

Chapter 2

DATA ELEMENT DEFINITIONS

The following chapters contain a listing of the data elements that comprise the Education Management Information System (EMIS). Each element has been precisely defined. The list and corresponding definitions of data elements were determined through a cooperative effort of school administrators, treasurers, teachers, the general public, representatives from the Ohio Department of Education and the Ohio Education Computer Network, and education software vendors. These definitions have been updated as needed to comply with program changes and other legislative or regulatory changes.

Elements are listed in chapters 2, 3 and 4 for the following records:

- Student Demographic Record
- Student Attendance Record
- Student Course Record
- Student Proficiency Test Record
- Student Proficiency Only Test Record
- Student Achievement Test Record
- Student Ohio Graduation Test (OGT) Record
- CTAE Student Test Record
- Student Course Record
- Student Program Record
- Student Discipline Record
- Student Gifted (Screening, Assessment, and Identification) Record
- CTAE Workforce Development Completer Follow-Up Record
- Early Childhood Record
- Staff Demographic Record
- Staff Employment Record
- Course Master Record
- Career-Technical Education Correlated Class Record
- District General Information Record – Previous Summer
- Building General Information Record – Previous Summer

District General Information Record – Fall/October
 Building General Information Record – Fall/October
 District General Information Record – Yearend
 Building General Information Record – Yearend
 Financial Records

Data elements are the specific items that provide a piece of information. For example, *GRADE LEVEL* is a data element that identifies the current grade level in which a student is enrolled. The data elements are organized by the following major categories:

- Student (Chapter 2)
- Staff (Chapter 3)
- General District & Building Information (Chapter 4)
- Financial (Chapter 4)

Within these categories, there are further groupings:

Data Type	Detailed Records
Student	Demographics, Attendance, Testing, CTAE Testing, Courses, Program, Discipline, Gifted, Early Childhood, CTAE Completer Follow-up
Staff	Demographics, Employment, Course Master(s)
General District & Building Information	Previous Summer, Fall/October, Yearend
Financial	Receipts, Budget/Appropriation, and Expenses

Various types of information will be reported for the data elements depending upon the type of element. The data required may be text, dates, yes/no or numeric values. Available options/codes for Courses/Subjects, Course Types, Program Codes, Position Codes, and Assignment Areas are listed in separate appendices as indicated in the Table of Contents. The appendices are also indicated within the element definitions of the next three chapters.

Because the responsibility for some students overlaps school districts, reporting information for a student may be the responsibility of multiple school districts. For example, data for career-technical students are required by both the resident district and the career-technical school (***with the exception of test records for FY05*** – if the JVSD or the contract career-technical district report the “UDR – Use results reported by the district of residence or sending district” in the “Subject” Required Test Type element on the Testing Record for a student they will not be required to submit duplicate test results for that student). The following are the general responsibilities for EMIS information listed by element type:

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Record Type	School District Responsible
Student Demographic	Resident district of student and all districts instructing the student
Student Attendance	Resident district and/or district(s) of attendance
Testing – Proficiency, Proficiency - Only, Achievement, and Ohio Graduation Tests	District at year end AND district administering test AND (if student is participating in career-technical courses), the JVS OR district educating the student (with the following exception for FY05 - if the JVSD or the contract career-technical district report the “UDR – Use results reported by the district of residence or sending district” in the “Subject” Required Test Type element on the Testing Record for a student they will not be required to submit duplicate test results for that student).
CTAE Testing	District that employs the career-technical education teacher
Student Course/Staff Course Master	District employing the staff member providing the course (resident district in most cases.)
Student Program	Review the chart in section 2.1.8 Student Program Record in Chapter 2 for specific information
Discipline	District administering the discipline
Gifted Record (Screening, Assessment, and Identification)	The Resident District and Community Schools or attending district if student attends 100% of time (except for ESCs and JVSDs).
Early Childhood Record	Reported by educating district OR the fiscal agent for the Public Preschool Grant (which may also be the educating entity)
CTAE Workforce Development Completer Follow-Up Record	District that employs the CTAE teacher
Staff	District employing staff member
Building and District	Districts, Community Schools, Educational Service Centers (ESC), Joint Vocational School Districts(JVSD), and the Department of Youth Services (DYS)
Financial	District incurring expenses

The information reported in each element comes from various sources within the school district, e.g., the teachers' student attendance records, staff with pupil personnel

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responsibilities, individuals in charge of staff personnel, career-technical education administrators, special education administrators, federal programs administrators, etc.

School district administrators will use this EMIS information for local needs, e.g., grade reports, curriculum decisions, and Section 3301.0714 of the Ohio Revised Code requirements (Guidelines for statewide education management information system).

The data elements and reporting instructions in this reference guide should be shared with all appropriate staff members in your district, such as Coordinators of Testing, Personnel, Curriculum, Special Education, Preschool, Gifted and Title I Programs, for example. This information should also be shared with any other individuals involved with your district in specifying which data should be reported in EMIS and responsible for data accuracy such as the Superintendent, Treasurer, EMIS reporting and monitoring personnel).

Each school district needs to assess which student and staff data elements are already being tracked, who is responsible for the records, and when the information is required to be reported.

2.1 STUDENT DATA ELEMENTS

It is important to understand the difference between district level elements and building level elements. The elements on the Student Demographic and Attendance Records are usually district level elements, while discipline incidents reported on the Student Discipline Record are typically building level elements. For example, the Student Percent of Time element on the Student Demographic Record is the percent of time a student spends in a district (i.e., the percentage of time that a student receives instruction from an employee of the district). The Attending/Home District IRN from the Student Attendance Record is the district where the student attends or resides, depending on which district is reporting. The Student Discipline Record requires districts to report the Building IRN (Where the Discipline Took Place). The Ohio Accountability System holds individual buildings accountable for results so it is critical to report the appropriate building IRN on each record that requires a building IRN.

The district is responsible for reporting one Student Demographic and one Student Attendance Record for each student whom employees of the district educate **or** who resides in their district. The Ohio Department of Education is requiring a single attendance figure (one per district per student) for each student from the district. Days of attendance are the total days attended in the district during a reporting period. In more practical terms, the district delegates this reporting to each building (where the students and the data are located). The Building IRN element on the Student Demographic and Attendance Records is the building where the student is attending or the building where the student would have attended or the "reporting" building.

2.1.1 STUDENT DEMOGRAPHIC RECORD

Within each district, demographic data for each student will be reported from only one building for each reporting period. Though a student may attend multiple buildings within

a district, only the last building within the district that a student attended during the reporting period will report data on the student.

2.1.1.1 Statewide Student Identifier (SID)

Below is the link to the secure website for the SSID:

<https://www.ohiossid.com>.

Additional information on the SSID can be found at the ODE/EMIS web site at:

<http://www.ode.state.oh.us/EMIS/SSID/>

The Statewide Identifier (SID) is a 9-digit alphanumeric identification code that is unique to each public school student in Ohio. The number must be issued by the approved Application Service Provider (IBM) contracted by the Ohio Department of Education to maintain the Statewide Student Identifier Database (SSID) System. Any district responsible for reporting data to the EMIS may access the SSID. Access to the SSID will only be open to authorized personnel within the district for the purpose of enrolling new kindergarten or transfer students. All policies specified within the Ohio Revised Code (ORC) pertaining to the protection of student privacy and the maintenance of confidential records shall be followed by districts as the SID is implemented in districts.

The SID will allow student-level data to be reported via EMIS and facilitate statewide, longitudinal tracking of student progress without the Ohio Department of Education knowing sensitive student-level information such as name, address, or social security number. ***The SID is a mandatory EMIS element and all EMIS records are required to be submitted with the SID. In order for funding to flow appropriately, it is critical to report the SID accurately, as records submitted to ODE with invalid SID's will not be processed.*** The SID should be used only for EMIS reporting purposes in order to maintain student privacy. Per ORC 3301.0714 (D), at no time shall a district release the crosswalk that matches the SID with other student level data (e.g., name, address, social security number). This information is protected by the Family Educational Rights to Privacy Act and by Ohio Revised Code for the purpose of maintaining student confidentiality. Failure to follow federal and state statutes will result in penalties as stated therein.

Software at the data acquisition site will read the Student Demographic Record, and replace the EMIS ID with the SID in every student record. Thus when ODE gets the student records, the demographic record will actually contain two occurrences of the SID.

Data Elements Required for Assignment of the SID

The following data elements are all mandatory for assignment of the SID. Based on district and DA-site request, these data are included in district EMIS files for consistency and ease of reporting. Please note that they are removed from EMIS student level files before being transmitted to ODE.

(For local use only. ODE does not receive this information.)

Legal First Name	Legal First Name of the student as it appears on the birth certificate, I-95 form, or passport.
Legal Middle Name	Legal Middle Name of the student as it appears on the birth certificate, I-95 form, or passport.
Legal Last Name	Legal Last Name of the student as it appears on the birth certificate, I-95 form, or passport.
Date of Birth	(Used in the AGGREGATION routines to calculate age.) Date Of Birth (format: mm/dd/yyyy) as it appears on the birth certificate, I-95 form, or passport.
Gender	Indicates whether the student is male or female. M = Male F = Female
Native Language	"Native" or first language of the student. This is often the language spoken at home but should denote the primary language spoken by the child at the onset of speech. See section 2.1.1.20.
Ethnicity	Racial/ethnic group to which the student belongs or with which the student identifies. Districts must give parents the option to designate the category. See section 2.1.1.5 for a list of options.
Birthplace Name	"Place / Name" for the geographic location where the student was born as it appears on the birth certificate (or via parent/guardian if student is foreign born). The Birthplace Name will typically be a city. If no city is available, Birthplace City should be the most specific information that appears on the birth certificate or other documentation (e.g., County, Hospital Name). Please report this exactly as it appears on the birth certificate, including misspellings.

2.1.1.2 EMIS Student ID Number:

(For local use only. ODE does not receive this information.)

The EMIS ID is the district-determined number that should still be used by districts for student tracking. This number uniquely identifies each student within the district. The school district is responsible for assigning this number. Districts should not eliminate this number from their systems since the SID is ONLY to be used for EMIS reporting purposes.

2.1.1.3 Student Name:

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(Optional - For local system use only)

- Last Name
- Appendage (e.g., Jr., III, etc.)
- First Name
- Middle/Maiden Name or Initial
- Format: Last name Appendage, First name Middle
- Example: Smith Jr., Joe S

2.1.1.4 Gender:

Indicates whether the student is male or female.

VALID OPTIONS:

- M = Male
- F = Female

2.1.1.5 Racial/Ethnic Category:

Racial/ethnic group to which the student belongs or with which the student identifies. Districts must give parents the option to designate the category.

VALID OPTIONS:

- W = White, Non-Hispanic: Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- B = Black, Non-Hispanic: Persons having origins in any of the black racial groups in Africa.
- H = Hispanic: Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.
- A = Asian or Pacific Islander: Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This area includes for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
- I = American Indian or Alaskan Native: Persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.
- M = Multiracial: Persons having origins in two or more of the above options.

2.1.1.6 Date of Birth:

This is the date on which the student was born. (This data element is used in the aggregation routines to calculate age).

2.1.1.7 Building IRN:

The state-assigned six-digit Information Retrieval Number (IRN - found in the Ohio Educational Directory) for the *school building which is reporting the student*. THIS IRN MUST BE A PUBLIC SCHOOL BUILDING LOCATED WITHIN THE DISTRICT WHICH IS REPORTING THE STUDENT. **As a general rule, if the district is instructing the student, a building IRN should be reported** The district IRN can **ONLY** be reported if the student is being educated full-time by employees outside of the reporting district.

FOR ESC'S REPORTING STUDENTS, THE IRN OF THE ESC IS TO BE USED IN THE *BUILDING IRN* FIELD. JVSDs should report the building IRN of the Joint Vocational School that the student is attending. DYS should also report the building IRN of the particular institution that is providing instructional services to the student.

Additional Reporting Instructions

A. If % of Time >0 and student is being instructed in a building operated/owned by the district, districts MUST report the building IRN where student is instructed.

B. If % of Time >0 and student has an Attending/Home IRN Indicator of "2" (Contract Career-Technical), "3" (Joint Vocational School District), "4" (Education Service Center) and "5" (Postsecondary Institution), districts must report the building IRN where the student receives instruction when attending the district.

C. If % of Time >0 and student is being instructed *in a building NOT operated by or being leased/rented by the district* (e.g., hospital, detention center, nonpublic bldg.), report the building where the student would have attended geographically.

D. If % of Time >0 and student is being instructed ***in a building NOT operated by, but is being leased/rented by the district***, report a) building that is associated with facility or b) building where student would attend geographically if a district-wide program. **For example**, if an elementary school needs extra classrooms and rents a church across the street, the **building IRN should be the school IRN**. This would be used in all student and staff records (including the "Location IRN" on the Course Master Record).

Another example: If a district leases a building in a strip mall to house a district-wide elementary program for students with behavioral problems, the students should be assigned to the **building** that they would have attended if this special facility did not exist. Ideally, staff should be assigned proportionately to all buildings that send students.

E. If % of Time = 0, then report the building where the student would have attended geographically within the district or the district IRN.

For Buildings Without IRNs:

Preschool classes located in non-district, temporary buildings (Buildings without IRNs)

If all the students in a preschool class have been relocated from the same building, the district can use the IRN of the building from which they came when reporting all student files, including the Student Course Record and the Course Master Record. If the students in a preschool class have been relocated from multiple buildings, the district

can use the IRN of the building that each student will enter in the following school year on the Student Demographic and Student Attendance Records. If this is not known, report the IRN of the building where the student **would have attended** geographically within the district. Use the district IRN for the Location IRN element on the Course Master Record.

Kindergarten classes located in non-district, temporary buildings (Buildings without IRNs)

If the students in a kindergarten class have been relocated from the same building, the district can use the IRN of the building from which they came when reporting the students on all Student Records and the Course Master Record. If the students in a kindergarten class have been relocated from multiple buildings, the district must obtain an IRN from the Ohio Department of Education via the Ohio Educational Directory for the building in which the class(es) will be located. This IRN will then be the building IRN for the students and the class.

Note: Any questions about this process or whether or not there is a need for a new IRN, contact the Designated Data Acquisition Site for the district, and the DA Site can contact the appropriate individual(s) at ODE.

2.1.1.8 Student Percent of Time:

Indicates the average percentage of time per week the student participates in any instruction provided *by a CERTIFICATED/LICENSED employee of the reporting district*. Resident districts do not include time spent in classes taught by employees at an Education Service Center or postsecondary courses. During the first full week of October for students enrolled in only a first semester, first tri-mester, or first nine week class, etc., report the percent of time for these students as if they were to be in the district the entire school year.

The student percent of time should be provided as a whole number. For a full-time student, 100 should be entered, while 050 should be reported for a half-time student.

EXAMPLE:

If a student attends more than one district, each district should report the percent of time that that student spends at their district in relation to the total school day for the student. For example, if a student spends 2 hours at District A and 4 hours at District B each day, then District A should report 33% and District B should report 67%.

Reporting Instructions – Student Percent of Time for Preschool Students and Kindergarten Students

FOR KINDERGARTEN STUDENTS:

A student who is assigned to a half-day kindergarten will have a percent of time of 50%. If the kindergarten is full-day and five days per week, this element should be 100%.

FOR PRESCHOOL STUDENTS

The student percent of time field should be 50% if the child attends 4 half days (0 -19 hours per week) OR receives a MINIMUM of 4 hours of itinerant service per month. The student percent of time should be 100% if the child attends 4 5+ hour days per week (20+ hours per week) OR attends both 4 half days (0-19 hours per week) AND receives a MINIMUM of 4 hours of itinerant service per month.

COURSE TYPES	ATTENDANCE PATTERN	Student % of Time Should be:	Total Hrs per wk
Kindergarten			
E03	Full-day every other day	50-69%	>12.5<17.5
E04	Full-day every day	100%	25
E20	Extended Day Kindergarten	70-99%	>17.5<24
E21	Half-day Everyday Kindergarten	50-69%	>12.5<17.5
*5 hours to be considered a full day.			
Note: Title I Supplemental Kindergarten (kindergarten programming funded by Title I funds that is offered in addition to the regular kindergarten provided by the district) should be reported with the "E20 – Extended Day Kindergarten" course type AND the "233200 - Title I Supplemental Kindergarten Program" program code.			
COURSE TYPES	ATTENDANCE PATTERN	Student % of Time Should be:	Total Hrs per wk
Preschool Education (Students Without Disabilities)			
P08	Center-based class for preschool students without disabilities	50%	0 -19
		100%	>19
New for FY05: Program Code 220200 Student receiving preschool itinerant services designed for students without disabilities	Itinerant services for preschool students without a disability	50%	4+ hrs/month

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Preschool Education (Students With Disabilities)			
D08	Center-based class for preschool students with a disability	50%	0-19
		100%	>19
New for FY05	Itinerant services	50%	4+ hrs/month
Program Code	Delivered at student's residence or preschool for a minimum of 4 hours each per month		
220100 Student receiving preschool itinerant services designed for students with disabilities			
Note: If the preschool program is funded by Title I funds, the "233210 – Title I Preschool Program" program code should also be reported with the appropriate preschool course type.			

The definitions of all course types will also appear in the "3.1.4.9 Course Type" element in Chapter 3 (staff reporting).

Q & A RE: Student Percent of Time

Q1: We have 120 students (grades 5 and 6) who participate in an elementary gifted and talented program that is housed in a building (within our district) without an IRN. The students are transported by bus from 13 elementary schools to the gifted and talented program for one full day each week. This means that each student spends 80% in their home school and 20% in the gifted and talented program. How is the student percent of time recorded in the Student Demographic Record?

A1: The Building IRN for each student should be the IRN of the building in which they spend the majority of their time. In this case, this is the building where the student spends 80% of time. Since the Student Percent of Time element is a district level element, the student percent of time would be reported as 100%.

Q2: How should the district code the student percent of time for a student who participates full-time in postsecondary enrollment and does not participate in any instruction by an employee of the reporting district?

A2: The district will need to determine if the student software program that they use will calculate attendance if "0" is used as the percent of time. If the software will not calculate attendance when the student percent of time is 0%, the district can report 1% as the student percent of time. (This is dependent upon the student software used by the district).

Q3: How should a district report student % of time for students who are in a kindergarten class AND receiving preschool special education itinerant services?

A3: The student percent of time must be 100%. The aggregations will split the time between the center based class **and the preschool special education itinerant services, which should be reported with one of the 220XXX program codes**. If student percent of time is not 100%, this will cause a warning error.

2.1.1.9 Grade Level:

Indicates the student's current grade level during the reporting period.

VALID OPTIONS:

- UG = No grade level
- 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 has not passed proficiency (Note: "enrolled" means student is actually enrolled and attending school.)
- 23 = Student who has been identified as having a disability condition, who has completed educational requirements and elects to remain for further training, is under age 22, and has not graduated

Please note that to be considered a graduate, a student must be issued a diploma, in accordance with ORC 3313.61.4 (D), which states....."Each diploma awarded under this section shall be signed by the president and treasurer of the issuing board, the superintendent of school, and the principal of the high school. Each diploma shall bear the date of its issue, be in such a form as the district board prescribes, and be paid for out of the district's general fund". (Simply participating in a graduation ceremony, without receiving a diploma, does not constitute graduation).

For new students, the determination of grade level placement can most easily be done by a transcript received from the previous school. When this is unavailable from the previous school district or unknown, the school district, according to district policy, can test the student and determine the grade level. For example, if a student's tests indicate the equivalent of the local 10th grade level, then previous grades (usually recorded as PASS) and credits are awarded accordingly. By State Board rule, the superintendent is given the ultimate authority to determine the appropriate grade level placement of the child.

Q & A re: Grade Level

Q1: When should grade level "UG" (ungraded) be used?

A1: Grade level "UG" should only be used for educational programs that are operated as grade level non-specific. IF "UG" is used, the district is required to indicate the grade level in which the student will be included for state accountability purposes in the 2.1.1.27 State Equivalent Grade Level element. If the grade level is UG and the State Equivalent Grade Level element is not completed (i.e.= "***"), ODE will calculate this element based on the age of the student in the manner outlined in the 2.1.1.27 State Equivalent Grade Level element.

