March 19	March 19
3-8	Next Gen Spring: ~~Math; OAA – Grade 3 Reading~~all subjects	April 13	April 13
~~**4-8**~~	~~Next Gen Spring: taking ELA or Math~~	~~April 13~~	~~April 13~~
~~**4, 6**~~	~~Next Gen Spring: taking Social Studies only~~	~~May 4~~	~~NA~~
~~**5, 8**~~	~~Next Gen Spring: taking Science only~~	~~May 4~~	~~NA~~
Students who were first time ninth graders *before* July 1, 2014			
9-12	OGT (Reading, Writing, Math, Science, Social Studies); ***not*** taking American History or American Government	March 19	March 19 (R/M only)
9-12	OGT (Reading, Writing, Math, Science, Social Studies); ***taking*** American History or American Government	~~May 4~~April 13	March 19 (R/M only)
Students who were first time ninth graders *on or after* July 1, 2014			
9-12	Next Gen Fall ~~Block~~: taking ELA or Math and not taking any spring assessments	~~March 19~~April 13	December 15
	Next Gen Spring: ~~taking ELA or Math~~all spring assessments	April 13	April 13
	~~Next Gen Spring: taking Science or Social Studies only~~	~~May 4~~	~~NA~~
	~~Next Gen Spring Block: taking ELA or Math~~	~~April 27~~	~~April 27~~
	~~Next Gen Spring Block: taking Science or Social Studies only~~	~~May 11~~	~~NA~~

Note that if the school year ends prior to the relevant MOA date, then the MOA end date is the last day of the school year.

A student that meets "MOA enrollment" in a single building is reported with the IRN of that building in the *Majority of Attendance IRN Element*. However, a student that meets "MOA enrollment" in the district, but was enrolled in multiple buildings within the district during that time frame, is reported with the IRN of the district.

A student who has not met "MOA enrollment" in the district is reported with "******" in the *Majority of Attendance IRN Element*.

When a student is attending a Post-Secondary Institution, County Board of DD, Joint Vocational School District, or is a Contract Career-Technical student, the resident/sending district should consider the student enrolled in the building where the student would have been attending at the resident/sending district and should use the above instructions for reporting the *Majority of Attendance IRN Element*.

For a school-age student in programs/classes offered by the ESC, the resident/sending district should consider the student enrolled in the building where the student would have been attending at the resident/sending district and should use the above instructions for reporting the *Majority of Attendance IRN Element*.

Educational Service Centers. ESCs are required to report this element for preschool students with the IRN of the ESC.

☼ *Math Diagnostic Result*

Record Field Number	FN360
Definition	Result of the student's math diagnostic assessment.

Valid Options

**	Not required
EX	Exempt from diagnostic assessment
RN	Required, not assessed
AO	Assessed, on-track
NO	Assessed, not on-track

Reporting Instructions. Districts and community schools are required to administer a math diagnostic assessment for students in grades 1 and 2 and report whether the student is "on-track" or "not on-track". A diagnostic result of "Assessed, on-track" ("AO") indicates the student has been assessed and determined to be at grade level for mathematics. A result of "Assessed, not on-track" ("NO") indicates the student has been assessed, but the results identify the student as not at grade level for mathematics.

If a student is assessed for math more than once during the school year, report only the initial assessment results. Students not on track per the initial assessment will remain not on track until scoring on track on the following school year's math diagnostic assessment.

Reporting Students not Assessed. For Kindergarten and grade 3 students, districts can report "**" if no assessment was given. For Preschool students and grades 4 and above, districts should report "**". For grades 1 and 2, districts may only report "EX" for students identified with "significant cognitive disabilities" and exempt from diagnostic assessment by law (ORC §3313.608(B)(1)). ~~If an "EX" option is not available in the district's student information system for the math diagnostic, the district may report "**" for students in grades 1 and 2 with "significant cognitive disabilities" (for FY15 reporting only).~~

Report "**" for grades 1 and 2 when the student is enrolled in the district less than 30 days or the student is enrolled in a chartered non-public school on a scholarship (Jon Peterson and Autism). For any other students in grades 1 and 2 who have not been assessed, report "RN".