Q2: Should special education students who have completed their educational requirements and not received a diploma, but elect to remain in school, be reported in EMIS? If so, what grade level is appropriate?

A2: Yes, these students are to be reported as grade level "23" on the Student Demographic Record.

2.1.1.10 Grade Level, Next Year:

Indicates the grade level to which a student has been promoted or in which a student will be retained. This element is required for all students. For seniors who have been retained, report "12" in this element.

VALID OPTIONS:

- ** = Not applicable
- UG = No grade level
- 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 proficiency
- 23 = Student who has been identified as having a disability condition, who has completed educational requirements and elects to remain for further training, is under age 22, and has not graduated
- GR = Student will complete educational requirements
- DR = Student has dropped out, is not enrolled in the district and is not known to be enrolled anywhere

2.1.1.11 Legal District of Residence:

The six-digit IRN number for the current school district in which the parent(s) is a resident, if the parent(s) resides in-state. DO NOT INDICATE DYS, JVS OR EDUCATION SERVICE CENTER IRNs. Otherwise:

- If parent(s) resides out-of-state or is deceased and student resides in-state with guardian, report the guardian's district IRN.
- If student lives alone in-state, report the IRN number for the school district in which the student resides.
- If the student resides out-of-state with parent(s), guardian, or alone, then report "999999".
- JVSDs and the DYS must report a city, local, or exempted village IRN of the district sending a student to the JVSD/DYS. In a three way situation, the JVSD/DYS should always report the IRN of the "true" district of residence as the legal district of residence.
- For students living in a "home" (i.e. foster care, JDC, residential facility), this is based on where the parents resided at time of placement, unless the court has designated another school district as financially responsible for the student.
- Indicate the public district of residence for nonpublic school students.
- For the student whose parents have joint custody and reside in different districts, the Ohio Revised Code defines "parent" as the custodial parent (Section 3313.64 ORC). District of Residence is where the (custodial) parent(s) reside at the time of placement. The district that is educating the student should report that IRN at the time of placement.

For students identified as having a disability condition, district of residence means:

- The school district determined by the court under section 2151.35.7 of the Ohio Revised Code, or if no district has been so determined, the school district as determined by the probate court of the county in which the child resides.
- If the court has not designated a district as financially responsible for the student's education, the district of residence shall be the school district in which the child's parents reside, OR the last school district in which the child's parents are known to have resided if the parents' whereabouts are unknown.
- If the child has a parent who is incarcerated in a correctional facility, juvenile residential placement, or residential facility, and for whom tuition obligation has not been previously established, and the other parent is not known to reside in Ohio, the school district in which the child's parent resided at the time of such placement is responsible for the tuition.

NOTE: "Parent" may refer to natural or adoptive parent.

Q & A re: Legal District of Residence

Q1: In the case of a student placed outside his/her district of residence, Section 3313.64 of the ORC says the district of residence is the where the parents reside at the time of placement. What happens if the parents later move? What should the attending district report as the Legal District of Residence?

A1: If the student does not have a disability condition and if the parent(s) move out of their original district, the attending district should still report the IRN of the original district at the time of the placement in the Legal District of Residence element.

PLEASE NOTE: Guidance will be provided on coding students under the new provisions of HB 130 who reside with grandparents and are allowed to attend the school where the grandparent lives tuition free

2.1.1.12 Student Status:

This element indicates the relationship between the student and the reporting district.

From the reporting district's perspective, indicates whether the student is resident/non-resident, tuition/non-tuition, and in-state/out-of-state. Select one option only.

Note: If a resident student is court-placed within his/her resident district (where parents reside), do NOT report "0" - use "C" or "P" to indicate that the student has been court-placed. Following the same logic, if a student is placed in an institution (not court ordered or foster care) placed within his/her resident district (where parents reside), do NOT report "0" - use "T".

VALID OPTIONS:

- 0 = Resident student (legal resident of school district - Do not use for court-placed students.) Do not use for resident students court placed in a local/county institution for the neglected or delinquent.
- 1 = In-state, non-resident tuition student (Do not use for non-resident Special Education, court-placed students, nor direct-pay tuition students.)
- 2 = In-state, non-resident, career-technical contract student (Also use for career-technical contract **Special Education** Students.)
- 3 = In-state, non-resident, non-tuition, non-contract student (unauthorized student)
- 4 = Out-of-state, tuition student
- 5 = Out-of-state, non-tuition student
- 6 = In-state student attending nonpublic school NOTE: Students reported with this student status code must also be reported with the appropriate Title I or Special Education program code(s).
- 7 = Non-resident residing with grandparent (per ORC 3313.64)

- 8 = Non-resident senior attending (per ORC 3313.64)
- 9 = Non-resident, Open Enrollment - Inter-district
- A = Non-resident student whose parent is a district employee (per ORC 3313.64)
- B = Non-resident, special education program including special education cooperative programs (Not court-placed)
(**Please Note:** Contract Career-Technical Special Education Students should be reported with Student Status = 2)
- C = Foster care placement or court placement with a relative (includes court-placed students with and without disabilities) **Also use for resident students who are court-placed within the resident district.** (NOTE: Students placed in foster homes must be reported in EMIS by all districts involved.)
- D = Direct Pay Tuition (non-SF14, parent pays)
- F = Not enrolled, PUBLIC student receives career-technical evaluation services only
- H = ESC providing instruction (and related services as needed) in the name of the legal school district of residence. ONLY used by the ESC.
- I = The ESC or district is providing non-instructional support, supplementary or related services to a resident or non-resident student. Examples include participation in latchkey programs or special education related services. Do not use when the student is placed in a local/county institution for the neglected or delinquent.
- L = Non-resident, open enrollment student, student counted in district October ADM - Section 3313.981 (only valid for Yearend N reporting)
- M = Student who attends a community school (ORC 3313.844, 3314.01-11)
- P = ALL court ordered institutional placements other than foster care (includes both students with and without disabilities). Also use for **resident students who are court-placed within the resident district.**
- S = Non-resident student attending district based on District Superintendent's agreement for the student well being - (per ORC 3313.64).
- T= All institutional placements that are not court ordered or foster care. Also use for **resident students who are placed in an institution within the district of residence.**
- U - State supported schools (e.g. OSB, OSD, DYS, MR/DD) Student Status "U" will only be used by these special state supported schools:

- Ohio School for the Deaf
 - Ohio School for the Blind
 - Department of Youth Services (DYS)
 - Boards of Mental Retardation and Developmental Disabilities (MR/DD)
- W – Non-resident – Attending under Title I public school choice [Student is attending a district other than he/she normally would attend due to Title I public school choice (No Child Left Behind Act of 2001, PL 107-110, Section 1116)]

Note: For Contract Career-Technical Special Education Students

In order to meet federal reporting requirements for CTAE, districts that educate Contract Career-Technical Special Education Students are required to report these students with a *STUDENT STATUS* = "2", instead of "B". The "resident/sending" district should report the *ATT/HOME IRN INDICATOR* = "2". This will have no impact on funding, as the *DISABILITY CONDITION* is used to identify students receiving Special Education Services. Students receiving contracted special education services in regular districts should still be reported with *STUDENT STATUS* = "B".

2.1.1.13 Disability Condition(s):

Also refer to 2.1.1.17- Prior Disability.

Indicates *students below 22 years of age* who have a disability as defined by the options listed below. City, municipal, exempted village, local and community school districts are required by IDEA and Chapter 3323 of the Ohio Revised Code to report data on the number of children with disabilities who are receiving special education and related services in accordance with an IEP. These data will be submitted to the U.S.

Department of Education by February 1 each year. The data reported are used to determine the amount of Federal Special Education Part-B IDEA grant funds (formerly VI-B) and the Preschool Grant Funds for each district. Refer to the definition of each disability condition in the GLOSSARY section of this manual. Students coded here are those who have been officially identified with an MFE (multi-factored evaluation), an IEP, and one of the options listed. Those not identified should NOT be reported with a disability condition.

NOTE: IEP's prepared by public and community schools must be completed and signed by December 1st in order for the student to be eligible for weighted funding of the designated category.

ORC 3323.08(A)(3) provides the authority to use the December 1 cutoff date. The key in deciding which disability condition to report for a student in October K FY2005, is whether or not the student was enrolled in the district during the first full week of October 2004.

If a student is enrolled in a district during the first full week of October (FY2005), and has

an IEP that goes into effect after the October Count Week (i.e. Nov. 30, 2004 is the effective IEP date) but on or before December 1, then the district would have to go back to their FY2005 October K database and update the data to reflect the disability condition on the effective IEP. This student may have already had a disability condition, in which case the new disability condition is reported in October K AND December M, OR the student may not have had a disability condition prior to November, 30, in which case the appropriate disability condition would be reported in October K AND in December M.

IF the student was NOT enrolled during the first full week of October, (for example, enrolled on November 7, 2004), then the student would NOT be reported in October K, but would be reported in December M. (This is how it is presently done.)

VALID OPTIONS:

- ** = Not applicable (default)
- 01 = Multiple Disabilities (other than deaf-blind)
- 02 = Deaf-Blindness
- 03 = Hearing Impairments
- 04 = Visual Impairments
- 05 = Speech and Language Impairments
- 06 = Orthopedic Impairments
- 08 = Emotional Disturbance (SBH)
- 09 = Mental Retardation (DH)
- 10 = Specific Learning Disabilities
- 11 = Preschool child with disability (Ages 0-5)
- 12 = Autism
- 13 = Traumatic Brain Injury (TBI)
- 14 = Other Health Handicapped-Major
- 15 = Other Health Handicapped-Minor

2.1.1.14 Disadvantage

This element **must be reported for all students in grades PS-12** and should indicate if the student meets the definition of economic disadvantage, or in the case of career-technical education students, meets the definition(s) of economic and/or academic disadvantage

Districts should **update the Disadvantage element throughout the year** as changes accrue. **During the October K reporting period**, districts should report the student's disadvantage status as of the first full week of October. **During the**

December M reporting period, for students with disabilities, districts should report the student's disadvantage status as of December 1. **During the Yearend N reporting**, district should report the student's disadvantage status as of the last day of school (or the student's status as of the last day s/he was enrolled in your district)..

VALID OPTIONS:

- * = Not applicable
- 1 = Economic disadvantage
- 2 = Academic disadvantage (reported for career-technical education students only)
- 3 = Both economic and academic disadvantage (reported for career-technical education students only)

Reporting Instructions - Economic Disadvantage

The following students should be reported as economically disadvantaged:

1. Students who are known to be eligible to receive the free or reduced-price lunch (a program through the National School Lunch and Child Nutrition Programs). To be eligible for free lunch, a student's family income must be at or below 130% of the federal poverty level. To be eligible for reduced-price lunch, a student's family income must be at or below 185% of the federal poverty level. The following table outlines annual family income levels corresponding to 185% of the most recent (2004) federal poverty levels set by the federal government.

2004 HHS Poverty Guidelines –Size of Family Unit Guideline

Size of Family Unit	185% of Federal Poverty Threshold (Annual Income)
1	\$17,224
2	\$23,107
3	\$28,990
4	\$34,873
5	\$40,756
6	\$46,639
7	\$52,522
8	\$58,405
9 +	\$5,883 for additional family

	member
--	--------

For family units with more than 8 members, add \$5,883 for each additional member.

The above family income figures are derived from federal poverty guidelines as reported in the Federal Register, Vol. 69, No. 30, February 13, 2004 [pp. 7336-7338].

Eligibility for reduced-price lunch can be determined through a variety of methods including the electronic direct certification process or completion by a parent or guardian of a free and reduced-price lunch application or Title I student income form. **NOTE: A separate waiver of confidentiality signed by the parent is no longer required to report this information via EMIS.**

2. Students who are known to be recipients of or whose guardians are known to be recipients of public assistance. A source for determining whether a student's family is receiving public assistance is the Education Monetary Assistance Distribution (EMAD) system

Reporting Instructions - Academic Disadvantage (reported for career-technical students only):

A career-technical student should be reported as academically disadvantaged if s/he:

- lacks knowledge in one or more of the academic areas of mathematics, English/language arts, science or social studies, and
- performs two or more years below grade level on standardized tests

Academic disadvantage refers to a student that is having academic problems that are **not** due to an identified disability condition. Students who have been officially identified as having a disability condition through the administration of a MFE (multi-factored evaluation) and are receiving special education and related services in accordance with an IEP (Individual Education Plan) should be reported in the 2.1.1.13 Disability Condition element.

Reporting Both Economic and Academic Disadvantage (reported for career-technical students only)

A career-technical student should be reported as both economically and academically disadvantaged if s/he meets the criteria of both of the above definitions.

2.1.1.15 Homeless Unaccompanied Youth *Added for FY05*

Indicates a homeless student not in the physical custody of a parent or guardian. This includes (but is not limited to) youth living in runaway shelters, abandoned buildings, cars, the streets, or other inadequate housing; youth denied housing by their families (sometimes referred to as throwaways); and school-age unwed mothers who live in homes for unwed mothers and have no other housing available. A district should report the student as a homeless unaccompanied youth during the Yearend N reporting period if the student met the definition at **ANY** time during the school year.

The Homeless Unaccompanied Youth element refers to a particular type of homeless student and the Homeless element refers to the living conditions of homeless students.

VALID OPTIONS:

- * = Not Applicable (used for students reported with the * = Not Applicable option in the 2.1.1.16 Homeless element)
- N = No
- Y = Yes

2.1.1.16 Homeless *Options Adjusted for FY05*

Indicates a student who lacks a fixed regular and adequate night-time residence and who has a primary night-time residence that is one of the following options. A district should report a student in during Yearend N reporting as homeless if **the student was homeless at ANY time during the school year** - even if the student is no longer homeless. If the student has experienced **multiple homeless living arrangements during the school year**, the district should report the arrangement that the student was living in when **first** identified as homeless.

VALID OPTIONS:

- * - **Not Applicable**
- **A = Homeless Shelter**
Children and youth who are residing in homeless shelters (both emergency and transitional) because there are no other living accommodations available. Should a child or youth subsequently be placed in a foster home or a facility for neglected or delinquent children or youth, s/he should no longer be considered homeless.
- **B = Unsheltered**
Children and youth staying temporarily in unsheltered situations (i.e., cars, trailer parks, camping areas, abandoned buildings, bus or train stations, etc.) because they lack adequate living accommodations. Those living in trailer parks or camping areas on a long-term basis in adequate accommodations should not be considered homeless.
- **C = Doubled-Up**
Children and youth who are sharing housing with other families or individuals because of a loss of housing or other similar situations.
- **F = Abandoned**
Children and youth who remain in a hospital or other care setting beyond the time they would normally stay because they have been abandoned by their families. Children and youth who were homeless prior to hospitalization should be considered to be homeless while they are living in the hospital..
- **I = Hotel/Motel**

Children and youth who are temporarily living in hotels or motels because they lack adequate permanent housing.

- **J = Other**

Children and youth living in a homeless situation not detailed in any of the above categories (Homeless situation of the student is known but is not described in the categories provided).

- **U = Unknown**

Children and youth known to be homeless but for whom detailed information concerning living arrangements is not available.

2.1.1.17 Migrant (Migratory Child):

A migrant student or migratory child is a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceeding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work, has moved from one school district to another, or from one administration area to another in a single school district [this is a state with only one school district], or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence for fishing purposes.

VALID OPTIONS:

- N = No
- Y = Yes

2.1.1.18 Prior Disability Condition:

Report a prior disability condition for students who **meet all three** of the follow criteria:

- were previously identified with a MFE (multi-factored evaluation) as having a disability (as defined by the options listed below) and,
- were provided with special education services based on an IEP,
- exit special education and remain in the district in non-special education classes.

The prior disability field records the disability condition under which the student was served at the time of exit from special education (no longer receiving services according to the IEP). The options are the same as provided in the disability condition field (Section 2.1.1.12) in the Student - Demographic record (Section 2.1.1). This is reported for students who have received special education services and have not withdrawn from the district, but are now being educated in regular education programs. Data reported in this element are used to report the number of students who exit Special Education to the U.S. Department of Education. Use with students below 22 years of age.

The prior disability condition needs to be reported during the Yearend N reporting period, following the student's exit from Special Education. The IEP team determines the effective exit date. If the IEP team determines that exit is effective beginning the following school year, the *Prior Disability Condition* would be reported during Yearend N reporting the following school year. The disability condition for that student would be "** - not applicable" during the October K reporting period the following school year. *For a Special Education student who exits Special Education in the summer after the school year, report a Prior Disability Condition, during Yearend N of the following school year.*

For a student that is re-evaluated during the school year and is determined to have a *different* disability condition than s/he did prior to the evaluation, no "*Prior Disability Condition*" needs to be reported for that student, because that student is *still* considered to be receiving Special Education services. In this case, the *Disability Condition* should be changed to the new disability condition determined by the IEP team during the reevaluation.

Note: The Disability Condition will be changed to "****" when the Prior Disability Condition is reported.

VALID OPTIONS:

- ** = Not applicable
- 01 = Multiple Disabilities (other than deaf-blind)
- 02 = Deaf-Blindness
- 03 = Hearing Impairments
- 04 = Visual Impairments
- 05 = Speech and Language Impairments
- 06 = Orthopedic Impairments
- 08 = Emotional Disturbance (SBH)
- 09 = Mental Retardation (DH)
- 10 = Specific Learning Disabilities
- 11 = Preschool child with disability (Ages 0-5)
- 12 = Autism
- 13 = Traumatic Brain Injury (TBI)
- 14 = Other Health Handicapped-Major
- 15 = Other Health Handicapped-Minor

2.1.1.19 Special Education Exit Date

Special Education Exit Date will be reported when a student exits special education, along with the prior disability condition, which needs to be reported in the Yearend N

report period following the student's exit from Special Education. The IEP team determines the effective exit date.

Q1: Should a student with a Speech and Language Impairment (disability condition = "05") be reported with an exit date if s/he is no longer determined to need speech and language services?

A1: Yes, the Special Education Exit Date should be reported for any student (preschool through 12th grade) who has a Prior Disability Condition.

Q2: If a student exits Special Education in April, how would the Special Education Exit date and prior disability be reported for that student?

A2: The Special Education Exit Date and Prior Disability Condition will be reported during the Yearend N Reporting Period.

Q3: If a student is in one district, and exits special education, and then moves to another district, what is reported for that student?

A3: The district from which the student is transferred would report this student with a prior disability condition and/or special education exit date during the Yearend N reporting period. The district into which the student is transferred would not have to report the student as an exiting student.

Q4: What if a student exits Special Education, and then re-enters during the same school year? What should be reported in the prior disability condition element and the Special Education Exit date?

A4: If a student exits Special Education, and then re-enters during the same year, the district should report this student with the current disability condition, no prior disability condition and no Special Education Exit Date during the Yearend N reporting period of the year in which the new IEP takes effect.

2.1.1.20 Preschool Special Education IEP Development Date (3 Year Olds with Disability Conditions ONLY) *New for FY05*

Report the date (CCYYMMDD) that the Individualized Education Plan (IEP) was signed by the IEP team (not the effective date of the IEP). This element should ONLY be reported for students with preschool disability conditions (Disability Condition = "11 – Preschool Child with a Disability") who turn three on or before 12/1/2004. This date should be reported only by the resident district and only needs to be reported for the student one time. (Default is "00000000").

2.1.1.21 Preschool Early Intervention (3 Year Olds with Disability Conditions ONLY) *New for FY05*

Indicates if the three year old Preschool student with a disability condition (Disability Condition = "11 – Preschool Child with a Disability") who turns three on or before 12/1/2004 received Early Intervention as defined below. This data is only required to be reported by the resident district and only needs to be reported for the student one time.

Early Intervention in Ohio refers to services provided to children birth to three years of age and their families who are eligible for Part C services as described in IDEA (Individuals with Disabilities Education Act). The Ohio Department of Health is considered to be the lead agency. The Ohio Department of Health passes along funding and oversight responsibilities to the local Family and Children First Councils which oversee the 88 county Help Me Grow programs. The Part C program is part of Help Me Grow, which provides newborn home visits and supports and services to children birth to three and their families who have or are at risk for delays and disabilities. Children and their families who are eligible for Part C services receive: service coordination, Individualized Family Service Plans (IFSPs), evaluation and assessment and access to and knowledge of procedural safeguards. Direct services like physical therapy are provided through collaboration with local agencies, in particular with county Mental Retardation and Developmental Disabilities (MR/DD) agencies or are funded through the Bureau of Children with Medical Handicaps (BCMh) or private insurance.

VALID OPTIONS:

- * = Not Applicable
- Y = Yes, student received Early Intervention
- N = No, student did not receive Early Intervention

2.1.1.22 Kindergarten Experience:

This element indicates the type of experience that students had as a Kindergarten student. It will indicate whether they attended Kindergarten for a full week of services or half time, in which they received services for half of a week.

Data are required for reporting on students who complete Kindergarten. These data must be collected throughout the school year for students in Kindergarten up through the highest grade level listed in the following table.

School Year	Report "Kindergarten Experience" element for the following grade levels:
1999-2000	1
2000-2001	1,2
2001-2002	1,2,3
2002-2003	1, 2, 3, 4
2003-2004	1,2,3,4,5
2004-2005	1,2,3,4,5,6 <i>Grade 6 added for FY05</i>

VALID OPTIONS:

- * = Not applicable

- H = Half a week of Kindergarten
- F = Full week of Kindergarten
- N = No Kindergarten experience

2.1.1.23 Native Language:

This element must be completed for each student indicating the student's native language. Native Language refers to the primary or home language of the student.

VALID OPTIONS:

- ENG (default) = English
- ALB = Albanian
- AMH = Amharic
- ARA = Arabic
- CAM = Cambodian
- CAN = Cantonese
- CRE = Creole (French)
- GER = German
- HMG = Hmong
- JPN = Japanese
- KOR = Korean
- LAO = Laotian
- NAV = Navajo
- PTG = Portuguese
- ROM = Romanian
- RUS = Russian
- SBC = Serbo Croat
- SOM = Somali
- SPN = Spanish
- TAG = Tagalog
- TRI = Trigriyan
- UKR = Ukranian
- VTM = Vietnamese

- OTH = Other

2.1.1.24 Limited English Proficiency (LEP): Revised 3/29/05 – New Option Added for FY05 Yearend Reporting

Indicates a student with Limited English Proficiency.

VALID OPTIONS:

- N = No, the student is not Limited English Proficient; and has not been identified previously as LEP by the district. .
- Y = Yes, the student is of Limited English Proficiency **and was enrolled in US Schools for the first time BEFORE the first day of the current school year (adjusted 3/29/05)**
- L = Yes, the student if of Limited English Proficiency and was enrolled in US Schools for the first time **ON** or **AFTER** the first day of the current school year **(added 3/29/05)**
- 1 = Exited 1 year ago during the 2003-2004 school year (this option is only valid if the “Assessment for Reclassification from LEP” element was = “Y” during the 2003-2004 school year)
- 2 = Exited 2 years ago during the 2002-2003 school year (this option is only valid if the “Assessment for Reclassification from LEP” element was = “Y” during the 2002-2003 school year)
- 3 = Exited 3 years ago during the 2001-2002 school year or prior. (NOTE: It is NOT necessary for districts to go back and locate former LEP students who exited 3 or more years ago; as these students are not included in the LEP subgroup, since they have exited more than two years ago).

Ohio follows the same federal government definition of Limited English Proficient as described in the *No Child Left Behind Act of 2001* (P.L. 107-110, Title III, Part A, Sec. 9101, (25)).

The term “limited English proficient,” when used with respect to an individual, means an individual

- (A) who is aged 3 through 21; (and)
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (and)
- (C) who was not born in the United States or whose native language is a language other than English; (or)

who is a Native American or Alaska Native, or a native resident of utlying areas; and

who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual

the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

the ability to achieve successfully in classrooms where the language of instruction is English; or

the opportunity to participate fully in society.

October K Reporting

LEP conditions must be present during October Count week. For funding reasons, the data which was reported during October Count week should not change during the October K reporting period, even if the student has been reclassified in this timeframe.

NOTE: If a child was reclassified as "...no longer LEP" in the previous school year; then this element would be coded with a "1".

Yearend N Reporting

For FY05 Yearend reporting only, the school district will have to review all students reported with the "Y" status during October reporting period. Any child who was enrolled for the first time in U.S. schools, on or after the first day of school would be reported with an "L" ¹ in this field at Yearend 05. Otherwise, a "Y" should remain for Yearend reporting.

Only the "Y" status can be changed to "L" during FY05 Yearend (N) reporting period. Even if the child is reclassified as "...no longer an LEP student" during the current school year, the LEP status at yearend should either be a "Y" or "L". If a child has been reclassified, please refer to the Reclassification for LEP element for further instructions.

¹ Due to a recent Ammendment to NCLB, students enrolled in U.S schools for the first time of or after the first day of school during the current school year should not be included in AYP, state indicators (these students are included in the attendance rate at both the building and district levels if they meet the full academic year criteria) or performance index scores. The "L" option identifies these students; Therefore, the the appropriate calculations can be determined.

If a child is reported with a "N", "1", "2", or "3" during the October (K) reporting period; then at Yearend a "N", "1", "2", or "3" should be respectively reported.

If a child enrolled after October Count week, and met the conditions for LEP; then in the Yearend (N) reporting period the child would be coded as "Y" or "L" in this element.

According to a recent ammendment to NCLB, LEP Students enrolled in US Schools for the first time on or after the first day of school of the current school year, do not need to be included in the calculations for AYP, the state indicators (with the exception of the attendance and graduation rates), or the performance index score. These students are not required to take the STR or ALT assessments in Reading or Writing for any of the statewide assessments (the new Required Test Type option "NLP" should be reported for the test records for these "subject" tests ONLY). However, these students are required to take the STR or ALT assessments in Math, Science and Citizenship/Social Studies. A new option (Option "L") has been created for the LEP element to identify these students.

Flexibility in Measuring Adequate Yearly Progress

A State may include in the LEP subgroup a student who had previously been considered an LEP student and was exited from LEP during the past one or two years, to calculate AYP for schools, districts, and the State. The determination of when a student has attained English proficiency and is no longer an LEP student must be consistent with the definition included in the State's accountability plan. On the other hand, when determining whether the LEP subgroup meets the State-defined minimum group size, these exited students are not counted as LEP students.

2.1.1.25 Reclassification from LEP: *Revised 3/29/05*

Valid Options:

- *** Not applicable (default) –
- Y Yes – student has been reclassified; therefore, is no longer an LEP student
- N No – student has not been reclassified; therefore remains an LEP student

Determining Reclassification

The decision about reclassifying an LEP student to the "...no longer an LEP student" status depends not on the result of an English language proficiency test this year, but rather on the result of how well a student has done during a two-year trial mainstream period after already having passed the English language proficiency test two years ago.

A student may only be reclassified if he/she is an LEP student in the proficient/trial mainstream category; and was reported with a "Y" during the October (K) reporting period. It should not be completed if anything other than "Y" was reported during the October (K) reporting period.

Required Criteria for Reclassification

Students must meet all the required criteria (see below) in order to be reclassified as "...no longer an LEP student" Essentially; the answer to the following question should be reported in the reclassification element:

"Has the student met all the required criteria to be reclassified as '...no longer LEP?'"

Required Criteria to be reclassified as "...no longer LEP":

1. Achievement at the proficient level in Ohio's approved English language proficiency test in all language domains: listening, speaking, reading, writing, and comprehension; **and**,
2. Two years of successful participation in classrooms where the language of instruction is English (this is referred to as the "trial mainstreaming" period, which begins after the student has met the first exit criteria above), **and**
3. Attainment of proficient or above in the State's reading and/or writing standard assessments during the student's "trial-mainstream" period.

A student who has been reclassified as "...no longer an LEP student" has attained a high level of English proficiency in all communication modes (speaking, reading, writing, listening and understanding) so that he or she has:

the ability to meet the State's proficient level of achievement on State reading and writing assessments,

the ability to successfully achieve in classrooms where the language of instruction is English; and

the opportunity to participate fully in society.

Reporting Reclassification

Any student reported with a "Y" in the Limited English Proficient data element during the October (K) reporting period, will have to report either a "Y" or "N" in the Reclassification for LEP data element in the Yearend (N) reporting period.

If a student has met all three criteria and is reclassified as no longer LEP; then "Y" should be reported in the reclassification data element during the Yearend N reporting period.

Alternatively, if a student has not met all three criteria by the end of the school year and is not reclassified; then "N" would be reported in this element during the Yearend N reporting period.

If the student was reported with a "N", "1", "2", or "3" in the Limited English Proficient data element during the October (K) reporting period; then an "*" should be reported in the Reclassification data element during the Yearend (N) reporting period.

2.1.1.26 Level of English Proficiency *Revised for FY05 Yearend reporting (3/29/2005)*

During FY05 Yearend Reporting, the only Valid Option is "*".

2.1.1.26.1 ELA Speaking Level

VALID OPTIONS:

"*" Not Applicable

2.1.1.26.2 ELA Listening Level

VALID OPTIONS

"*" Not Applicable

2.1.1.26.3 ELA Reading Level

VALID OPTIONS

"*" Not Applicable

2.1.1.26.4 ELA Writing Level

VALID OPTIONS

"*" Not Applicable

2.1.1.26.5 ELA Comprehension Level

VALID OPTIONS

"*" Not Applicable

Although the new English Language Development Assessment (ELDA) will be administered to all LEP students (students reported with option “Y” or option “L” at Yearend) in the spring of 2005, the test results will not be returned to districts in time to be reported during the FY05 Yearend reporting period. Therefore, these results will be reported in EMIS, for one year only, during the FY06 October reporting period.

The results from the ELDA administered during spring of FY 2006 will be reported during the FY06 Yearend (N) reporting period. More information will be provided on the specifics for reporting these results during the FY06 EMIS Change process.

When a district enrolls a student after the October count week, and through an initial English language assessment finds the student to be LEP, the district does not report to ODE via EMIS the level of English proficiency until after the student takes the spring reassessment test (from now on, ELDA). The results of the spring reassessment test are considered as the baseline score for these recently-enrolled students. So, for this transition year FY05, districts will not report the proficiency level of these students until the FY06 October K report.

2.1.1.27 State Equivalent Grade Level

This element should **only** be completed for students reported as “UG” (Ungraded) in data element 2.1.1.9 Student Grade Level. Report the grade level in which the student will be included for state accountability purposes. If the Grade Level element is UG and the State Equivalent Grade Level is not completed, ODE will calculate this element based on the age of the student in the manner indicated in the tables below. NOTE: If Student Grade Level (2.1.1.9) is NOT UG, then report “***” in this element.

If the student grade level in 2.1.1.9 has any grade level other than “UG”, the grade level reported in that element will be the grade level group in which a student will be included for accountability purposes and other calculations.)

VALID OPTIONS:

- “***” – Not Applicable
- UG = No grade level
- 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 has not passed proficiency (Note: "enrolled" means student is actually enrolled and attending school.)

- 23 = Student who has been identified as having a disability condition, who has completed educational requirements and elects to remain for further training, is under age 22, and has not graduated

If the grade level is UG and the State Equivalent Grade Level element is not completed (i.e. = "*"), ODE will calculate this element based on the age of the student in the manner outlined in section below.

OCTOBER K REPORTING

If student age during the first full week of October is as follows (as calculated using student birth date):	In October, State Equivalent Grade Level will be:
Age < 3	IN
Age = 3 or 4	PS
Age = 5	KG
Age > 5	State Equivalent Grade Level = Age of Student Minus "5"
Age > 17	= 12

YEAREND N REPORTING

If student age at Yearend is as follows (as calculated using student birth date):	During Yearend reporting, State Equivalent Grade Level will be:
Age < 3	IN
Age = 3 or 4 or 5	PS
Age = 6	KG
Age > 6	State Equivalent Grade Level = Age of Student Minus "6"
Age > 18	= 12

2.1.1.28 Student being served by a 504 Plan?

Indicates if the student is identified as a student with a disability under Section 504 of the Rehabilitation Act of 1973 **and** is being served by a 504 plan that has been developed to meet the specific needs of the student.

Section 504 of the Rehabilitation Act of 1973, defines an individual with a disability at 34 CFR, 104.3(j) as:

(j) "Handicapped person." (1) "Handicapped persons" means any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such as impairment, or (iii) is regarded as having such an impairment. A Section 504 Plan would be a plan developed under this legislation to meet the needs of such person. **NOTE: This is not the same as an IEP.**

VALID OPTIONS:

- N = No, student is not being served by a 504 plan (Default)
- Y = Yes, student is being served by a 504 plan

2.1.2 STUDENT ATTENDANCE RECORD

In July 1998, the State Board of Education passed a new attendance rule: OAC 3301-18-01 RULE FOR CALCULATING STUDENT ATTENDANCE RATE TO MEET MINIMUM PERFORMANCE STANDARDS. The full text of the Attendance Rule can be found on the EMIS web site at <http://www.ode.state.oh.us/emis/> THE GUIDELINES FOR REPORTING STUDENT ATTENDANCE ARE PRESENTED BELOW TO REFLECT THE PROVISIONS OF THIS RULE.

There are four attendance elements to report: *ATTENDANCE DAYS*, *EXCUSED ABSENCE DAYS*, *UNEXCUSED ABSENCE DAYS*, and *NON-ATTENDING REASONS*. These attendance and absence elements will be reported by one building within a district and will contain the district attendance and absence totals of a student for the reporting period. If a student is enrolled two buildings within the district, the district should have the building in which the student is enrolled the majority of time report the attendance. If the student is enrolled in two buildings the exact same amount of time, then the district will make the determination as to which building will report attendance.

A day can be considered a "required attendance day", when all students are required to be in attendance on the day in question. If only certain students who are making up attendance are required to be there and the rest of the school is not required to be there, then the attendance does not count.

October K Reporting:

In October, attendance/absence is reported by the building(s) the student attended during the first full week in October. For the October filing date, this refers to the five days that make up the first full week of October. The student attendance reported in October is used to calculate the Average Daily Membership (ADM) used in the calculation of the district funding.

Yearend N Reporting:

During Yearend, the student's total attendance/absence for the full school year is reported. Though a student may attend multiple buildings within a district during a reporting period, only the last building a student attended during the reporting period within the district will report data on the student.

To record attendance/absence elements, a student must be enrolled and be in attendance during the year or be on expulsion or suspension status and receiving services from the school district if the school district has adopted a policy as stated in paragraph (C) of RULE 3301-18-01 of the Ohio Administrative Code. The Attendance rule allows a suspended or expelled student who receives instructional services during the suspension or expulsion to be counted as in attendance. The definition of an enrolled student is provided below as well as an explanation of how to handle expulsions.

An enrolled student is defined in Division C of Section 3317.03 of the Ohio Revised Code as: "those pupils who are attending school, those who have attended school during the current school year and are absent for authorized (excused) reasons, those students described by division G (a scholarship student of a pilot project district) of this section, and those handicapped children currently receiving home instruction".

Expulsions:

Expelled students are withdrawn unless they are receiving instructional services. When a student is expelled, the student is withdrawn from the school district on the date of expulsion and re-enrolled when the expulsion period has ended and the student returns to the district. The *ADMISSION DATE* element would then be updated.

The EXCEPTION IS STUDENTS RECEIVING INSTRUCTIONAL SERVICES from the school district while expelled (if the school district has adopted a policy as stated in paragraph (C) of RULE 3301-18-01 of the Ohio Administrative Code). THESE STUDENTS ARE NOT WITHDRAWN AND ARE COUNTED AS IN ATTENDANCE.

Instructional services as defined in paragraph (C) of Rule 3301-18-01 of the Ohio Administrative Code are: "alternative experiences or activities which are provided in accordance with Board Policy or an Individualized Education program (IEP) to meet the unique needs of the student. In designing such services, modifications may be made to provisions relating to instructional time, teaching credentials, and courses of study. For students with disabilities, such modifications must be made through the IEP team."

The interpretation of instructional services may include the following:

1. Home tutoring of the student
2. Assigning class work to the student, where a teacher either goes to the student to check the results or the student comes to the teacher to have the results checked. The work may be checked during the expulsion/suspension period or once the student returns to school.
3. The student satisfactorily makes up all required work once he/she returns to school.

Reporting Combined Attendance

During the October K reporting period, the resident district should report attendance only for time spent in the district. ESCs and JVSDs should also report attendance only for time spent in the ESC or the JVSD in October. For example, if a student spends half

of his/her day at the ESC, the maximum absence that the ESC can report for any given day would be .5.

During the Yearend N reporting period, the resident district should report **combined attendance** for all students with an Attending/Home IRN Indicator of "3" (Education Service Centers) or "4" (Joint Vocational School Districts). In other words, the district should report attendance for time spent at both the resident district and the ESC or the JVSD. The ESC and the JVSD should only report attendance for time spent in the ESC or the JVSD during the Yearend N reporting period.

Calamity Days

Students should not be reported in attendance or absence when there is a calamity day, i.e. snow day, utility failure, flu epidemic. **Days-in-session would not include calamity days.**

Parent-Teacher Conference Days:

For students, parent-teacher conference days do not count as absence or attendance days. **Days-in-session would not include parent-teacher conference days.**

2.1.2.1 Admission Date:

Indicates the date of the student's most recent admission/entry or re-entry to the school district if the entry/ re-entry occurred during the current school year. If the entry/re-entry occurred in a prior school year and the exact date is unavailable, report the first day of school for that prior school year.

2.1.2.2 Attending/Home District IRN:

Indicates the district to which a student is sent or a district from which a student is received. IRNs for neglected/delinquent institutions and non-public IRNs should not be reported. When referring to an out-of-state school use '999999'. **IF TWO DISTRICTS ARE REPORTING A STUDENT, THIS ELEMENT ALWAYS REFERS TO THE OTHER DISTRICT.**

2.1.2.3 Attending/Home IRN Indicator:

This element more precisely defines the type of entity identified by the IRN in the previous element (Attending/Home District IRN).

Use the following guidelines:

1. For the resident district, if a student attends his/her district of residence only, this element is blank and the Attending/Home IRN Indicator is '0'.
2. For the resident district, if a student attends a school district other than his/her district of residence, this element indicates which district the student

attends and the Attending/Home IRN Indicator is between '1' and '8' or the appropriate letter.

3. For an educating district which is not the district of residence, this element indicates the district/entity sending the student to that educating district and the Attending/Home IRN Indicator is '0'.

VALID OPTIONS:

- 0 = Resident district of student (Used by resident district if student is instructed by resident district only). The ATT/HOME IRN Field is left blank. See guidelines in ATT/HOME IRN element definition above). Also *used by the non-resident district to indicate the resident/sending district/entity.* (The Att/Home IRN would reflect the IRN of that resident/sending district.)
- 1 = District which a tuition student is attending (Does **NOT** include non-resident Special Education or court-placement)
- 2 = District which is providing contract career-technical education to a student
- 3 = Joint Vocational school district which is instructing student
- 4 = Education Service Center cooperative which is instructing student
- 5 = Postsecondary institution which student is attending
- 6 = MR/DD or state school which student is attending
- 7 = Public district providing Special Education to the student (Does **NOT** include education service centers)
- 8 = Departments of Youth Services or Rehabilitation and Corrections Facility which student is attending
- 9 = Proprietary institution which student is attending
- C = Foster Placement or court placement with a relative
- E = Open Enrollment district which student is attending
- M = Student who attends a community school (ORC 3313.844, 3314.01-11)
- P = All court ordered institutional placements other than foster care (includes both students with and without disabilities)
- S = Attending district based on District Superintendent's agreement per 3313.64 ORC (includes student following parent, residing with grandparent, senior attending, etc.)
- T = All institutional placements that are not court ordered or foster care (For example: student placed in an institution by parent(s).)