Reporting Transfer Students. If a student in grades 1 or 2 transfers at any point during the school year after having completed a math diagnostic, the receiving school may use that diagnostic's "on track"/"not on track" results. For grades 1 and 2 transfer students without evidence of a completed math diagnostic, the new school must administer the same diagnostic used for its other students within 30 days of the transfer, unless the student transferred prior to the district's scheduled math diagnostic assessment, in which case the new school may administer the transfer student's math diagnostic assessment on the same schedule as all other students in grades 1 and 2.

☼ *Military Compact Graduation Alternative Count Element*

Record Field Number	FN310
Definition	Identifies that the requirement to take one or more graduation tests was met using the military compact alternative criteria.

Valid Options

0 Student is not using the military compact alternative criteria to meet Ohio graduation requirements.

1-5 The number of Ohio graduation assessments that the student is not required to pass in Ohio to graduate.

Reporting Instructions. Students who are identified under the Military Compact, per Section 3301.60 of the Ohio Revised Code, may be exempt from Ohio's graduation assessment requirements if they can prove they met his/her former state's graduation assessment requirements. For additional information on this student population, search from any ODE web page for "Military Compact."

☼ *Next Year Attending Building IRN*

Record Field Number	FN390
Definition	The state assigned six-digit information retrieval number (IRN) of the building that the student would be attending the following school year.

Valid Options

Six-digit IRN Valid building IRN within the hierarchy of the reporting district

****** Not applicable

Reporting Instructions. This element will be reported at year end only. A six-digit IRN is reported for a student with a *District Relationship* of "1" whose latest FS record is reported with a *Withdrawal Reason* of *"**"*.

A six-digit IRN is also valid when the student is reported with a *Sent Reason* of "CT- Contract Career-Technical Education Participant", "JV- Joint Vocational School District Program Participant", "MR- DD program participant", "OS – State School (OSB or ODS) program participant", or "PI – Proprietary Institution Program Placement" and the student's latest FS record is reported with a *Withdrawal Reason* of *"**"* .

The Not applicable option, "******", may be reported in all other cases.

This element is only used for traditional districts all other entities may report an IRN or "******".

☼ *OGT Graduation Alternative Element*

Record Field Number	FN120
Definition	Identifies that passage on one graduation test was met using the alternative criteria.

Valid Options

0	Not used
1	Used for one test not yet passed

Reporting Instructions. Section 3313.615 of the Ohio Revised Code indicates that a student may meet the passing standard for one graduation test provided he/she has met all identified alternative requirements. This alternative can only be used for one of the five Ohio Graduation Tests. Report a "0" if the student does not use this alternative to meet the graduation test requirements. Report a "1" only when the school district reports the student as a graduate.

☼ *Previous Year District IRN*

Record Field Number	FN400
Definition	Indicates the IRN of the Ohio school district where the student resided during October count week of the prior school year. This element is only to be completed by community schools/STEM schools for students who were not enrolled in an Ohio EMIS reporting entity the prior year or for situations where the current school determines that the IRN assigned by ODE for the prior year is incorrect.

Valid Options

******	Not applicable
Six-digit code	Valid district IRN

Reporting Instructions. City, local, and exempted village districts, JVSDs, ESCs, State Schools for the Deaf and Blind, and Department of Youth Services may report "******" for all students. Community and STEM schools will use this value when the school agrees with the IRN determined by ODE as a part of the FLICS system.

☼ *Reading Diagnostic Result*

Record Field Number	FN370
Definition	Result of the student's reading diagnostic assessment.

Valid Options

**	Not required
EX	Exempt from Diagnostic Assessment
RN	Required, not assessed
AO	Assessed, on track
NO	Assessed, not on track

Reporting Instructions. Districts and community schools are required to administer a reading diagnostic assessment for students in grades K-3 and report whether the student is "on track" or "not on track". A diagnostic result of "Assessed, on track" ("AO") indicates the student has been assessed and

determined to be at grade level for reading. A result of "Assessed, not on track" ("NO") indicates the student has been assessed, but the results identify the student as not reading at grade level.

Reading Improvement and Monitoring Plans are required for students identified as "Assessed, not on track" ("NO"). Districts/community schools must report the associated reading improvement interventions/programs in EMIS (see Intervention Program Codes in the Student Program Record (GQ), EMIS Manual section 2.9).

If a student is assessed for reading more than once during the school year, report only the initial assessment results. For EMIS reporting, students not on track per the initial assessment will remain not on track until scoring on track on the following school year's reading diagnostic assessment.