- W = District which student is attending under Title I public school choice

2.1.2.4 Majority of Attendance IRN:

Indicates the building IRN within the district (or the district IRN) where the student was enrolled for at least one hundred twenty (120) consecutive school days. The length of the school year is based on the number of days in session. For EMIS reporting of this data element, an "enrolled" student is any student who:

1. Is educated by an employee of your district (student percent of time greater than 0%) and has been enrolled for at least one hundred twenty (120) consecutive school days OR
2. Your district is reporting the student as being educated through a career-technical contractual arrangement or by a JVSD, ESC, or Postsecondary Institution (i.e.: *ATTENDING/HOME IRN INDICATOR* = 2,3,4,5)

DO NOT REPORT AN IRN FOR A BUILDING THAT IS NOT LOCATED WITHIN YOUR DISTRICT, OR A DISTRICT IRN OTHER THAN YOUR OWN.

Using the following guidelines, report the:

Building IRN - If the student was enrolled in a building within your district for one hundred twenty (120) consecutive days, report the building IRN

District IRN - If the student was not enrolled in a building within your district for one hundred twenty (120) consecutive days, but was enrolled in multiple buildings within the district for one hundred twenty (120) consecutive days, report the district IRN

Asterisks - If the student was not enrolled in your district and not enrolled in a building within your district for one hundred twenty (120) consecutive days.

Majority of Attendance IRN for Contract Career-Technical District, Community Schools, ESCs, JVSDs

Community Schools would report the Majority of Attendance IRN on the Student Attendance Record in the following manner:

If a student is enrolled in a Community School for one hundred twenty (120) consecutive days (and student percent of time is greater than 0%), report the Community School IRN in the Majority of Attendance IRN. In most, if not all, cases, when a record calls for a Building IRN, Community Schools should report the district IRN in the building IRN element, since the building and district IRN will be the same.

If the student was not enrolled in a community school for one hundred twenty (120) consecutive days, report "*****" in the Majority of Attendance IRN.

Contract Career-Technical Districts, JVSDs and ESCs would report the Majority of Attendance IRN on the Student Attendance Record in the following manner:

If a student is educated by an employee of Contract Career-Technical District, JVSD or ESC (student percent of time greater than 0%) and has been enrolled for at least one

hundred twenty (120) consecutive school days, report the Contract Career-Technical District, JVSD or ESC IRN in the Majority of Attendance IRN.

If the student was not enrolled in the Contract Career-Technical District, JVSD or ESC for one hundred twenty (120) consecutive days, report "*****" in the Majority of Attendance IRN.

2.1.2.5 Attendance Days:

To have a day counted as an attendance day, a student must be enrolled and be in attendance during the year or be on expulsion or suspension status and receiving services from the school district if the school district has adopted a policy as stated in paragraph (C) of RULE 3301-18-01 of the Ohio Administrative Code.

NOTE: The field will allow fractional days (to two decimal places).

The attendance days will include:

The number of days the student was in attendance in the DISTRICT for the reporting period. (When reported during the October K reporting period, this refers to the first full week in October only. For the Yearend N reporting period, this refers to the full school year.) This element is the actual number of days in attendance.

In-school suspensions

School-sponsored field trips

A student shall be counted as present for any field trip that is *approved by school administration*. (Am. Sub. S. B. 1)

The number of days a student received instructional services from the school district while expelled or while serving an out-of-school suspension if the school district has adopted a policy as stated in paragraph (C) of RULE 3301-18-01 of the Ohio Administrative Code. DO NOT INCLUDE pupils absent due to:

- (1) Personal illness
- (2) Legal excuse
- (3) Religious holiday
- (4) Illness in the home
- (5) Truancy
- (6) Or any other reason.

No pupils shall be counted as in attendance prior to the actual date of entry in the school. Any pupil permanently withdrawn from school shall not be counted in attendance on and after the date of such withdrawal. The daily attendance for a student who is attending school less than full-time may not exceed that portion of the day in which he is scheduled to attend. This would include students receiving instructional services for less than full-time, while expelled or during an out-of-school suspension.

A student assigned to a half-day kindergarten or half-day preschool program is to be reported with half-days of attendance. The daily attendance for a student attending school less than full time may not exceed that portion of the day in which he is scheduled to attend.

One hour of home instruction with a tutor for a student with a disability condition is considered a day of attendance.

Examples for School Age and Preschool follow.

EXAMPLE: School Age Students:***October K Reporting:***

If the student percent of time is 20%, the student would have aggregate attendance/absence for the week of 1 day. If the student percent of time is 50%, the student would have aggregate attendance and absence for the week of 2.5 days.

Yearend N Reporting:

If the student percent of time is 20% and the student is enrolled in the district for 180 days, the aggregate attendance/absence days would be equal to 36. The sum of the student attendance and absence days could not exceed 36 for the year as reported during the Yearend N reporting.

If the student percent of time is 50% and the student is enrolled in the district for 180 days, the aggregate attendance/absence days would be equal to 90.

EXAMPLE: Preschool Students:

There are a number of different schedules under which preschool (regular and special education) are operated. Therefore the calculation of the number of days in operation for each option varies. General guidelines as examples are provided below:

October K Reporting:

If the student percent of time is 100%, and the student is in a state-funded public preschool program or preschool special education program, the student will have an aggregate attendance/absence for the week as follows depending upon the days that the program is operated:

- 4 full days per week (5 hrs per day or greater) 4.0
- 5 full days per week (5 hrs per day or greater) 5.0

If the student percent of time is 50% and the student is in a preschool (regular or special education) program the student will have an aggregate attendance/absence for the week as follows depending upon the days that the program is operated:

- 4 half days per week - 2.0

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- 5 half days per week - 2.5

If the student percent of time is 50% and the student is in an Itinerant preschool special education program the student will have an aggregate/absence attendance for the week as follows:

- Itinerant services of 1 hour minimum per week - 1.0

Yearend N Reporting:

If the student percent of time is 100% and the student is in a state-funded public preschool or a preschool special education, the sum of attendance and absence days would be as follows:

# days in operation	Sum of attendance & absence days
4 full days per wk	144
5 full days per wk	180

If the student percent of time is 50% and the student is in a state-funded public preschool program or a preschool special education program, the sum of attendance and absence days would be as follows:

# days in operation	Sum of attendance & absence days
4 half days per wk	72
5 half days per wk	90

If the student percent of time is 50% and the student is in an Itinerant preschool program for students with or without disabilities, the sum of attendance and absence days would be as follows:

# days in operation	Sum of attendance & absence days
Itinerant services	36

2.1.2.6 Excused Absence Days:

For enrolled students, indicate the number of days the student was absent for excused reasons in the DISTRICT for the reporting period. The following reasons for excused absence are defined by Rule 3301-51-13 of the Ohio Administrative Code:

- Personal illness
- Illness in the family
- Quarantine of the home
- Death of a relative

- Home work due to the absence of parents or guardians
- Observance of a religious holiday
- Emergency **OR** set of circumstances which in the judgment of the superintendent of schools constitutes a good and sufficient cause for absence from school

This would NOT include students during an out-of-school suspension if the students were NOT receiving instructional services.

The types of absence included as excused absence are listed in the *NON-ATTENDING REASON* element. (When reported in the October K reporting period, this will refer to the first full week in October only. When the data is reported in during the Yearend N reporting period, this will refer to the full school year.)

No pupils shall be counted as absent prior to the actual date of entry in the school. To have a day counted as an excused absence, a student must be enrolled and be in attendance during the year. Any pupil permanently withdrawn from school shall not be counted as absent from and after the date of such withdrawal. The daily excused absence for a student who is attending less than full-time may not exceed that portion of the day in which he is scheduled to attend. A student assigned to a half-day kindergarten or half-day preschool program is to be reported with half-days of absence. The field will allow fractional days (to two decimal places).

2.1.2.7 Unexcused Absence Days:

For enrolled students, indicate the number of days the student was absent for any unexcused reasons in the district for the reporting period. The types of absence included as unexcused absence include any reason not listed as excused (in 2.1.2.6), including truancy. Absences due to out-of-school suspensions are considered an unexcused absence if the district is not providing instructional services. Do not include expulsions.

Expelled students are withdrawn unless they are receiving instructional services. (When reported in the October K reporting period this will refer to the first full week in October only. When the data is reported during the Yearend N reporting period, this will refer to the full school year.)

No pupils shall be counted as absent prior to the actual date of entry in the school. To have days counted as unexcused absence, a student must be enrolled and in attendance. Any pupil permanently withdrawn from school shall not be counted as absent from and after the date of such withdrawal. The daily unexcused absence for a student who is attending less than full-time may not exceed that portion of the day in which he is scheduled to attend. A student assigned to a half-day kindergarten or preschool program is to be reported with half-days of absence. The field will allow fractional days.

Unexcused absence days are not included in the October ADM count for funding purposes, pursuant to Section 3317.03 ORC and OAC 74-066.

2.1.2.8 Non-Attending Reason:

Indicates the reason for counting an enrolled student who was absent from school for the entire first week of October. (The following reasons are the only valid legal reasons for non-attendance) and apply only to students who are enrolled and have been in attendance. Truancy or inability to locate student are not valid reasons for this non-attendance. (Chapter 3301-51-13 of the Ohio Administrative Code)

VALID OPTIONS:

- * = Not Applicable
- 1 = Personal Illness
- 2 = Illness in the Family
- 3 = Quarantine of Home
- 4 = Death of Relative
- 5 = Home work due to absence of parents or guardians. Any absence arising because of this shall not extend beyond the period for which the parents or guardians were absent.
- 6 = Observance of Religious Holiday
- 7 = Emergency or set of circumstances which in the judgment of superintendent of school constitutes a good and sufficient cause for absence from school.

2.1.2.9 Corporal Punishment:

Indicates the number of times a student has received corporal punishment during the school year. Since the number of instances of corporal punishment is to be reported, "0" is the default.

2.1.2.10 Date of Withdrawal/Dropout/Truancy Proceedings:

Indicates the most recent date of a student's withdrawal/dropout/truancy proceedings with the school district. Students who withdraw and do not return to the school district in the fall (e.g., student who leaves the school district during the summer months) are to be reported as withdrawn in the October K reporting period. In these cases, the Date of Withdrawal/Dropout/Truancy must be prior to the first day of school for that school year..

Due to the federal reporting requirement of performance results for Career-Technical Education students, both the resident district and the career-technical district (JVSD or contract career-technical district) are required to report *WITHDRAWAL REASON*, *WITHDRAWAL DATE*, *DIPLOMA DATE*, and *DIPLOMA TYPE* for students attending a JVSD and for contract career-technical students.

2.1.2.11 Withdrawal/Dropout/Truancy Reason: *New options for FY05*

Indicates the reason for the most recent withdrawal from the school district. For students attending a JVSD and for contract career-technical students, both the resident/sending

district and the career-technical district (JVSD or contract career-technical district) are required to report this element.

If a kindergarten or preschool student is withdrawn from school by parent choice because the parent feels that the student is not developmentally ready for the program (student is **not** being withdrawn in order to attend another district) the district should use Withdrawal Reason "71". **This will not be included in the dropout counts used to calculate the graduation rate for a district**, as only students with student grade level = 09, 10, 11, 12, 13, 23 that report withdrawal reasons "71", "72", "73", "74" or "75" are included in this calculation.

VALID OPTIONS:

- 40 = Transferred to another School District Outside of Ohio (transcript request on file)
- 41 = Transferred to another Ohio School District - local, exempted village or city (transcript request on file)
- 42 = Transferred to a private school (transcript request on file)
- 43 = Transferred to home schooling (superintendent's approval on file)
- 44 = Transferred to a Public Community School (transcript request on file) – only used by the resident district if the student leaves/dropsout of the community school and does not return to the resident district
- 45 = Transferred by Court Order/Adjudication (If Court has designated a public district other than yours as district responsible for paying for the education). The resident district should **not** withdraw **ANY** students placed into the Department of Youth Services. (See Q & A for Placement in a Department of Youth Services Institution, for further information.)
- 46 = Transferred out of the United States
- 47 = Withdrew pursuant to *Yoder vs. Wisconsin* (Only used for 8th grade students)
- 48 = Expelled
- 51 = Verified Medical Reasons (doctor's authorization on file)
- 52 = Death
- 71 = Withdrew due to truancy/nonattendance
- 72 = Pursued employment/work permit (Supt. Approval on file)
- 73 = Over 18 years of age
- 74 = Moved; not known to be continuing
- 75 = Student completed course requirements but did **NOT** pass the appropriate statewide assessments required for graduation. (In the case

of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements but did not **take** the appropriate statewide assessments required for graduation) **New option for FY05**

- **99 = Completed graduation requirements** – student completed course requirements and passed the appropriate statewide assessments required for graduation. (In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements and **took** the appropriate statewide assessments required for graduation). **New option for FY05**

CLARIFICATION/GUIDANCE re: Withdrawal/Dropout/Truancy ELEMENT

DISTRICT REPORTING	SITUATION	WITHDRAWALS NOT COUNTED AS DROPOUTS	WITHDRAWALS COUNTED AS DROPOUTS
1. LEGAL DISTRICT OF RESIDENCE	Student is NO LONGER a legal resident of your district AND is not being educated by your district	40- Transferred to another School District Outside of Ohio (transcript request on file) 41 Transferred to Another School District (transcript request on file) 45 Transferred by Court Order/Adjudication (If Court has designated a public district other than yours as district responsible for paying for the education). Do NOT withdraw a student placed in the DYS (See Q & A Placement in a Department of Youth Services Institution for further information.) 46 Transferred out of the United States	71 Withdrew due to truancy /nonattendance 72 Pursued employment/work permit (Supt. approval on file) 73 Over 18 years of age 74 Moved; not known to be continuing 75 = Student completed course requirements but did NOT pass the appropriate statewide assessments required for graduation. (In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements

DISTRICT REPORTING	SITUATION	WITHDRAWALS NOT COUNTED AS DROPOUTS	WITHDRAWALS COUNTED AS DROPOUTS
			but did not take the appropriate statewide assessments required for graduation)
2. LEGAL DISTRICT OF RESIDENCE	Student is still a legal resident of your district BUT no longer being provided instruction /services by a public school district	<p>42 Transferred to a private school (transcript request on file)</p> <p>43 Transferred to home schooling (superintendent's approval on file)</p> <p>47 Withdrew pursuant to <i>Yoder v Wisconsin</i></p> <p>48 Expelled (NOTE: Use this code only during the period of expulsion. If student does not return after the date expulsion is over, change Withdrawal Reason to reflect the appropriate reason.</p> <p>51 Verified Medical Reasons (doctor's authorization on file)</p> <p>52 Death</p>	<p>71 Withdrew due to truancy /nonattendance</p> <p>72 Pursued employment/work permit (Supt. approval on file)</p> <p>73 Over 18 years of age</p> <p>74 Moved; not known to be continuing</p> <p>75 = Student completed course requirements but did NOT pass the appropriate statewide assessments required for graduation. (In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements but did not take the appropriate statewide assessments required for graduation)</p>
3. EDUCATING DISTRICT	Your district WAS providing instruction to a student who is NOT a resident of your district but YOUR district is NO LONGER providing	<p>40 Transferred to another School District Outside of Ohio (transcript request on file)</p> <p>41 Transferred to Another School District (transcript request on file)</p> <p>42 Transferred to a private school (transcript request on file)</p>	<p>71 Withdrew due to truancy/nonattendance</p> <p>72 Pursued employment/work permit (Supt. approval on file)</p> <p>73 Over 18 years of</p>

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DISTRICT REPORTING	SITUATION	WITHDRAWALS NOT COUNTED AS DROPOUTS	WITHDRAWALS COUNTED AS DROPOUTS
	instruction or services to the student	43 Transferred to home schooling (superintendent's approval on file) 44 Transferred to Community School (transcript request on file) 45 Transferred by Court Order/Adjudication (If Court has designated a public district other than yours as the district responsible for paying for the education) Do NOT withdraw a student placed in the DYS (See Q & A Placement in a Department of Youth Services Institution for further information.) 46 Transferred out of the United States 47 Withdrew pursuant to <i>Yoder v Wisconsin</i> 48 Expelled 51 Verified Medical Reasons (doctor's authorization on file) 52 Death	age 74 Moved; not known to be continuing 75 = Student completed course requirements but did NOT pass the appropriate statewide assessments required for graduation. (In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements but did not take the appropriate statewide assessments required for graduation)
4. LEGAL DISTRICT OF RESIDENCE OR EDUCATING DISTRICT	Student has completed course requirements for credit toward graduation	99 = Completed graduation requirements – student completed course requirements and passed the appropriate statewide assessments required for graduation. (In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements and took the appropriate statewide assessments required for graduation).	NA

Situations When Students Should Not Be Withdrawn

DISTRICT REPORTING	SITUATION	DO NOT WITHDRAW STUDENT
1. LEGAL DISTRICT OF RESIDENCE	District is NOT providing the instruction but ANOTHER public district is providing instruction (includes Exempted Village, City, Local, JVSD, ESC, Community Schools, Post Secondary Institutions, AND DYS). Examples: Special Education Cooperative Agreement, Community Schools, Post Secondary Enrollment, and Open Enrollment Situations	Report with 0% of time in the Student Percent of Time Data Element Report the appropriate Attending/Home IRN and Indicator
2. RECEIVING DISTRICT OR SENDING DISTRICT	District is NOT the resident school district and the district is NOT providing the instruction but the student is enrolled in the school district and receiving instruction/services from an ESC or JVSD. Example: An Open Enrollment student attending a JVSD or ESC fulltime	Report with 0% of time in the Student Percent of Time element Report the appropriate Attending/Home IRN and Indicator

Q & A RE: Students pursuing a GED

Q: What withdrawal reason should be used to report a student pursuing a GED?

A: Students continuing with their education through the GED program must be either over 18 or pursuing a work permit. More specifically, a student cannot withdraw from school for the purpose of pursuing a GED unless they meet one of those two criteria. These students would be withdrawn with a code of 72 or 73 in EMIS and do count as dropouts in the graduation rate calculation.

Q & A RE: Community Schools

Q: How should I report a student that leaves or drops out of a community school and does not return to the resident district?

A: The Resident district does not withdraw one of their resident students attending a Community School **unless the student leaves/dropouts of the community school and does not return to the resident district.** In this case, the resident district would withdraw the student with a withdrawal code of "44-Transferred to a public community school. The community school would report the appropriate withdrawal/dropout code (71, 72, 73, 74 or 75).

For example, if a student that leaves a school in his/her resident district to attend a Community School, and later the student drops out of the Community School to get his/her GED, the resident district would report the withdrawal reason "44" for the student. The Community School would report one of the following codes that most adequately pertains to the situation: 71, 72, 73, 74 or 75.

Q & A: Open Enrollment

Q: A student is open enrolled from his/her resident district (District A) into District B. Which withdrawal codes should the resident district (District A) and the attending district (District B) use for an open enrollment student who leaves or drops out of the attending district (District B) and does not return to the resident district (District A)?

A: The resident district (District A) should report withdrawal reason = "41-transferred to another Ohio school district".
The attending (open enrollment) district (District B) would report one of the following withdrawal codes that most adequately represents the situation: 71, 72, 73, 74 or 75. These withdrawal codes (71-75) would count as dropouts in the graduation rate calculation for the *attending* district.

Q & A RE: Court Placement in a "Home" (Foster Care, Group Home, Juvenile Detention Center, or other Residential Facility)

Q1: How is "Home" defined?

A1: The term "home" refers to the following types of court placements: foster care, group home, juvenile detention center or other residential facility. "Home" is defined as any licensed, certified, or approved home that receives and cares for children or a home operated by a person who is licensed, certified, or approved by the state to operate the home for such purposes. (NOTE: "Home" does NOT include the Department of Youth Services)

Q2: How do you report a student who is court-placed in a "Home"?

A2: If students are placed in a "home" and are receiving instruction from the district in which the "home" is located, the district of residence should not withdraw the

student but should point to the district where the “home” is located (by reporting the district where the “home” is located in the Attending/Home IRN). The district in which the “home” is located should enroll the student and report the Student Percent of Time = 100%. The District of Residence is reported as the actual district of residence. The district where the “home” is located will report the Attending/Home Indicator = “C = Foster care placement or court placement with a relative” or “P = All court ordered institutional placement other than foster care”. The Attending Home IRN/IND will point to (i.e. be reported as) the resident district. Once the student is released, the district in which the “home” is located withdraws the student, and the resident district adjusts status, % of Time and Attending Home IRN Indicator for the student if the student returns. If the student is not receiving an education by a school district with a State Board of Education approved curriculum, the student is considered “not enrolled” and is also to be withdrawn by the resident district.

Q & A re: Placement in a Department of Youth Services Institution (DYS)

Q: Should the resident district withdraw a student who is court-placed in a Department of Youth Services Institution?

A: The resident district should NOT withdraw a student placed in the Department of Youth Services”. The student should be reported with :

Attending Home IRN = 060988 (DYS) and
Attending Home IRN Indicator = 8

NOTE: These instructions are for students with OR without a disability condition.

CHANGES TO THE GRADUATION RATE

Amended Substitute House Bill 3 indicates that “Graduation Rate” means the ratio of students receiving a diploma to the number of students who entered ninth grade four years earlier. Students who transfer into the district are added to the calculation. Students who transfer out of the district for reasons other than dropout are subtracted from the calculation. This definition has resulted in the following changes to the graduation rate:

- ***Students reported with Grade Level = 13*** are those students who are enrolled in courses, and must still pass the proficiency test in order to graduate. Students with grade level “13” ***are no longer included in the numerator of the graduation rate, but are still in the denominator.*** This change has been made in accordance with

3301.0714(B)(1)(n) which indicates that the graduation rate must be calculated in a manner specified by ODE that reflects the rate at which students who were in the ninth grade three years prior to the current year complete school. This calculation must be consistent with nationally accepted reporting requirements.

- **2004 summer graduates reported in FY2005 October K are included in the numerator and the denominator of the graduation rate.** In order to be considered a summer graduate, the student must be issued a diploma date prior to the first day of school in the current school year. The student should be reported with a diploma date and diploma type during the October reporting period and with a withdrawal date and withdrawal reason of "99=Completed Graduation Requirements" and Current Grade Level = "12". The proficiency results should be reported on the Proficiency-Only Record (in the future this will be the OGT- Only Record) NOTE: Since the LRC used to be released after the school year began, districts had a cutoff point in December, by which they would need to verify data for summer graduates and 12th grade returning withdrawals that would impact the graduation rate included on the LRC. Now that the graduation rate is lagged one year, districts have the entire FY2005 October K reporting period to verify these data, however, the student **must return by the first full week in October to be considered a returning withdrawal**

- **Graduates reported on the Proficiency Only Record** are students who are not enrolled in the district, but who must pass the 9th grade proficiency test in order to graduate. These "Proficiency-only" students **are no longer included in either the numerator or the denominator of the graduation rate.**

- Students that have dropped out of school in prior years that have returned and are reported as a dropout for the second time are called **"previous dropouts."** Previous dropouts can be identified by reporting one of the Previous Dropout program codes on the Student Program Record. **These students will not be counted as an additional dropout in the graduation rate (because they had previously been counted as a dropout.)**

Students Previously Reported as Dropouts

Students that have dropped out of school in prior years that have returned and are reported as a dropout for the second time are called "previous dropouts." Two program codes have been created to prevent students previously reported as dropouts from counting as a dropout multiple times in the same district or as a dropout in multiple districts.

Previous dropouts can be identified by reporting one of the following program codes on the Student Program Record. These students will not be counted as a dropout for the second time in the graduation rate (because they had previously been counted as a dropout.)

- 500001 - Previously reported as a dropout in the reporting district's graduation rate.
- 500002 - Previously reported as a dropout in another Ohio district

These codes are **ONLY** reported for students who are reported as dropouts for the second time, i.e. with a withdrawal date and withdrawal reason 71, 72, 73, 74, or 75 in the October or Yearend reporting periods. These codes should be reported during both the October and Yearend reporting periods because summer dropouts are reported in October.

Please note that these codes can only be used for a student who was previously reported as a dropout **but is not considered to be a returning withdrawal**. The number of dropouts is adjusted for the number of returning withdrawals so the previous dropout codes should not be reported for students who are returning withdrawals. If the dropout count has not already been adjusted for a particular student (by reporting him/her as a returning withdrawal), and the student definitely counted as a dropout in the past, one of these codes can be reported for a student.

Returning Withdrawals/Dropouts

The 2004-2005 Local Report Card (LRC) is scheduled to be released in August 2005 and the graduation rate that will appear on this report card will be the graduation rate for the **previous school year** (the 2003-2004 school year). 12TH Grade returning withdrawals reported during the FY2005 October K reporting period will impact the graduation rate for the 2003-2004 school year and will therefore be included in the graduation rate that appears on the 2004-2005 LRC.

Please note that the student **must return by the first full week in October to be considered a returning withdrawal**. Districts have the entire FY05 October K reporting period to update the withdrawal date and withdrawal reason for summer graduates (students who graduate as a result of summer school) and 12TH Grade returning withdrawals.

Q & A RE: Returning Withdrawals/Dropouts:

Q1: Are students who withdrew before the Yearend N reporting period to be removed from that school year's EMIS files before reporting for October of the next year?

A1: Records for students reported as withdrawn during Yearend N reporting period are not required to be reported in the following October K reporting period. However, if a student returns by the following October and the Withdrawal Reason during the previous Yearend N reporting indicated the student was a dropout, in addition to the new admission date reported for the student in October, the district would need to report the previous year's Withdrawal Date and Reason in the October record for this student to allow the Department to adjust the district's dropout rate and not count the student as a dropout.

Q2: What if a student was previously reported as a dropout in the reporting district's graduation rate, OR previously reported as a dropout in another Ohio district.

A2: Report one of the following program codes:

500001 - Previously reported as a dropout in the reporting district's graduation rate.

500002 - Previously reported as a dropout in another Ohio district.

Q3: Do we report students who did not return from the summer as withdrawn in October?

A3: If the student withdraws over the summer, his/her demographic and attendance records would need to be reported during the October K reporting period. Students who do not return to the school district in the fall (i.e., students who leave the school district during the summer months) are to be reported during the October K reporting period as withdrawn prior to August 15.

Example:

Student enrolled in the school district on September 1, 1988. Student withdrew on May 1, 2004 to pursue employment. Student re-enrolled in the district on September 2, 2004.

Yearend 2004 (FY04 N)

Admission Date = September 1, 1988

Withdrawal Date = May 1, 2004

Withdrawal Reason = 72 (Pursued employment/work permit)

October 2004 (FY05 K)

Admission Date = September 2, 2004

Withdrawal Date = May 1, 2004

Withdrawal Reason = 72 (Pursued employment/work permit)

The student will be counted as a dropout during the FY2004 Yearend N reporting. The student will be counted as a returning/withdrawal in October 2004 (FY05 October K reporting period) and then backed out of the FY04 Yearend N dropout count for the calculation of the Graduation Rate for the 2003-2004 school year. This graduation rate will appear on the 2004-2005 LRC.

2.1.2.12 Graduation Credit Units: Reporting Instructions Updated for FY05

Indicates, for students in grades nine through twelve, the number of Carnegie units (1 Carnegie unit = 120 hours of instruction) successfully completed for the current school year in the classes for which the students receive credit toward graduation. Do not include hours spent by a student at lunch, in study hall, or in other non-instructional courses. (Required by Section 3301.0714 [B][q], ORC.) This element is re-entered

each year based on the student's performance during the school year and is NOT cumulative.

When a student is educated by multiple districts (i.e. the resident district and the JVSD), each entity should report ONLY those units that the reporting school offered, UNLESS the other educational entity does NOT report via EMIS (i.e. MR/DD students or students participating in postsecondary enrollment courses). The total number of units would be determined at ODE by using the SID to match the information across districts.

Q1: How are the units to be reported in the four positions in the file descriptions (GK250)?

A1: The total number of Carnegie units a student successfully completes during a school year should be reported. The four positions represent two digits to the left and two digits to the right of the decimal point.

Q2: Some of our courses do not apply towards graduation credit. For example, a student may require two credits of music to graduate and earn three credits. Do we include the third credit in the graduation credit units element?

A2: Include only those units "for which the students receive credit toward graduation."

2.1.2.13 Diploma Date:

Indicates the date the diploma was received by the graduating student.

Career-Technical Students Who Are Graduates

Any district that operates a career-technical (CTAE) program (i.e. employs the teacher) must report the diploma date/type for students in this program. Though a career-technical student will graduate from their home district, Joint Vocational School Districts and any district that educates contract career-technical students must report diploma date and diploma type for students enrolled in career-technical programs. The home district also will report these data elements. For the purposes of the state and federal accountability plan under the No Child Left Behind Act of 2001, the contract career-technical students and JVSD students count in the "resident" district as graduates. For purposes of reporting CTAE performance data to the U. S. Department of Education, the Office of Career-Technical and Adult Education is required to report the percentage of career-technical students who are graduates. This is a federal performance measure.

2.1.2.14 Diploma Type:

This is the type of diploma received by a graduating student. (Information on the criteria for the Diploma with Honors is in the pamphlet called *CRITERIA FOR GRADUATION WITH HONORS*, located on the ODE web site at <http://www.ode.state.oh.us/curriculum-assessment/0916.asp>. For students attending a JVSD and for contract career-technical students, both the feeder districts and the career-technical school (JVSD or contract career-technical district) are required to report this element.

VALID OPTIONS:

- * = Not Applicable (not a graduating student)
- 1 = Regular Diploma
- 2 = Diploma With Honors

2.1.2.15 Retained Status:

This element indicates whether a student who was retained at the end of the school year will advance to the next grade level as a result of the summer school experience.

VALID OPTIONS:

- * = Not previously retained
- 1 = Previously retained at end of school year, and still retained
- 2 = Previously retained at end of school year, but advanced because of successful completion of summer school.

If a student attends summer school either at his/her resident district or outside his/her resident district and is promoted after the successful completion of summer school, the district of residence should report the data during the October K reporting period.

2.1.2.18 Career Passport: (Reported for Career-technical students only)

Indicate whether the student has received a "Career Passport". The Career Passport represents a customized portfolio developed for secondary career-technical workforce development completers. Includes space for documents such as: resume, letters of recommendation, list of competencies achieved, certificate of program completion, student grade transcript, and other employability credentials.

VALID OPTIONS:

- N = No (Default)
- Y = Yes

2.1.2.19 Accountability IRN

The Accountability IRN should only be reported for a student if the following criteria apply AND the district determines that another building within the district (other than the building designated in the Majority of Attendance IRN element) should be accountable:

Student was enrolled in a building within the district for 120 consecutive school days, which means that the Majority of Attendance IRN element would be reported with an IRN of a building within the district. This also means that Majority of Attendance IRN reported is not the district IRN or *****.

AND

- Student is enrolled in multiple buildings in the district

OR

- Student participates in a special program in another building

NOTE: it is not necessary to report an Accountability IRN for students reported with a Student Status of P = ALL court ordered institutional placements other than foster care OR T= All institutional placements that are not court ordered or foster care as these students will be included in their own state level group for accountability purposes.

2.1.2.20 College Prep Curriculum Completer

Indicates a student completing the twelfth year or its equivalent and who completed a college prep curriculum as defined by the school district.

Valid Options:

- N = Student is NOT enrolled in a college prep curriculum as defined by the school district
- Y = Student is enrolled in a college prep curriculum as defined by the school district

2.1.2.21 District IRN – Previous School Year – completed by community schools only

Indicates the IRN of the Ohio school district, community school or nonpublic school that the student attended during the first full week of October 2003 (FY2004) **This element must be completed for all community school students even if the student attended your community school last year.** This element is reported only during the October K reporting period and will be used to allocate the appropriate level of Title funds to community schools (Title funds are authorized by the No Child Left Behind Act of 2001, Reauthorization of Elementary and Secondary Education Act (ESEA), Public Law 107-110)

City, Local and Exempted Village public school districts, JVSDs and ESCs who are not community schools, should report “*****” in this element. Asterisks should also be reported for students who were home schooled during the previous school year.

2.1.2.22 Fiscal Year that Student Began Ninth Grade New for FY05

Amended Substitute House Bill 3 indicates that “Graduation Rate” means the ratio of students receiving a diploma to the number of students who entered ninth grade four years earlier. Students who transfer into the district are added to the calculation. Students who transfer out of the district for reasons other than dropout are subtracted from the calculation.

Report the fiscal year (CCYY) that the student began ninth grade. This element should be reported for **both current ninth and tenth grade students in FY05.** The default for students who are ninth graders during the FY05 school year will be 2005 and the default for students who are tenth graders during the FY05 school year will be 2004. For students who are not current ninth and tenth grades students, report “0000”.

2.1.3 Student Testing Records – Ohio Proficiency Tests, Ohio Achievement Tests, Ohio Graduation Tests and Ohio Proficiency Only Test Records *Revised for FY05*

GENERAL TESTING INFORMATION

Please refer to the Office of Assessment's web site for additional information on rules and legislation, test implementation dates, scoring standards and up-to-date information on all Ohio statewide assessments. This information is located on the Ohio Department of Education's web site at <http://www.ode.state.oh.us/curriculum-assessment/Assessment/>.

For answers to questions regarding the scoring process or the test scoring company, contact the ODE Call Center at: (877) 772-7771 and ask to be connected to the Office of Assessment.

Which Students Need To Be Tested?

All students in the grade levels where statewide assessments are given, are required to participate. (The exceptions are listed under the valid options in the "Subject" Required Test Type element for each type of state assessment.) Students can take these assessments in one of the following formats:

- standard format (STR),
- standard format (STR) with 504, LEP or IEP accommodations (if indicated in the student's 504 plan, IEP, or if the student meets the criteria established for LEP students).
- alternate assessment (ALT), either IEP-based Alternate Assessment or Standard-based, if indicated in the student's IEP (If the district determines that the student is required to take the alternate assessments, the student must take alternate assessments in all required "subject" areas for the test being reported).

Who Reports Assessment Results?

The Ohio Proficiency Tests (OPT), the Ohio Achievement Test (OAT) and the Ohio Graduation Tests (OGT) are reported for all students enrolled during any test administration (October or March) during the current school year **AND** by the district in which the student was most recently enrolled during the current school year. (In most cases this will be the district in which the student is enrolled in June.) JVSs are required to report the applicable results for the 9th Grade Proficiency Tests and the Ohio Graduation Tests for students that they educate **unless they report a test record for the student using the new "UDR" Subject Required Test Type** to indicate that ODE should use the results reported by the district of residence or the sending district.

For the Ohio Achievement Tests, the reporting district(s) must submit a separate testing record per student, per test date, per test subject, for tested grade levels. This

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means that if a student is enrolled in October and takes a test, report a record with the test date and results achieved. If a student is enrolled in October, has never taken the 3rd grade reading achievement test; and does not take that test during the October administration; a waiver should only be requested for that student if s/he does not take that test during the March administration. If a student is enrolled during the October test administration, does not test, but moves to another Ohio district prior to the March test administration, the first district would not need to report a testing record.

For the Ohio Proficiency Tests, only one Proficiency record can be reported per student per subject. **For the 9th Grade proficiency tests**, all five 9th Grade OPT records are required for any student who has taken or is required to take the 9th Grade OPT. The district should report the most recent score achieved on these “subject” tests. If student passed a 9th Grade Proficiency “subject” test and for any reason, happened to take the test again and failed, the passing score should be reported instead of the latest score. **All five Ohio Graduation Test (OGT) records** will be required for all 10th grade students **with the exception of retained 10th grade students**. If we receive 9th Grade OPT records and one or more OGT records for a 10th grade student, we will know that this student is a retained 10th grader.

Retained 10th grade students are required to take and pass the 9th Grade OPT in order to graduate. If a retained 10th grade student passed the Reading or Math OGT subject tests in Spring 2004, these scores will count as a pass for that subject test on the 9th Grade OPT. These students are NOT required to take the OGT this year, but if they do take the OGT, these test records should be reported to ODE.

Due to a legislative change (HB 493), students required to take the 9th Grade OPT to graduate **can replace passage on the OGT for passage on the 9th grade OPT**. ODE will make all subject tests of the 9th Grade OPT and the OGT available to students in grades 11 and 12 and adults who still need to pass one or more of the subject tests on the 9th Grade OPT. **Please note** that these individuals will still need to take the 9th Grade OPT in any subject areas not passed in addition to choosing to also take the OGT in those subject areas. **This option does NOT apply to students who are required to pass the OGT (the class of 2007 and beyond).**

If a student in a tested grade level is enrolled in the district and withdraws prior to October Count Week or before the Fall test administration in October, the district is not required to report test records for the student. If the student takes at least one “subject” test at the district and then moves before taking the other “subject” tests, the district should report a test record for the student for that subject, reporting the score(s) for the subject test(s) taken and the “MOV-Student moved out of the district” option in the “Subject Required Test Type” element on the test records for the other “subject” subtest(s) not taken in that district.

Alternate Assessment (IEP-based and Standards-based Alternate Assessments)

The determination as to how a student with disabilities will participate in state- and district-wide assessments is made by each student's IEP team, at least annually, at each

IEP meeting. Alternate assessment is appropriate only for students who have severe disabilities. In many instances, this means students with severe limitations to cognitive functioning. Such severe limitations in the area of cognitive functioning should be documented in the student's evaluation team report. If the IEP team believes that alternate assessment is appropriate for a student, ***that student must take the alternate assessments in all subject areas tested.***

Two types of alternate assessment will continue to be administered in FY05, the IEP-based Alternate Assessment and the Standards-based Alternate Assessment. *A matrix displaying the types of alternate assessments available for each subject test area of the statewide assessments is available at the end of the testing instructions.*

For subject/grade level tests in which a standards-based alternate assessment is administered, a RAW score is reported in the "Raw Score" element. For subject/grade level tests in which an IEP-based alternate assessment is administered, only AAA, BBB, CCC, DDD or INV will be reported in the "Subject" Scaled Score element.

IEP and 504 Plan Accommodations to Standard (STR) Test Format

If the school district determines that it is appropriate for a student to take any of the standard state assessments with IEP or 504 Plan accommodations, the school district shall include in each student's IEP, or shall document in writing for any student who was evaluated under section 504, what specific accommodation(s), if any, will be provided when the student takes any test prescribed by rule [3301-13-01](#) of the Ohio Administrative Code. Any student with disabilities who is required to take a statewide test, may be provided any accommodation **that meets all of the following criteria (as defined by rule 3301-13-03 (H))**:

- (7) The accommodation is provided in the student's IEP for classroom and district-wide tests that are similar in format to the statewide test in the same subject area;
- (8) The accommodation does not change the content or structure of the test; for example, the examiner who reads multiple-choice questions to students may not eliminate one or more answer choices provided as part of the question, nor shall any examiner convert any open-ended question to a multiple-choice question or cause such conversion;
- (9) The accommodation does not change what the test is intended to measure; for example, examiners are not permitted to read passages from a reading test because this would change the test from a measure of "reading" skills to a measure of "listening" skills; and
- (10) The accommodation does not change or enhance the student's response; for example, a scribe shall record only the actual response provided by the student.

LEP Students and LEP Accommodations to Standard (STR) Test Format

All LEP students are allowed the use of a dictionary or extended time for taking the statewide tests. The "Subject" Type of Accommodation to Standard (STR) Test Format

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refers to additional LEP accommodations beyond the use of a dictionary or extended time, such as the use of a translator. ***A matrix displaying the statewide assessments for which additional LEP accommodations are available is located at the end of the testing instructions.***

Reporting Scores for “Subject” Tests and Alternate Assessments

Scaled scores are derived through a statistical procedure. The scaled score permits the translation of raw scores at each test level into "standard scores" so that one can compare across years at the same grade for the same test. There is no comparability of scaled scores across tests. **Raw scores** are the number of points assigned to a student's performance on a “subject” test during a given year.

For each new achievement test that is administered, cut scores that determine performance levels must be passed by the State Board after the first administration. As new tests are phased in over the next few years, due to the timing of administration and standard-setting, ODE will need to require the districts to report **raw scores** in EMIS for the first administration of those new tests. This will allow districts to verify these data prior to the release of the local report card.

The standard setting process still needs to occur with tests administered for the first time during March 2005. For all standards-based alternate assessments, raw scores will continue to be reported for all of the subjects in the grade levels being assessed. The results for the IEP-based alternate assessments will be reported in the scaled score element on the Proficiency Test Record.