Reporting Students not Assessed. Report "**" for students in Preschool and grades 4 and above. For Kindergarten through grade 3, only report "**" if the student is enrolled in the district for fewer than 30 days or if the student is enrolled in a chartered non-public school on a scholarship (Ed Choice, Cleveland Tutoring and Scholarship Program, Jon Peterson, and Autism Scholarships). Report "EX" if the K-3 student has significant cognitive disabilities and is exempt from the TGRG Reading Diagnostic Assessment by law (ORC §3313.608(B)(1)).

For any K-3 students that have not been assessed and do not meet the exceptions listed above, report "RN".

Reporting Transfer Students. If a K-3 student transfers at any point during the school year having completed a reading diagnostic administered for the Third Grade Reading Guarantee, the receiving school may use that diagnostic's "on-track"/"not on-track" results. For K-3 transfer students without evidence of a completed reading diagnostic, the new school must administer the same diagnostic used for its other students within 30 days, unless the student transferred near the beginning of the school year, in which case the new school would have the longer of 30 days or the September 30 deadline.

☼ *Retained Status Element*

Record Field Number	FN070
Definition	Indicates if a student was retained at the end of a school year and whether he/she will advance to the next grade level.

Valid Options

- * Student was not retained at the end of the previous school year. Includes all 3rd grade students promoted to 4th grade who received the required promotion score on any administration of the state 3rd grade reading assessment before the start of the next school year.
- 1 Student was retained at end of the previous school year for reasons other than the Third Grade Reading Guarantee and is still retained.
- 2 Student was retained at the end of the previous school year for reasons other than the Third Grade Reading Guarantee, but advanced because of successful completion of summer school.
- 3 Student was retained at the end of the previous school year for reasons other than the Third Grade Reading Guarantee, but advanced at parent request.

4 Student was retained at the end of the previous school year for reasons other than the Third Grade Reading Guarantee, but advanced for a reason other than completion of summer school or parents' request.

5 Student demonstrated adequate performance on the TGRG Alternative Assessment for promotion to grade 4, but was retained for reasons other than the Third Grade Reading Guarantee.

A Student was retained at the end of the previous school year due to the Third Grade Reading Guarantee and is still retained.

~~B Student was retained at the end of the previous school year due to the Third Grade Reading Guarantee, but has advanced having demonstrated proficiency as part of ODE's Third Grade Reading Guarantee summer promotion policy.~~

D Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was not retained because student met the ELL exemption.

E Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was not retained because student met the IEP exemption.

F Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was exempt from retention because student received intensive reading remediation for two years and was previously retained in any K-3 grade(s).

G Student with significant cognitive disabilities was exempt from all reading requirements in the Third Grade Reading Guarantee and therefore was not retained.

H Student was retained at the end of the previous school year due to the Third Grade Reading Guarantee, but is not enrolled this school year.

J Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was not retained due to adequate performance on the TGRG Alternative Assessment – Iowa before the start of the next school year.

K Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was not retained due to adequate performance on the TGRG Alternative Assessment – NWEA-MAP before the start of the next school year.

L Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was not retained due to adequate performance on the TGRG Alternative Assessment – Terra Nova before the start of the next school year.

Reporting Instructions. ~~If a student was retained at the end of the previous school year, r~~Report the option that best describes the student's retention status as of the first day of the current school year.

Reporting Retention Status Specific to Third Grade Reading Guarantee Requirements. If a student is subject to retention in grade 3 based on ~~OAA results and~~ Third Grade Reading Guarantee reading requirements and state assessment results, report the student's retained status with options "A" – "L" or option "5".

For any grade 3 student promoted due to adequate performance on a Third Grade Reading Guarantee Alternative Assessment, report the option that identifies the specific alternative assessment taken—options "J", "K", or "L". The full names of the ODE-approved Third Grade Reading Guarantee Alternative Assessments can be found on ODE's website. For students demonstrating adequate performance on a

Third Grade Reading Guarantee Alternative Assessment who are retained for other reasons, report option "5".

Report option "*" for students who have met the reading requirements in the Third Grade Reading Guarantee and have not been retained.

☼ *Updated October 31 IEP Outcome Element*

Record Field Number	FN270
Definition	Least Restrictive Environment (LRE) outcome as of October 31 for a student whose IEP currently on file with ODE does not reflect the current LRE for a student with a disability.

Valid Options

******** **No change from Latest IEP Reported to ODE**

IEDP **IEP Resulted in Due Process**

IENS **IEP Complete – Not Served**

IEPR **IEP Complete – Parental Refusal**

IE13 **Special Education outside the regular class less than 21% of the day.** Student with a disability receiving special education and special education services outside the regular classroom for less than 21% of the school day. This may include placement in:

- Regular classes with special education/special education services provided within the regular classes;
- Regular classes with special education/special education services provided outside regular classes;
- Regular classes with special education services provided in resource rooms.

IE14 **Special education outside the regular class at least 21% of the day and no more than 60% of the day.**
This may include placement in:

- Resource rooms with special education/special education services provided within the resource room;
- Resource rooms with part-time instruction in a regular class.

IE15 **Special education outside the regular class more than 60% of the day.**
Student with a disability receiving special education and special education services outside the regular classroom for more than 60% of the school day. Students who receive education programs in public or private separate day or residential facilities should NOT be reported with this code. This category may include:

- Self-contained special classrooms with part-time instruction in a regular class;
- Self-contained special classrooms with full-time special education instruction on a regular school campus;
- Students with disabilities whose parent(s) have opted to home-school them and who receive special education at public expense.

IE16 **Public Separate School**

Student with a disability receiving special education and special education services, at public expense, for greater than 50% of the school day in public separate schools. This may include:

- Students with disabilities attending County Boards of MR/DD;
- Ohio School for the Deaf, Ohio State School for the Blind (if the student does not reside there during the week);
- Public day schools for students with disabilities;
- Public day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day.

This does not include:

- Students being educated at a Community School.

IE17 Private Separate School

A student with a disability receiving education programs in private separate day school facilitates. This includes children with disabilities receiving special education and special education services, at public expense, for greater than 50% of the school day in private separate schools. This may include:

- Private day schools for students with disabilities;
- Private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day;
- Private residential facilities, if the student does not live at the facility.

IE18 Public Residential Facility

A student with a disability receiving education programs and living in a public residential facility during the school week. This includes children with disabilities receiving special education and special education services for greater than 50% of the school day in public residential facilities. This may include children placed in:

- Ohio School for the Deaf, Ohio State School for the Blind (if the student resides there during the week);
- Public residential schools for students with disabilities;
- Public residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools in regular school buildings for the remainder of the school day;
- Correctional facilities such as Department of Youth Services (DYS) or Ohio Central School;

Do not include students who received education programs at the facility, but do not live there during the week (see public separate facility).

IE19 Private Residential Facility

A student with a disability receiving education programs and living in a private residential facility during the school week. This includes children with disabilities receiving special education and special education services, at public expense, for greater than 50% of the school day in public residential facilities. This may include children placed in:

- Private residential schools for students with disabilities;
- Private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.

Do not include students who received education programs at the facility and not living there.

IE20 Homebound/Hospital

A student with a disability receiving education programs in a home-bound/hospital environment includes children with disabilities placed in and receiving special education and special education services in:

- Hospital programs;
- Homebound programs.

Do not include children with disabilities whose parents have opted to home-school them and who receive special education at public expense.

IE21 Correctional Facility

A student with a disability receiving education programs who are incarcerated at a correctional facility other than Department of Youth Services (DYS) or Ohio Central School during the school week. This may include but is not limited to children with disabilities placed in:

- County jails;
- County detention centers; and
- Community-based correctional facilities

IE38 A student with a disability placed in a state-approved nonpublic school by a public school district and receives services through an IEP.

IE39 A student with a disability who was enrolled by his/her parent(s) or guardian(s) in a regular parochial or other state-approved nonpublic or private school and whose basic education is paid for through private resources and who receives special education and special education **services at public expense from an LEA under a Services Plan.**

Include children whose parents chose to home school them but who receive special education and special education services at the nonpublic school at public expense. Do not include children who are placed in private schools by the LEA.

IE51 Regular Early Childhood Program 10 or More Hours per week and most services in EC program

Children attending a regular early childhood program at least 10 hrs per week and receiving the majority of special education and special education services in the regular early childhood program.

IE53 Regular Early Childhood Program Less Than 10 Hours per week and most services in EC program

Children attending a regular early childhood program less than 10 hrs per week and receiving the majority of special education and special education services in the regular early childhood program.

IE55 Regular Early Childhood Program 10 or More Hours per week and most services not in EC program

Children attending a regular early childhood program at least 10 hrs per week and receiving the majority of special education and special education services in some other location.