Test Data for Career-Technical Students

JVSDs and school districts with students who are contract career-technical must submit ninth-grade proficiency results and Ohio Graduation test results via EMIS to ODE ***unless they report a test record for the student using the new “UDR” Subject Required Test Type*** to indicate that ODE should use the results reported by the district of residence or the sending district. For purposes of the Local Report Card, the contract career-technical students [and JVSD students] count in "resident" district results. Districts and/or JVSDs should contact their DDAS to run the extraction/load program for JVS(s) and contract career-technical students.

MR/DD Students

Resident districts will report results from the standard (STR) tests or alternate assessment (ALT) results for students that attend MR/DDs 100% of the time.

Department of Youth Services (DYS) Students

The Department of Youth Services will report results from the standard (STR) tests or alternate assessments (ALT) for students that attend the schools within their institutions.

Home Schooled Students

Home schooled students who are taking a CORE curriculum course(s) at the public school are required to take the corresponding test(s). The district should report the assessment results for these students. These students will be included in the district's accountability calculations for those test areas, based upon the Where Kids Count business rules, and the rules for inclusion in the participation rate.

Adult Students

At this time, there are no requirements for reporting EMIS data, including test results, for adult students.

Transfers

When a student transfers between public school districts in Ohio or from a private school to a public district, student test results are required to be shared with the new district according to OAC 3301-13-01. **Districts are required to send the results as part of the student record.** The sending school or district must provide the test results to the receiving school or district upon request.

Summer Testing

Results for the ninth grade proficiency tests administered in the summer of 2004 should be reported on the Ohio Proficiency Tests Record during the FY05 Yearend reporting period. The **exception** would be those students who had completed all course requirements before the beginning of the FY05 school year and needed to pass one or more of the subject tests of the OPT in order to graduate. In this case, **if the student passed the necessary subject tests during the summer of 2004, and the student was issued a diploma date prior to the beginning of the FY05 school year**, the proficiency results for these students should be reported in the Ohio Proficiency-Only Test Record during the FY05 Yearend K reporting period. If the student was issued a diploma *after* the beginning of the FY05 school year and was not enrolled during the FY05 school year, the student should be reported on the Ohio Proficiency Only Test Record during the FY2005 Yearend N reporting period. If the student has **completed course requirements and is no longer enrolled in the district**, the results of the ninth grade proficiency tests should continue to be reported in the Ohio Proficiency-Only Test Record during the FY05 Yearend N reporting period.

The results of the **3rd grade reading achievement test and the 4th grade reading proficiency test** taken during the summer of 2004 should NOT be reported via EMIS.

Retained Students (4th and 6th grade students)

Any students retained in the 4th grade will retake the proficiency tests in math, citizenship and science regardless of their past performance and if their past performance is higher, the highest score should be reported. The retained 4th grade student would be required to take the new reading and writing achievement tests and the score on these assessments should be reported (the scores from the previous year's reading and writing proficiency tests should not be reported). **Any students retained in**

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the 6th grade will retake the proficiency tests regardless of their past performance, but if their past performance was higher, report the record with the highest score, since this is the score that will count for accountability purposes.

Students with Disabilities Excused from Individual Consequences of Ninth Grade Proficiency Tests or Ohio Graduation Tests

All students in a tested grade level are required to participate in the statewide assessments, however, a school district may exempt a student with disabilities (IEP or 504 plan) from meeting the passing standard on one or more of the required subject tests of the ninth grade proficiency tests or the OGT. If the student is exempt from the individual consequences for any subject test and therefore not required to meet the passing standard of that subject test in order to graduate, report “N – No” in the element “Subject’ Requirement for Graduation”.

If at some point the IEP team determines that the student is no longer exempt from the individual consequences and is now required to meet the passing standard on one or more of the ninth grade proficiency tests or the OGT, the student will then need to take and pass the subject test (s) identified by the IEP team in order to meet graduation requirements. A new testing record should be reported for this student indicating the appropriate required test type, and “Y” in the element “Subject’ Requirement for Graduation”, along with the results of the most current attempt under the new Required Test Type.

If the student has taken and failed one or more the subject tests of the ninth grade proficiency tests and is exempt from meeting the passing standard, a test record should still be reported for the student for each subject that includes the results from the most current attempt. The IEP team determines if the student will participate in future administrations of the test, but a student exempt from meeting the passing standard will only be required to participate if his/her “Required Test Type” or “Subject’ Requirement for Graduation” changes.

REPORTING EXAMPLE: An 11th grade student with a disability took the standard 9th grade proficiency test in reading, during the FY03 March test administration, with IEP accommodations, and was (and continues to be) excused from the individual consequences. The following would be reported for that student in FY05 Yearend:

- **Building IRN where student was enrolled during March test administration** = IRN of the building where the student is currently enrolled during the March test administration
- **Test Grade Level** = “09”
- **Test Subject Type** = “R” - reading
- **Test Date** = Date that the test was administered in FY03
- **Required Test Type** = “STR” - Standard (regular)
- **Student Grade Level at Time of Test** = “09”

- **Accommodations** = Y2 - Yes, student took the standard (STR) format of the “subject” test with IEP accommodations
- **Scaled Score** = Scaled score achieved during test administration the prior year
- **Reason “Subject” Test Not Taken (Waiver Reason)** = “*” - Not Applicable
- **Raw Score** = “***”
- **Attempt** = “01”
- **Graduation Requirement** = “N” - No, the student does not need to achieve at or above the proficient level on this “subject” test in order to graduate

Students Not Required to Test

There are a few very rare circumstances where students are not required to take a test. Those students are those who are:

- LEP student enrolled in US Schools for the first time on or after the first day of the current school year (valid for reading and writing only) [Reported with required test type = **NLP**]
- Not enrolled in any Ohio public school district during test administration during the current school year [Reported with required test type = **NRE**.]
- Student is part-time student status, home school, non-public school, and is not enrolled in the reporting district for that particular core subject. [Reported with required test type = **NRP**].
- Foreign exchange student – student does not plan to receive high school diploma in Ohio [Reported with required test type = **NRF**].
- Foreign exchange student – student plans to leave country (United States) after graduation, and is not required to take the Citizenship “subject” test [Reported with required test type = **NRL**].
- Student moved out of district before “subject” test administered [Reported with required test type = **MOV**].

Waivers

According to the Ohio Administrative Code (OAC 3301-13-04) waivers must be requested for all students required to take the statewide assessments who do not take one or more of the subject tests (or alternate assessment if designated in the student’s IEP). This also includes those students who have been excused from the individual consequences (not required to pass the test in order to graduate) of the ninth grade proficiency test(s), who do not take the test.

Waivers should be requested at the end of the school year, NOT after each test administration. Waivers are requested by reporting the appropriate waiver reason via EMIS in the element “Reason “Subject” Test Not Taken (Waiver Reason)”.

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Waivers should not be reported for those students not required to test ("Subject" Required Test Types of NLP, NRE, NRP, NRF and NRL), or for students who move before the test administration being reported ("Subject" Required Test Type of MOV)

Appeals - Rescores/Score Validations

Appeals must be submitted within 30 days after district results are received and these requests must come from the district superintendent. The requests must be made for individual students, NOT groups of students. Appeal results will be returned approximately 30 days from the time that the contractor receives the request. (For more information, refer to the Assessment web site at

<http://www.ode.state.oh.us/curriculum-assessment/Assessment/> or OAC 3301-13-06).

2.1.3.1 OHIO PROFICIENCY TESTS *Revised for FY2005*

The following "subject" tests of the Ohio Proficiency Tests will be administered during the time periods identified in the chart below:

Grade Level/"Subject" Area of Ohio Proficiency Test	October Administration	March Administration
4 th Grade Math		X
4 th Grade Citizenship		X
4 th Grade Science		X
6 th Grade Reading		X
6 th Grade Writing		X
6 th Grade Math		X
6 th Grade Citizenship		X
6 th Grade Science		X
9 th Grade Reading	X	X
9 th Grade Writing	X	X
9 th Grade Math	X	X
9 th Grade Citizenship	X	X
9 th Grade Science	X	X

The results for all of these assessments will be reported during the Yearend N reporting period. Test records should be reported for all students enrolled during any test

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administration during the current school year and the district in which the student was most recently enrolled during the school year. For the OPT, report a separate test record per student, per test subject for all tested grade levels. Students who completed all course requirements before the beginning of the FY05 school year and passed the necessary ninth grade proficiency tests during the summer of 2004 should be reported as follows:

Diploma Date and Diploma Type should be reported during the FY05 October K reporting period

Proficiency Test results should be reported on the Proficiency Only Test Record during the FY05 Yearend reporting period

For the 9th Grade OPT, the most recent outcome on the "subject" test should be reported. If a score during the latest attempt is a failure, then the score achieved on the next attempt will override the previous score, regardless of the score attained. For the 9th Grade OPT, once a student passes a "subject" test, s/he would not be re-tested for that particular subject. If student passed a subject test on the 9th Grade OPT, and for any reason, happened to take the test again and failed, the passing score should be reported, instead of the latest score.

2.1.3.1.1 Building IRN

The state-assigned six-digit Information Retrieval Number (IRN) for the *school building which is reporting the student*. THIS IRN MUST BE A PUBLIC SCHOOL BUILDING LOCATED WITHIN THE DISTRICT WHICH IS REPORTING THE STUDENT.

2.1.3.1.2 Test Grade Level

Indicates whether the test administered was the 4th-Grade, 6th-Grade, or 9th-Grade Proficiency Tests.

VALID OPTIONS:

- 04 – 4th Grade Proficiency Test
- 06 – 6th Grade Proficiency Test
- 09 – 9th Grade Proficiency Test

2.1.3.1.3 Test Subject Type *Valid Options Adjusted for FY05*

Indicates the subject of the test administered.

VALID OPTIONS:

- R - Reading (valid option for the 6th grade and 9th grade tests ONLY)
- W - Writing (valid option for the 6th grade and 9th grade tests ONLY)
- M - Math
- C - Citizenship
- S – Science

2.1.3.1.4 “Subject” Test Date

Indicates the month and year that the test was administered for the test score being reported. If a test was not taken, report the date of the test that should have been taken.

2.1.3.1.5 “Subject” Required Test Type *New options for FY05*

Indicates the format of the “subject” test the student is required to take.

VALID OPTIONS:

- **STR** – Standard (regular)
- **ALT** – Alternate Assessment (IEP-based or Standards-based alternate assessment) as required by IEP
- **NLP** – LEP student enrolled in US Schools for the first time on or after the first day of the current school year (Valid Only for the reading and writing “subject” tests)
- **NRE** – Not required to take subject /grade level test (Not enrolled in any Ohio public school district during test administration during the current school year)
- **NRP** – Not required in this district due to part-time student status, home school, non-public school
- **NRF** – Not required (all “subject” tests) – foreign exchange student – student does not plan to receive high school diploma in Ohio
- **NRL** – Not required (Citizenship “subject” test only) – foreign exchange student – student plans to leave country (United States) after graduation
- **MOV** – Student moved out of district before “subject” test administered
- **UDR** – Use results reported by the district of residence or sending district (Valid ONLY for students with Student Status “2 = In-state, non-resident, career-technical contract student” or for student test records reported by the JVSD)

2.1.3.1.6 Grade Level of Student at Time of “Subject” Test

Indicates the grade level of the student at the time the test was administered for the test score reported.

VALID OPTIONS:

- 04
- 06
- 08
- 09
- 10

- 11
- 12
- 13
- 23

2.1.3.1.7 “Subject” Type of Accommodation to Standard (STR) Test Format

Indicate if the student who takes the STR - standard (regular) format of the test takes the test with accommodations.

VALID OPTIONS:

- “**” - Not applicable, student did not take the “subject” test
- No – No, student did not take the standard (STR) format of the “subject” test with accommodations
- Y1 – Yes, student took the standard (STR) format of the “subject” test with 504 plan accommodations
- Y2 – Yes, student took the standard (STR) format of the “subject” test with IEP accommodations
- Y3 – Yes, student took the standard (STR) format of the “subject” test with LEP accommodations (**other than the use of a dictionary and/or extended time**) – (**NOTE:** LEP accommodations will be available **ONLY** for the 4th grade math proficiency test and the 6th grade reading and math proficiency tests administered in March. This option (Y3) is **not** valid for the following:
 - the 4th grade proficiency tests in science or citizenship
 - the 6th grade proficiency tests in writing, science or citizenship
 - **ANY** of the 9th grade “Subject” proficiency Tests

2.1.3.1.8 “Subject” Scaled Score

Indicates the actual scaled score achieved on the “subject” test. **For the 9th grade proficiency tests**, report the most recent outcome on the “subject” test. For the 9th grade test, once a student passes a “subject” test, s/he would not be re-tested for that particular subject. If student passed a subject test and for any reason, happened to take the test again and failed, the passing score should be reported, instead of the latest score.

Any students in the 4th and 6th grades who are not promoted and thus repeat either of these two grades will retake the statewide assessments regardless of their past performance but if the score received in the past was higher, the higher score should be reported. If a student is retained in 4th grade, s/he should retake the Math, Science and Citizenship proficiency tests and the highest score should be reported but should take the

new Reading and Writing Achievement tests and report the new scores for these tests on the Achievement Record.

VALID OPTIONS:

- INV – assigned to students who have taken the test but for whose test was, for good cause, invalidated by the Ohio Department of Education or the school district
- “***” – Student did not take the test
- 0-499 – Scaled Test Score – Regular Test

If a student takes an IEP - Based Alternate Assessment (Required Test Type = ALT, valid for 4th Science and Citizenship & 6th Writing, Science, Citizenship & 9th grade all subjects), report:

- AAA – Exceptional Progress
- BBB – Expected Progress
- CCC – Adequate Progress
- DDD – Limited Progress

2.1.3.1.9 Reason “Subject” Test Not Taken (Waiver Reason)

According to the Ohio Administrative Code (OAC 3301-13-04) waivers must be requested for all students required to take the statewide assessments who do not take one or more of the “subject” tests (or alternate assessment if designated in the student’s IEP). **This includes those students who have been excused from the individual consequences of the ninth grade proficiency test(s), who have never taken the test.**

If the student does not take the “subject” test being administered, this element identifies the reason the “subject” test was not taken.

VALID OPTIONS:

- “*” – Not Applicable
- A – Waiver requested – Medical Reasons – Waiver Pending/Granted
- B – Waiver requested – Parent Refusal — Waiver Pending/Granted
- C – Waiver requested – Student Refusal – Waiver Pending/Granted
- D – Waiver requested – Suspension/Expulsion - Waiver Pending/Granted
- E – Waiver requested – Truancy - Waiver Pending/Granted
- F – Waiver requested – Other (e.g. excused absence, incarceration) – Waiver Pending/Granted

2.1.3.1.10 “Subject” Raw Score

Raw scores are the number of points assigned to a student's performance on a "subject" test during a given year. Raw scores will continue to be reported for the following standards-based alternate assessments including:

- 4th grade standards-based alternate assessment results in Math (the 4th grade standards-based alternate assessment results in Reading will now be reported on the Ohio Achievement Test Record)
- 6th grade standards-based alternate assessment results in Reading and Math

VALID OPTIONS:

- *** - Student did not take the test
- NSA – Non-scorable Assessment (this score is reported by the test company and is only valid for the Standards-Based Alternate Assessment)
- INV – assigned to students who have taken the test but for whose test was, for good cause, invalidated by the Ohio Department of Education or the school district
- 0-99.9 –Raw Test Score (The decimal point is assumed and should not actually be reported in this element.)

2.1.3.1.11 "Subject" Attempt

Indicates the number of test attempts for the "subject" test reported. The number of attempts includes the current attempt. Exemptions and Waivers do not count as attempts. If you cannot obtain the actual number of attempts, please report the number of estimated attempts, based upon the following guidelines.

For example:

- If an 11th grade student transfers into your district at the end of the year and hasn't passed the 9th grade test, assume the student has taken it two times a year-- Report attempts as "6".
- If a student transfers into the district and has passed the test, look at the passing date and assume the student has taken the test during each administration. (For example, for the sixth grade math test, since it is only administered once, the student should report the number of attempts as "1", unless the student has been retained in grade 6; then the number of attempts could be "2".)
- If a new student moves into the district from out of state, the next attempt would be the first, regardless of grade

2.1.3.1.12 Percent Proficient Measure – Exempt Group Membership Code

(Will NOT be used in FY05 – will be deleted in FY06)

2.1.3.1.13 Participation Rate – Exempt Group Membership Code

(Will NOT be used in FY05 – will be deleted in FY06)

2.1.3.1.14 "Subject" Test Required for Graduation

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This element is used to indicate if the student is required to meet the passing standard of a “subject” test in order to graduate. Based upon the decision of the IEP team, a school district may excuse a student with disabilities from meeting the passing standard on one or more of the required “subject” tests administered during any school year. **The Ohio Proficiency Tests remain a graduation requirement for members of the classes of 2005 and 2006 (current 11th and 12th graders) and students retained in 10th grade during the 2004-2005 school year.** If a student who is required to pass the 9th Grade OPT in order to graduate decides to replace passage on one of the OPT tests with passage on the same subject test on the OGT, the “Subject” Test Required for Graduation element should still be completed on the OPT Record for that subject, NOT on the OGT Record.

VALID OPTIONS:

- “*” = Not applicable (use for students who take the 4th and 6th grade proficiency tests)
- Y = Yes, the student needs to achieve at or above the proficient level on this “subject” test in order to graduate (Valid ONLY for students in grades 11 and 12 and students retained in 10th grade during the 2004-2005 school year for whom the Ohio Proficiency tests are still a graduation requirement)
- N = No, the student does not need to achieve at or above the proficient level on this “subject” test in order to graduate (Valid ONLY for students in grades 11 and 12 and students retained in 10th grade during the 2004-2005 school year for whom the Ohio Proficiency tests are still a graduation requirement)

2.1.3.1.15 Building IRN where student was enrolled during March test administration

Indicates the IRN of the building within the district where the student attended during the March administration of the mathematics “subject” test for the 2004-2005 school year. If the student was not enrolled in the district at the time of the March test administration, report “*****”. If a student has taken a test multiple times, and the highest score was achieved in another building/district, this element should still reflect the IRN of the building within the district where the student attended during the March administration of the mathematics “subject” test for the 2004-2005 school year. ***This will be used to calculate the participation rate for the Local Report Card, and for purposes of calculating Adequate Yearly Progress, and will be one element used in determining whether or not a student was enrolled during a full academic year for Accountability Purposes.***

2.1.3.2 Ohio Achievement Tests *Adjusted for FY05*

The following “subject” tests of the Ohio Achievement Tests will be administered during the time periods identified in the chart below:

Grade Level/"Subject" Area of Ohio Achievement Test	October Administration	March Administration
3 rd Grade Reading	X	X
3 rd Grade Math		X
4 th Grade Reading		X
4 th Grade Writing		X
5 th Grade Reading		X
7 th Grade Math		X
8 th Grade Reading		X
8 th Grade Math		X

The results for all of the Ohio Achievement Tests will be reported during the Yearend N reporting period. Test records should be reported for all students enrolled during any test administration during the current school year and the district in which the student was most recently enrolled during the school year. For the Ohio Achievement Tests, report a separate test record per student, per test date, per test subject for all tested grade levels.

2.1.3.2.1 Building IRN

The state-assigned six-digit Information Retrieval Number (IRN) for the *school building which is reporting the student*. THIS IRN MUST BE A PUBLIC SCHOOL BUILDING LOCATED WITHIN THE DISTRICT WHICH IS REPORTING THE STUDENT.

2.1.3.2.2 Test Grade Level

Indicates the grade level of the achievement test being administered.

VALID OPTIONS:

- 03
- 04
- 05
- 07
- 08

2.1.3.2.3 Test "Subject Type"

Indicates the subject of the test administered.

VALID OPTIONS:

- R - Reading (Valid option for 3rd, 4th, 5th and 8th grade)

- W - Writing (Valid option for 4th grade)
- M - Math (Valid option for 3rd, 4th, 7th and 8th grade)
- C – Social Studies (Not valid for FY2005)
- S – Science (Not valid for FY2005)

2.1.3.2.4 “Subject” Test Date

Indicate the month and year that the test was administered for the test score being reported. If a test was not taken, report the date of the test that should have been taken.