IE56 Regular Early Childhood Program Less Than 10 Hours per week and most services not in EC program
Children attending a regular early childhood program less than 10 hrs per week and receiving the majority of special education and special education services in some other location.

IE60 Pre-School – Special Education Program – Separate Class
A special education program where a special education student is in a class with 51% or more students with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.

IE62 Pre-School – Special Education Program – Separate School
A special education program in which a student receives all of his/her special education and special education services in an educational program in public or private day schools designed specifically for children with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.

IE64 Pre-School – Special Education Program – Residential Facility
A special education program in which a student receives all of his/her special education and special education services in a publicly or privately operated residential school or in a residential medical facility on an in-patient basis. Do not report if student is also enrolled in Regular Early Childhood Program.

IE70 Pre-School–Home
A program in which a child receives all of his/her special education and special education services in the principle residence of the child's family or caregivers and who did not attend an early childhood program or a special education program provided in a special class, separate school, or residential facility. Included are children who receive special education BOTH at home AND at a service provider location.

IE72 Pre-School – Service Provider Location
A program in which a student receives all of his/her special education and special education services from a service provider and did not attend an early childhood program or special education program provided in a separate class, separate school, or residential facility. For example, speech instruction is provided in private clinicians' offices, clinicians' offices located in school buildings, hospital facilities on an outpatient basis, libraries, and other public locations.

Reporting Instructions. This element is reported in Traditional Districts Initial, Midyear, and Final Student Collections and Community/STEM Schools Initial and Final Student (S) Collections for only those students with a change in their Least Restrictive Environment (LRE) since their most recent IEP as of October 31. In general, the LRE will not change without a new IEP being completed and reported, but there are some cases, especially with IEPs reported in the prior year that are still in effect on October 31, where the LRE could change. Examples include but are not limited to a student whose parent originally consented to services but pulled the student from services prior to October 31 and situations where an ex-

pelled student is given an alternative placement that will be in effect on October 31. In addition, for a preschool student (especially for those who are part time), a parental placement in a private preschool program could change the LRE for that student.

When completing the Federal Child Count, ODE will review the LRE on the latest reported IEP event effective as of October 31 (including IEPs reported in the prior Final Student Collection and IEP events reported in the current Initial Student Collection) and the value of this element. The value of this element will take precedence. For this element to be valid for the Federal Child Count, the student must already have an IEP reported to ODE that is valid on October 31 (e.g., October 31 is between the reported Outcome Beginning and End dates on an IEP that was reported to ODE in the prior Final Student or in the current Initial Student). If no reported IEP is valid on October 31, then the value in this element will be ignored.

☼ *Writing Diagnostic Result*

Record Field Number	FN380
Definition	Result of the student's writing diagnostic assessment.

Valid Options

**	Not required
EX	Exempt from diagnostic assessment
RN	Required, not assessed
AO	Assessed, on track
NO	Assessed, not on track

Reporting Instructions. Districts and community schools are required to administer a writing diagnostic assessment for students in grades 1-3 and report whether the student is "on-track" or "not on-track". A diagnostic result of "Assessed, on-track" ("AO") indicates the student has been assessed and determined to be at grade level for writing. A result of "Assessed, not on-track" ("NO") indicates the student has been assessed, but the results identify the student as not at grade level for writing.

If a student is assessed for writing more than once during the school year, report only the initial assessment results. Students not on track per the initial assessment will remain not on track until scoring on track on the following school year's writing diagnostic assessment.

Reporting Students not Assessed. For Kindergarten students districts can report "**" if no assessment was given. For students grades 4 and above, districts should report "**". For grades 1-3, districts may only report "EX" for students identified with "significant cognitive disabilities" and exempt from diagnostic assessment by law (ORC §3313.608(B)(1)). ~~If an "EX" option is not available in the district's student information system for the writing diagnostic, the district may report "**" for students in grades 1-3 with "significant cognitive disabilities" (for FY15 reporting only).~~

Report "**" for grades 1-3 when the student is enrolled in the district less than 30 days or the student enrolled in a chartered non-public school on a scholarship (Jon Peterson and Autism). For any other students in grades 1-3 who have not been assessed, report "RN".