2.1.3.2.5 “Subject” Required Test Type

Indicate the format of the “subject” test the student is required to take.

VALID OPTIONS:

- **STR** – Standard (regular)
- **ALT** – Alternate Assessment (Standards-based alternate assessment) as required by IEP
- **NLP** – LEP student enrolled in US Schools for the first time on or after the first day of the current school year (Valid Only for the reading and writing “subject” tests)
- **NRE** – Not required to take subject /grade level test (Not enrolled in any Ohio public school district during test administration during the current school year)
- **NRP** – Not required in this district due to part-time student status, home school, non-public school
- **MOV** – Student moved out of district before “subject” test administered

2.1.3.2.6 Grade Level of Student at Time of “Subject” Test

Indicates the grade level of the student at the time the test was administered for the test score reported.

VALID OPTIONS:

- 03
- 04
- 05
- 07
- 08

2.1.3.2.7 “Subject” Type of Accommodation to Standard (STR) Test Format

Indicate if the student who takes the standard (regular) format of the test (STR) takes the test with accommodations.

VALID OPTIONS:

- “***” - Not applicable, student did not take the “subject” test
- No – No, student did not take the standard (STR) format of the “subject” test with accommodations
- Y1 – Yes, student took the standard (STR) format of the “subject” test with 504 plan accommodations
- Y2 – Yes, student took the standard (STR) format of the “subject” test with IEP accommodations
- Y3 – Yes, student took the standard (STR) format of the “subject” test with LEP accommodations (other than the use of a dictionary and/or extended time) – **(NOTE:** LEP accommodations will be available **ONLY** for the reading and math tests administered in March. This option is **not** valid for the following:
 - fall administration of the 3rd grade reading achievement test
 - March administration of the 4th grade writing achievement test

2.1.3.2.8 “Subject” Scaled Score

Indicate the actual scaled score achieved on the “subject” test. Scaled scores will be reported for the standard (STR) format of the 3rd grade reading achievement test for FY05.

VALID OPTIONS:

- INV – assigned to students who have taken the test but for whose test was, for good cause, invalidated by the Ohio Department of Education or the school district
- “***” – Student did not take the test
- Actual score achieved

2.1.3.2.9 Reason “Subject” Test Not Taken (Waiver Reason)

According to the Ohio Administrative Code (OAC 3301-13-04) waivers must be requested for all students required to take the statewide assessments who do not take one or more of the subtests (or alternate assessment if designated in the student’s IEP).

If the student does not take the “subject” test being administered, this element identifies the reason the “subject” test was not taken.

VALID OPTIONS:

- “*” – Not Applicable
- A – Waiver requested – Medical Reasons – Waiver Pending/Granted
- B – Waiver requested – Parent Refusal — Waiver Pending/Granted

- C – Waiver requested – Student Refusal – Waiver Pending/Granted
- D – Waiver requested – Suspension/Expulsion - Waiver Pending/Granted
- E – Waiver requested – Truancy - Waiver Pending/Granted
- F – Waiver requested – Other (e.g. excused absence, incarceration) – Waiver Pending/Granted

2.1.3.2.10 “Subject” Raw Score

Raw scores are the number of points assigned to a student’s performance on a “subject” test during a given year.

Raw scores will continue to be reported for the standards-based Alternate Assessment (ALT) format for all of the subjects in the grade levels being assessed. *(There are no IEP-Based Alternate Assessments for the Ohio Achievement Tests.)*

Raw scores will also be reported for the standard (STR) format of the following new assessments:

3rd grade math

4th grade reading and writing

5th grade reading

7th grade math

8th grade reading and math

VALID OPTIONS:

- *** - Student did not take the test
- NSA – Non-scorable Assessment (this score is reported by the test company and is only valid for the Standards-Based Alternate Assessment)
- INV – assigned to students who have taken the test but for whose test was, for good cause, invalidated by the Ohio Department of Education or the school district
- 0-99.9 –Raw Test Score (The decimal point is assumed and should not actually be reported in this element.)

2.1.3.2.11 Percent Proficient Measure – Exempt Group Membership Code

(Will NOT be used in FY05 – will be deleted in FY06)

2.1.3.2.12 Participation Rate – Exempt Group Membership Code

(Will NOT be used in FY05 – will be deleted in FY06)

2.1.3.2.13 Building IRN where student was enrolled during March test administration

Indicates the IRN of the building within the district where the student attended during the March administration of the mathematics “subject” test for the 2004-2005 school year

(with the exception of 5th grade students – districts should report the IRN of the building within the district where the student attended during the March administration of the reading “subject” test). If the student was not enrolled in the district at the time of the March test administration, report “*****”. ***This will be used to calculate the participation rate for the Local Report Card, and for purposes of calculating Adequate Yearly Progress, and will be one element used in determining whether or not a student was enrolled during a full academic year for Accountability Purposes.***

2.1.3.3 OHIO GRADUATION TESTS *Revised for FY05*

The class of 2007 (tenth grade students during the 2004-2005 school year) will be the first class for which the Ohio Graduation Tests will be a graduation requirement. All five “subject” tests (reading, math, writing, science and social studies) will be administered to 10th grade students in March. Performance standards for the reading and math portions of the OGT were adopted in June of 2004. The adoption of OGT performance standards for the three new “subject” tests in writing, science and social studies will be based on the data from the FY05 March administration of the OGT.

Retained 10th grade students are required to take and pass the 9th Grade OPT in order to graduate. If a retained 10th grade student passed the Reading or Math OGT subject tests in Spring 2004, these scores will count as a pass for that subject test on the 9th Grade OPT. These students are NOT required to take the OGT this year, but if they do take the OGT, these test records should be reported to ODE.

Due to a legislative change (HB 493), students required to take the 9th Grade OPT to graduate **can replace passage on the OGT for passage on the 9th grade OPT**. ODE will make all subject tests of the 9th Grade OPT and the OGT available to students in grades 11 and 12 who still need to pass one or more of the subject tests on the 9th Grade OPT. **Please note** that these individuals will still need to take the 9th Grade OPT in any subject areas not passed in addition to choosing to also take the OGT in those subject areas. ***This option does NOT apply to students who are required to pass the OGT (the class of 2007 and beyond).***

In FY2005, districts will report **scaled scores** for the results of the standard (STR) format of the reading and math tests. Districts will report **raw scores** to EMIS for the standard (STR) format of the writing, science and social studies tests AND the standards-based alternate assessment (ALT) format in all five subject areas.

Raw scores reported for the standard tests will be converted to scaled scores at ODE and sent back to the districts for verification in a CSV file. (Raw scores for alternate assessment will remain raw scores, as there are not scaled scores for alternate assessments.) Raw scores are the number of points assigned to a student's performance on a “subject” test. For the OGT, raw scores are the sum of the number of correct answers from the multiple choice items and the number of points a student earned from the constructed response items.

Test records should be reported for all students enrolled during any test administration during the current school year and by the district in which the student was most recently

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enrolled during the school year. The reporting district(s) must submit a separate OGT record per student, per test date, per test subject for all tested grade levels.

2.1.3.3.1 Building IRN

The state-assigned six-digit Information Retrieval Number (IRN) for the *school building which is reporting the student*. THIS IRN MUST BE A PUBLIC SCHOOL BUILDING LOCATED WITHIN THE DISTRICT WHICH IS REPORTING THE STUDENT.

2.1.3.3.2 Test Grade Level

Indicate whether the test administered was the OGT.

VALID OPTIONS:

- 10

2.1.3.3.3 Test “Subject Type

Indicate the subject of the test administered.

VALID OPTIONS:

- R - Reading
- W - Writing
- M - Math
- C – Social Studies
- S - Science

2.1.3.3.4 “Subject” Test Date

Indicates the month and year that the test was administered for the test score being reported. If a test was not taken, report the date of the test that should have been taken.

2.1.3.3.5 “Subject” Required Test Type

Indicates the format of the “subject” test the student is required to take.

VALID OPTIONS:

- **STR** – Standard (regular)
- **ALT** – Alternate Assessment (Standards-based alternate assessment) as required by IEP
- **NLP** – LEP student enrolled in US Schools for the first time on or after the first day of the current school year (Valid Only for the reading and writing “subject” tests)
- **NRE** – Not required to take subject /grade level test (Not enrolled in any Ohio public school district during test administration during the current school year)
- **NRP** – Not required in this district due to part-time student status, home school, non-public school

- **NRF** – Not required (all “subject” tests) – foreign exchange student – student does not plan to receive high school diploma in Ohio
- **NRL** – Not required (Citizenship “subject” test only) – foreign exchange student – student plans to leave country (United States) after graduation
- **MOV** – Student moved out of district before “subject” test administered
- **UDR** – Use results reported by the district of residence or sending district (Valid ONLY for students with Student Status “2 = In-state, non-resident, career-technical contract student” or for student test records reported by the JVSD)

2.1.3.3.6 Grade Level of Student at Time of “Subject” Test

Indicates the grade level of the student at the time the test was administered for the test score reported.

VALID OPTIONS:

- 10
- 11
- 12

2.1.3.3.7 “Subject” Type of Accommodation to Standard (STR) Test Format

Indicate if the student who takes the STR - standard (regular) format of the test takes the test with accommodations.

VALID OPTIONS:

- “**” - Not applicable, student did not take the “subject” test
- No – No, student did not take the standard (STR) format of the “subject” test with accommodations
- Y1 – Yes, student took the standard (STR) format of the “subject” test with 504 plan accommodations
- Y2 – Yes, student took the standard (STR) format of the “subject” test with IEP accommodations
- Y3 – Yes, student took the standard (STR) format of the “subject” test with LEP accommodations (other than the use of a dictionary and/or extended time). Additional LEP accommodations are available for all subject areas of the OGT administered in March.

2.1.3.3.8 “Subject” Scaled Score

Scaled scores will be reported for the standard (STR) format of the reading and math “subject” tests for the OGT for FY05.

2.1.3.3.9 Reason “Subject” Test Not Taken (Waiver Reason)

According to the Ohio Administrative Code, waivers must be requested for all students who are required to test but do not take the test. If the student does not take the “subject” test being administered, this element identifies the reason the “subject” test was not taken.

VALID OPTIONS:

- “*” – Not Applicable
- A – Waiver requested – Medical Reasons
- B – Waiver requested – Parent Refusal
- C – Waiver requested – Student Refusal
- D – Waiver requested – Suspension/Expulsion
- E – Waiver requested – Truancy
- F – Waiver requested – Other (e.g. excused absence, incarceration)

2.1.3.3.10 “Subject” Raw Score

Raw scores should be reported for the writing, science and social studies “subject” tests of the OGT in FY05 as the standard setting process still needs to occur for these “subject” tests. Raw scores are the number of points assigned to a student’s performance on a “subject” test during a given year.

Standards-based Alternate Assessment results will be reported as raw scores for all “subject” tests of the Ohio Graduation Tests. *There is no IEP-Based Alternate Assessment for these “subject” tests.*

VALID OPTIONS:

- *** - Student did not take the test
- NSA – Non-scorable Assessment (this score is reported by the test company and is only valid for the Standards-Based Alternate Assessment)
- INV – assigned to students who have taken the test but for whose test was, for good cause, invalidated by the Ohio Department of Education or the school district
- 0-99.9 –Raw Test Score (The decimal point is assumed and should not actually be reported in this element.)

2.1.3.3.11 “Subject” Attempt

Indicate the number of test attempts for the “Subject” Test reported. Exemptions and Waivers do not count as an attempt, and would be reported as “00”, if the student never took the test.

2.1.3.3.12 Percent Proficient Measure – Exempt Group Membership Code
(Will NOT be used in FY05 – will be deleted in FY06)

2.1.3.3.13 Participation Rate – Exempt Group Membership Code

(Will NOT be used in FY05 – will be deleted in FY06)

2.1.3.3.14 “Subject” Test Required for Graduation

Indicate if the student is required to meet the passing standard of the “subject” test in order to graduate. A school district may excuse a student with disabilities from meeting the passing standard on one or more of the required “subject” tests administered during any school year. If a student who is required to pass the 9th Grade OPT in order to graduate decides to replace passage on one of the OPT tests with passage on the same subject test on the OGT, the “Subject” Test Required for Graduation element should still be completed on the OPT Record for that subject, NOT on the OGT Record.

VALID OPTIONS:

- * = Not Applicable (should be reported for 11th, 12th and retained 10th grade students who are using passage on the OGT as a replacement for passage on the OPT – the “Subject” Required for Graduation element should be completed on the OPT record for these students?)
- Y = Yes, the student needs to achieve at or above the proficient level on this “subject” test in order to graduate
- N = No, the student does not need to achieve at or above the proficient level on this “subject” test in order to graduate

2.1.3.3.15 Building IRN where student was enrolled during March test administration

Indicates the IRN of the building within the district where the student attended during the March administration of the mathematics “subject” test for the 2004-2005 school year. If the student was not enrolled in the district at the time of the March test administration, report “*****”. ***This will be used to calculate the participation rate for the Local Report Card, and for purposes of calculating Adequate Yearly Progress, and will be one element used in determining whether or not a student was enrolled during a full academic year for Accountability Purposes.***

2.1.4 Ohio Proficiency Only Test Record

Report this record ONLY for students who completed course requirements, and are no longer enrolled in the district.

If the student passed the necessary subject tests during the summer of 2004, and the student was issued a diploma date *prior to the beginning of the FY05 school year*, the proficiency results for these students should be reported in the Ohio Proficiency-Only Test Record during the FY05 Yearend K reporting period. If the student was issued a diploma *after* the beginning of the FY05 school year and was not enrolled during the FY05 school year, the student should be reported on the Ohio Proficiency Only Test Record during the FY2005 Yearend N reporting period. If the student has completed course requirements and is no longer enrolled in the district, the results of the ninth

grade proficiency tests should continue to be reported in the Ohio Proficiency-Only Test Record during the FY05 Yearend N reporting period.

2.1.4.1 Student ID Number

2.1.4.2 Student Name (Optional)

2.1.4.3 Gender

2.1.4.4 Racial/Ethnic Category

2.1.4.5 Diploma Date

2.1.4.6 Building IRN

Indicate the IRN of the building administering the test.

2.1.4.7 Courses Completed Date

Indicate the date the student completed course requirements for diploma.

2.1.4.8 Courses Completed IRN

Indicate the district in which the student completed course requirements.

2.1.4.9 "Subject" Proficiency Test Score

Indicate the student's most recent outcome on the each component of the proficiency test. A test score is reported for Reading, Writing, Math, Citizenship, and Science.

VALID OPTIONS:

- 1 - Previously passed
- 2 - Passed
- 3 – Excused from consequences
- 4 - Failed

2.1.4.10 "Subject" Proficiency Test Scaled Score

The scaled score is derived through a statistical procedure. The scaled score permits the translation of raw scores at each test level into "standard scores" so that one can compare across years at the same grade for the same test. There is no comparability of scaled scores across tests. The writing score is given as a total score; the score on each writing prompt/task is combined to create the total score.

2.1.4.11 State Student Identifier (SID)

The SSID is only optional for this record if the student completed high school courses prior to June 30, 2003.

Additional Assessment Resources

FY05 Assessment Implementation Schedule

This chart lists the statewide assessments that will be administered (and results reported to EMIS) during the 2004-05 school year.

Grade Level	2004-05
Kindergarten	KRA-L Pilot
Grade 3	Achievement – R,M
Grade 4	Achievement – R,W Proficiency – M,C,S
Grade 5	Achievement – R
Grade 6	Proficiency – W,R,M,C,S
Grade 7	Achievement – M
Grade 8	Achievement – R,M
Grade 10	OGT – R,M,W,S,SS
Grade 11	Proficiency – W,R,M,C,S
Grade 12	Proficiency – W,R,M,C,S

FY05 Alternate Assessment Matrix – IEP-Based and Standards-Based

This chart displays the type of alternate assessments available for each subject test area of the statewide assessments.

Subject Areas of Assessment	Grade Levels	IEP-Based Alternative Assessment	Standards-Based Alternate Assessment (Collection of Evidence)
ELA:Reading	3		√
ELA:Reading & Writing	4		√
ELA:Reading	5		√
ELA:Reading	6		√
ELA:Reading	8		√
ELA:Reading & Writing	10		√
ELA: Writing	6	√	
Mathematics	3		√
Mathematics	4		√
Mathematics	6		√
Mathematics	7		√
Mathematics	8		√
Mathematics	10		√
Science	4	√	
Science	6	√	
Citizenship	4	√	

Citizenship	6	√	
Science	10		√
Social Studies	10		√
NOTE: Only IEP-Based Alternate Assessments are available for the 9th Grade Ohio Proficiency Tests			

FY05 Additional LEP Accommodations Matrix

This chart displays the statewide assessments for which additional LEP accommodations are available.

Subject Areas of Assessment	Grade Levels	Additional LEP Accommodations Available (Beyond Extended Time and Use of a Dictionary) Available for March Administration ONLY
Reading OAT	3	√
Reading OAT	4	√
Reading OAT	5	√
Reading OPT	6	√
Reading OAT	8	√
Reading OGT	10	√
Writing OAT	4	√
Writing OPT	6	
Writing OGT	10	√
Mathematics OAT	3	√
Mathematics OPT	4	√
Mathematics OPT	6	√
Mathematics OAT	7	√
Mathematics OAT	8	√
Mathematics OGT	10	√
Science OPT	4	

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Science OPT	6	
Science OGT	10	√
Citizenship OPT	4	
Citizenship OPT	6	
Social Studies OGT	10	√
NOTE: Additional LEP Accommodations are not available for the 9 th Grade OPT		

2.1.6 CTAE STUDENT TESTING RECORD

One record per student should be reported for each student who takes the CTAE Technical Assessment Test or Career Paths for the Teaching Profession Portfolio Assessment. When reporting test results, use the EMIS Student ID as reported on the Student Demographic Record in EMIS.

2.1.6.1 CTAE Technical Assessment (formerly OCTCA) Test Code New Options for FY05

The State Board of Education has approved career-technical performance measures that require school districts to assess students in workforce development programs with a CTAE Technical Assessment. This requirement pertains to any secondary student who is in the last class of a series of career-technical classes. Such students are considered to be “concentrators” within a program. For students taking modular assessments, they should take these modules over the course of their two-year program.

Report the appropriate CTAE Technical Assessment test code, by selecting from the following list of options:

CTAE Technical Assessment Test Code OPTIONS:

*** – CTAE Test Code not required

01EA – Accounting

02MA – Administrative Office Technology

02EA – Administrative Office Technology

03DA – Agricultural Production Core

03DB – Agricultural Production Core and Beef and Sheep Production

03DC – Agricultural Production Core and Dairy Production

03DD – Agricultural Production Core and Poultry Production

03DE – Agricultural Production Core and Swine Production

CTAE Technical Assessment Test Code OPTIONS:

05DA – Agricultural/Industrial Mechanical Technician
07EA – Heating, Ventilation, Air-conditioning, and Refrigeration
08DA – Animal Management Technician
09EA – Auto Collision Technician
10DA – Auto Mechanics
12EA – Building and Property Maintenance
13EA – Business Administration and Management
15MA – Carpentry
15EA – Carpentry
16EA – Early Childhood Education and Care
17DA – Clothing and Interiors, Production and Services
18MA – Visual Communications
18EA – Visual Communications Art
19DA – Commercial Photography
23MA – Dental Assistant
23EA – Dental Assistant
24EA – Diesel Mechanics
25GA – Diversified Health Occupations
26MA – Drafting
26EA – Drafting
27MA – Electrical Trades
27EA – Electrical Trades
28MA – Electronics
28EA – Electronics
30EA – Entertainment Marketing
34EA – Food Management, Production, and Service
36MA – Marketing Technology
36EA – Marketing Technology
38MA – Graphic Communications
38EA – Graphic Communications

CTAE Technical Assessment Test Code OPTIONS:

39DA – Natural Resources and Forest Industry Worker
39DB – Natural Resources and Resource Conservation
40EA – Hospitality and Facility Care Services
41DA – Travel and Tourism Marketing
42EA – Industrial Maintenance
43EA – Criminal Justice
44EA – Precision Machine Technologies
45DA – Masonry
46DA – Meat Processor
47EA – Medical Assistant
53DA – Horticulture Core and Floriculture and Greenhouse Worker
53DB – Horticulture Core and Turf and Landscape Worker
53DC – Horticulture Core and Nursery and Garden Worker
56DA – Power Equipment Technology
59EA – Welding
70MA – Core Information Technology
71MA – Information Support and Technology
72MA – Network Systems
73MA – Programming and Software Development
74MA – Interactive Media

2.1.6.2 CTAE Technical Assessment (formerly OCTCA) Test Score

This should be the actual test score, which can range from 000-100.