Reporting Transfer Students. If a student in grades 1-3 transfers at any point during the school year after having completed a writing diagnostic, the receiving school may use that diagnostic's "on

track"/"not on track" results. For students in grades 1-3 who transfer without evidence of a completed writing diagnostic, the new school must administer the same diagnostic used for its other students within 30 days of the transfer, unless the student transferred prior to the district's scheduled writing diagnostic assessment, in which case the new school may administer the transfer student's writing diagnostic assessment on the same schedule as all other students in grades 1-3.

☼ *Yearend Reported State Student ID (SSID) Element*

Record Field Number	FN230
Definition	The state assigned unique identifier for a graduate as of the close of yearend processing.

Valid Option

Nine-character alphanumeric as assigned by the SSID System

Reporting Instructions. This is required for all graduates during the Graduate (G) Collection.

The SSID reported in this field will enable ODE to connect data for a student between ~~the~~ a prior year's student reporting and the Graduate (G) Collection. For school year graduates, report the same SSID that appears on the Student Standing (FS) Record listing the student's withdrawal reason (the final closed record).

For a summer graduate, report the same SSID that appears on the latest Student Standing (FS) Record from the prior year's student reporting. In most cases, this will be an open record, but it could be a closed record with a withdrawal reason if the student withdrew before graduating and later re-enrolled in summer school to complete graduation requirements.

For graduates not educated in the prior year, report the SSID from the latest Student Standing (FS) Record from the latest year's student reporting. Finally, for students who were never reported in the past, but are graduating, report the SSID with the best match from the SSID system or from the last educating district (if known).

~~If a summer graduate was not enrolled at all in the prior school year (e.g., a student withdraws in June 2014, does not attend any days in the 2014-2015 school year, but graduates in the summer of 2015), then the student would be reported with the Graduation Only (GP) Record and would not have an FN Record reported in the Graduate (G) Collection.~~

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student Attributes–No Date (FN) Record, the following field must be unique.

Required Fields	Number
EMIS Student ID	FN050

2.6 Student Attributes–No Date (FN) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
FN010	9-10	Sort Type	PIC X(2)
		Always "FN"	
	11	Filler	PIC X
FN020	12-15	Fiscal Year, e.g., 2010 (CCYY)	PIC X(4)
FN030	16	Data Set	PIC X
		S – Student G – Graduate E – E-Transcript X – Student Records Exchange	
FN040	17-22	District IRN	PIC X(6)
FN050	23-31	EMIS Student ID Number	PIC X(9)
	32	Filler	PIC X
FN070	33	Retained Status	PIC X
FN080	34-35	Grade Level, Next Year	PIC X(2)
FN090	36-43	Diploma Date	PIC 9(8)
FN100	44	Diploma Type	PIC X
FN110	45-48	Fiscal year student began 9th grade	PIC 9(4)
FN120	49	OGT Graduation Alternative	PIC 9
	50-53	Filler	PIC 99V99
FN140	54-59	Accountability IRN	PIC X(6)
	60-66	Filler	PIC X(7)
FN210	67-72	Limited English Proficient Reclassification Date	PIC X(6)
FN220	73-78	Majority of Attendance IRN	PIC X(6)
FN230	79-87	Yearend Reported State Student ID (SSID) Element	PIC X(9)
FN240	88	CORE Economics and Financial Literacy Requirement Met	PIC X
FN250	89	CORE Fine Arts Requirement Met	PIC X
FN260	90	Exempted from Physical Education Graduation Requirement	PIC X
FN270	91-94	Updated October 31 IEP Outcome	PIC X(4)
	95	Filler	PIC X
FN290	96-97	CTE Program of Concentration Element	PIC X(2)
FN300	98	CORE Graduation Requirement Exemption Code	PIC X
FN310	99	Military Compact Graduation Alternative Count	PIC 9
FN320	100-107	CORE Graduation Requirement Exemption Date	PIC 9(8)
FN330	108	CORE Graduation Requirement Met Flag	PIC X
FN340	109-116	Expected Graduation Date	PIC 9(8)
FN350	117-124	Admission to Current High School Date	PIC 9(8)
FN360	125-126	Math Diagnostic Result	PIC X(2)
FN370	127-128	Reading Diagnostic Result	PIC X(2)
FN380	129-130	Writing Diagnostic Result	PIC X(2)
FN390	131-136	Next Year Attending Building IRN	PIC X(6)
FN400	137-142	Previous Year District IRN	PIC X(6)
FN410	143-148	Courses Completed Date	PIC 9(6)

Number	Position	Name	PIC/Size
FN240	149-154	Courses Completed IRN	PIC X(6)