VALID OPTIONS:

- *** = Not Applicable (Student did not take the CTAE Technical Assessment)
- “000” to “100”

2.1.6.3 Career Paths for the Teaching Professions – Portfolio Score

Reported **ONLY** for students enrolled in the 090011-Career Paths for the Teaching Professions course which prepares students for entry level technical and professional career options within the teaching professions. The Portfolio Assessment Score (based

on a rubric designed by CTAE) will be a two digit numeric score from “00” to “98” with “98” being the maximum score.

VALID OPTIONS:

- ** = Student not required to complete the portfolio assessment
- NP = Required to take the portfolio assessment, no portfolio completed
- “00” to “98”

2.1.7 STUDENT COURSE RECORD

The Local Classroom Code provides the link to the teacher through the Course Master Record, which provides detailed information about the class including the Subject Code and the Course Type.

During the October K reporting period, report the Student Course Records and Course Master Records for **ALL** courses, in accordance with the charts below, including:

Year-long courses (i.e. courses offered for the entire school year), and

Any other courses offered during the school year, such as courses offered during the second semester only or courses that span five- or six-week periods.

During FY05, it is **optional** for districts to begin reporting courses separately for students in grades K-3. **During FY06**, it will be **MANDATORY** for districts to report courses separately for all students in grades K-12. Preschool courses will continue to be reported as self-contained courses in FY05 and FY06.

<i>COURSE REPORTING – Students without Disability Conditions</i>	
For students in grades PS-3 who have all courses scheduled in the same classroom (Self-contained classroom)	A Student Course Record should be reported which would include one of the following self-contained subject codes: 180050 – Early Education (students without disabilities ages 0-2), 180108 – Preschool (students without disabilities ages 3-5), 180110-Kindergarten, 180125 - Transition 1, 180122 - Self-Contained (Grades 1-3) and 180123 - Self-Contained Ungraded (Grades 1-3). <i>Districts may choose to report subjects separately for these students but this will not be mandatory until FY06. Preschool courses should continue to be reported as self-contained courses in FY05 and FY06.</i>
For students in grades PS-3 who take one or more courses with a different teacher	A Student Course Record should be reported for each course that is taught by a different teacher. For example, if 3rd graders have all courses with the same teacher (180122) except for Reading (050102), one Student Course Record would be reported for Reading

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<i>COURSE REPORTING – Students without Disability Conditions</i>	
	and one Student Course Record would be reported for the self-contained classroom.
For students in grades 4-12, all core courses must be reported separately, even if these courses are taught by the same teacher.	A Student Course Record should be reported for each course in which the student participates. Example: If a student participates in seven subjects, then the Local Classroom Code on the Student Course Record should be reported for each of the seven courses.
For students who receive supplemental instruction from a Remedial Specialist (position code 204) or a Tutor (position code 208)	No Student Course Record is required.
Home Instruction for Non-disabled students	Report one Student Course Record for students who are individually served at their place of residence by a home instructor. These students should also be reported with program code 130002 - Home Instruction (Other than Special Education.)

<i>COURSE REPORTING – Educational Options</i>	
Students taking courses for credit toward graduation through the use of an educational option delivery method (Correspondence Courses/On-Line Learning, Interactive Distance Learning, Educational Travel, Independent Study, etc.)	If the course will be offered for credit toward graduation, a Student Course Record should be reported for each course delivered through an Educational Option Delivery Method. Since the course is being provided through this type of delivery method, the appropriate Educational Option Course Type (X01, X02, X03 and X04) must be reported on the Course Master Record.
Instructions added for FY05 Students taking courses through an interactive distance learning delivery method. The instruction for the course is provided via interactive video with a teacher at a remote site. Students “meet” at a regularly scheduled time during the school day and the instruction method provides “real-time, face to face” interaction among teacher and students on a regular basis via	If the course will be offered for credit toward graduation, a Student Course Record should be reported for each course provided through this type of delivery method. These courses must be reported with the appropriate Interactive Distance Learning Educational Option Course Type (I00, D00, G00 or V00) on the Course Master Record.

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COURSE REPORTING – Educational Options	
technology. The course is offered as a “regularly scheduled” course (offered to a group of students as part of the regular course offerings/programs) and the teacher plans and evaluates student progress and performance.	

COURSE REPORTING – Students with Disability Conditions	
For students with disabilities in grades PS -3 who have all of their courses scheduled in the same classroom (self-contained classroom)	Report one Student Course Record for each student using Subject Code " 196095 – Early Education of the Handicapped : Special Education programs and related services for students below six years of age” for preschool students or " 190010 Education of the Handicapped : A self-contained class for students with disabilities in grades K through 3”. <i>Districts may choose to report subjects separately for these students but this will not be mandatory until FY06. Preschool courses should continue to be reported as self-contained courses in FY05 and FY06</i>
For students with disabilities in grades PS-3 who take one or more courses with a different teacher	A Student Course Record should be reported for each course that is taught by a different teacher. (If modifications are made to the curriculum and/or the program for a particular student in conjunction with a special education teacher in accordance with an IEP, the Course Type on the Course Master Record into which the student is scheduled must indicate Special Education (D01). If no program or curriculum modifications are made for a student, the Course Type on the Course Master Record into which the student is scheduled should have the appropriate RXX course type).
For students with disabilities in grades 4-12, all courses must be reported separately, even if these courses are taught by the same teacher.	A Student Course Record should be required for each course in which the student participates. Students with disabilities are to be reported in each of the classes using the actual subject codes (e.g., Mathematics, Integrated English/Language Arts, etc.) from Appendix C. Information will be required for each course in which the student

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<i>COURSE REPORTING – Students with Disability Conditions</i>	
	participates. Example: If a student participates in seven courses, a Student Course Record should be reported for each of the seven courses. (If modifications are made to the curriculum and/or the program for a particular student in conjunction with a special education teacher in accordance with an IEP, the Course Type on the Course Master Record into which the student is scheduled must indicate Special Education (D01). If no program or curriculum modifications are made for a student, the Course Type on the Course Master Record into which the student is scheduled should have the appropriate RXX course type).
Students with disabilities who are pulled out of the regular classroom to receive supplemental special education services such as tutoring, speech and language therapy, etc. (including 212 – Supplemental Service Teaching Assignment - Special Education)	No Student Course Record is required to be reported for these students. The Student Program Record for this student must include one of the 210XXX Placement Options for Students with Disabilities program codes.
Home instruction for students with disabilities	Report one Student Course Record for each student using Subject Code – “196111-Home Instruction”.

<i>COURSE REPORTING – Career Technical Students enrolled in Satellite Courses</i>	
For students in Career-Technical Satellite Courses (including all GRADS courses)	The Student Course Record information for career-technical satellite courses (career-technical courses housed in a district taught by a teacher employed by a different district) must be reported by the district that employs the instructor. This district (the one that employs the instructor) must also report Student Demographic and Student Attendance Records.

<i>COURSE REPORTING – Gifted Students</i>
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COURSE REPORTING – Gifted Students	
For Gifted students in grades PS-3, educated in a Self-contained Gifted Classroom .	Report one Student Course Record for each student, using the “196200 Gifted/Talented K-3” subject code with the appropriate GXX Gifted course type. <i>Districts may choose to report subjects separately for these students but this will not be mandatory until FY06.</i>
For gifted students in grades PS-3 who take one or more courses with a different teacher	One Student Course Record should be reported for each course that is taught by a different teacher. (The appropriate Gifted Course type – G00, G03 or G04 – should be reported on the Course Master Record for any gifted courses for which a Gifted instructor is considered to be the “teacher of record” for the course).
For gifted students in grades 4-12, all courses must be reported separately, even if these courses are taught by the same teacher.	One Student Course Record should be reported for each course that is taught to the student. (The appropriate Gifted Course type – G00, G03 or G04 – should be reported on the Course Master Record for any gifted courses for which a Gifted instructor is considered to be the “teacher of record” for the course).
<i>Reporting instructions adjusted for FY05</i> Supplemental Gifted instruction provided by the Gifted Intervention Specialist	No Student Course Record is required for students that receive Supplemental Gifted programs and services. Supplemental programs and services contained in the student’s Gifted Written Education Plan and provided directly by the Gifted Intervention Specialist (Gifted Intervention Specialist is not considered the “teacher of record” and does not assign grades) should be reported with the 206XXX Gifted program codes. These program codes should be reported on the 5.1.5.1 Student Program Record with the <i>employee ID of the Gifted Intervention Specialist.</i> (Gifted supplemental programs and services contained in the student’s Gifted Written Education Plan and provided by anyone other than the Gifted Intervention Specialist should be reported with the 205XXX Gifted program codes on the regular Student Program Record – an employee ID is not required)

COURSE REPORTING – Gifted Students	
Gifted Student Receiving Education in the Arts Delivered by a Trained Arts Instructor	A Student Course Record should be reported for Gifted instruction provided by a teacher or visiting instructor trained in the arts areas of dance, visual arts, drama / theater, and /or music. The G04 Gifted course type should be reported for these courses on the Course Master Record.

COURSE REPORTING – Courses Provided by Employees of the Education Service Center (ESC)	
For students who receive instruction by employees of the ESC	ESCs are required to report Student Course information for all students that are being instructed by staff hired by the ESC.

COURSE REPORTING – Art, Music and Physical Education Courses	
Art, music and physical education courses taught for students in grades K-8	Reporting Instructions Adjusted for FY05 A Student Course Record is not required to be reported for students enrolled in these courses (for further information, review the course reporting instructions in the 3.1.4 Course Master Record section of Chapter 3 of the FY05 EMIS Guide).
Art, music and physical education courses taught to students in grades 9-12 (Teachers with the 205 position code)	A Student Course Record should be reported with the appropriate subject code (02XXXX, 08XXXX, or 12XXXX) for each student.

2.1.7.1 Local Classroom Code:

Indicates the code used by the school district that uniquely identifies a specific classroom (i.e., specific period and section) within a district. (This element will match with the corresponding Local Classroom Code element on the Course Master Record.) If a coding system does not exist at a building or district, the school district will need to create a unique number that identifies each classroom. A classroom is defined per subject, teacher, building, and period. This code, which uniquely identifies a class (i.e., a body of students within a district), must refer to the same class for the entire school year (the same Local Classroom Code must be reported for a particular course in both the October K and Yearend N reporting periods). If a class is eliminated, no other class can use this unique identifier for the Yearend N reporting period. New Local Classroom

Codes may be reported during Yearend to identify classes added after the October reporting period. Codes can be changed for the succeeding school years.

2.1.7.2 District IRN:

The school district which is reporting the student's course(s).

2.1.7.3 Course Status:

Whether the student completed (active) or dropped (inactive) the course during the current school year. DO NOT INDICATE STUDENTS IN CAREER-TECHNICAL CLASSES AS INACTIVE FOR CLASSES THAT HAVE FINISHED, SUCH AS FIRST SEMESTER ONLY CLASSES.

Career-technical courses reported in October K must also be reported in Yearend N, regardless of whether the student completed the course or not. For example, if a course for a career-technical student is a year long class, and Course Status is reported as "active" in October, and the student drops out in November, this course must be reported in Yearend N as "inactive."

VALID OPTIONS:

- 0 = Active (Did not withdraw from course)
- 1 = Inactive

2.1.7.7 Career Based Intervention (CBI) – Work Based Learning Experience Status

This element ONLY applies to Subject Code 252525 – Career Based Intervention. Indicates whether or not student participates in Work Based Learning Experiences. This is reported in October K and Yearend N. Documentation for Work Based Learning Experience is mandatory and must be kept on file for audit purposes.

Work-Based Learning includes:

Paid cooperative work experiences and/or

Unpaid work-based learning experiences such as job shadowing, short term field experiences, internships, volunteering at non-profit community agencies, career exploration, and/or service learning activities.

- VALID OPTIONS:

- *- Not Applicable (default for courses with *SUBJECT CODE* NOT = 252525)
- 1- Yes, Paid Work Based Learning Experience
- 4 - No Work Based Learning Experience (default for courses with *SUBJECT CODE* = 252525) (NOTE: Work Based Learning Experience is a required program component for all CBI students. Using this option for CBI students causes the CBI program not to be approved to receive Career-Technical weighted funding).

- 5 - Yes, Non-Paid Work Based Learning Experience (completed service learning project)
- 6 - Yes, Both paid & unpaid Work Based Learning Experience (completed service learning project)
- 7 - Yes, Non-Paid Work Based Learning Experience (did NOT complete service learning project)
- 8 - Yes, Both paid & unpaid Work Based Learning Experience (did NOT complete service learning project)

2.1.7.8 CTAE Workforce Development Program Completer

Indicates whether a student completed a career-technical workforce development program. This element is reported in the Yearend N reporting period only.

This element is reported by the district that employs the teacher of the career-technical workforce development program. **The district that employs the instructor and reported the data for the career-technical classes in October reports this element.** The term "completer" refers to a student who has enrolled in and completed an approved career-technical workforce development program AND demonstrated sufficient mastery of his/her career-technical and academic subject matter to prepare him/her for his/her career and life-long learning goals as set forth in his/her individual career plan AND is no longer enrolled in secondary school.

If a student is reported as a completer, student demographic data, in conjunction with class information, will be extracted from the June FY2005 data to be reported for the Career-Technical Education Follow-up, in the CTAE WORKFORCE DEVELOPMENT COMPLETER FOLLOW-UP RECORD via EMIS during the FY2006 March reporting period.

A Career-Technical student must be a concentrator to be a completer. The definition of a concentrator is provided in 2.1.7.9 CTAE Concentrator.

DO NOT REPORT A COMPLETER STATUS of "Y" for the student who ONLY participated in any of the following career-technical programs, indicated by the following subject/course codes on the Student Course Record:

- 010001 – Environmental and Agricultural Sciences
- 040001 – Arts and Communication Foundation
- 070001 – Foundation for Health Occupations
- 090001 – Human Resources/Services Foundation
- 0901XX – Work and Family Studies
- 140001 – Business and Management Foundations
- 140200 - Business Information Technology **Added for FY05**
- 170001 – Industrial and Engineering Foundations

170002 – Manufacturing Foundations
170003 – Heavy Equipment (Construction) Foundations
170004 – Transportation Foundations
172809 – Fundamentals of Public Safety
172812 – Public Safety Core
252525 – Career Based Intervention
990361 – Entrepreneurship
990362-- Employability Skills

VALID OPTIONS:

- N = No (Default)
- Y = Yes, student completed a CTAE Workforce Development Program. State approved CTAE Tech Prep programs are considered to be workforce development programs.

2.1.7.9 CTAE Concentrator:

Indicates whether or not the student is a "concentrator" in the course. A concentrator is a Career-Technical student who is enrolled in the last class of a series of classes within a workforce development program or is in the final class of a competency-based series of experiences. This element must be reported in both the October K and Yearend N reporting periods.

This element is to be reported when the student enters the last class of a workforce development program. The district that employs the workforce development teacher shall identify and report a student as a concentrator.

Most students enter this class at the beginning of the school year. If a student is reported as a concentrator in October, the student must also be reported as a concentrator in Yearend. If a student becomes a concentrator after the October K reporting period, report this information in Yearend.

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. Once a student is labeled a concentrator, the student is a concentrator for the rest of his/her schooling.

The default for this element is "N", indicating that the student has not been identified as a concentrator. If the student has been identified as a concentrator, report "Y".

VALID OPTIONS:

- N = No (Default)
- Y = Yes

2.1.8 STUDENT PROGRAM RECORD *Reporting Instructions and Options Adjusted for FY05*

The elements listed below will be reported for each program in which a student participates. The number of programs in which a student can participate is unlimited. Student program codes should be reported during the designated reporting periods by the appropriate entities. A program code should be reported during the Yearend N reporting period for each program in which the student participated at any time during the year. If the student was in the program and then withdraws from the district during the year, the program code should still be reported.

Changes for FY05:

The 5.1.5.1 Student Program Record, which contains a field for the Employee ID, had previously been required only for the 305003 - Career Assessment program code. This record, including the Employee ID, will now also be required for the 206XXX series of Gifted Program Codes (supplemental Gifted programs and services provided by the Gifted Intervention Specialist) and the 220100 Preschool Itinerant Services (Special Education) and the 220200 Preschool Itinerant Services (Regular Education) program codes. If the student participates in Title I Public School Choice ***within the resident district*** (reported with the 226001 program code), the IRN of the Title I Building identified for school improvement that the student transferred from **MUST** be reported on the 5.1.5 Student Program Record, however, an Employee ID is NOT required for students reported with this code.

The following table indicates the reporting period during which particular program codes are required.

Student Program Code(s) Categories	Program Code Number	Who Reports?	Reporting Period		
			Oct K	Dec M	Year-end N
Driver Education	105XXX	Entity providing program			X
Educational Options	115XXX	Entity providing program OR sending district for entities that do not report in EMIS			X
Other Regular Programs (Reading Recovery, Home Instruction other than Special Education)	130XXX	Entity providing program			X
Other Regular Programs (Ohio Reads)	131XXX	Entity providing program			X

Student Program Code(s) Categories	Program Code Number	Who Reports?	Reporting Period		
			Oct K	Dec M	Year-end N
Child-Day Care/Latchkey	140XXX	Entity providing program			X
Extended Learning Time Instruction(funded by 21 st Century Learning Center Funds or funds other than 21 st Century or Title I)	140XXX 233XXX	Resident district			X
Student Intervention	152XXX	Entity providing program			X
Placement by District in a Chartered Nonpublic or Private School	160110	Resident district	X		X
New for FY05 Gifted Education Programs (Gifted programs and services provided by individuals other than a Gifted Intervention Specialist). The 205XXX program codes do not need to be reported with an employee ID.	205XXX	Resident district	X New for FY05		X
New for FY05 Gifted Education Programs (Gifted programs and services provided by the Gifted Intervention Specialist) The 206XXX program codes must be reported on the 5.1.5.1 Student Program Record with the employee ID of the Gifted Intervention Specialist	206XXX	Resident District	X New for FY05		X

Student Program Code(s) Categories	Program Code Number	Who Reports?	Reporting Period		
			Oct K	Dec M	Year-end N
Placement Options for Students with Disability Conditions	210XXX	Educating entity AND resident district report regardless of the location of the program. For purposes of the December Child Count, community schools are considered the legal district of residence ONLY for students receiving special education services in accordance with an IEP. Students reported with a disability condition MUST be reported with one of the 210XXX placement options.	X	X	X
Alternative Placement for Students with Disability Conditions	211001	Educating entity AND resident district report regardless of the location of the program (Student reported with this program code MUST also be reported with one of the 210XXX placement options)	X	X	X
Student is participating in the Autism Scholarship Program.	212XXX	Resident District	X	X	X
Related Services for Students with Disability Conditions	215XXX	Educating entity AND resident district report regardless of the location of the program. For purposes of the December Child Count, community schools are considered the legal district of residence ONLY for students receiving special education services in accordance with an IEP.	X	X	X

Student Program Code(s) Categories	Program Code Number	Who Reports?	Reporting Period		
			Oct K	Dec M	Year-end N
Early Childhood Service Delivery Options for Preschool Students with Disability Conditions	217XXX	Educating entity AND resident district report regardless of the location of the program. For purposes of the December Child Count, community schools are considered the legal district of residence ONLY for students receiving special education services in accordance with an IEP. Preschool students reported with a disability condition MUST be reported with a 217XXX service delivery option	X	X	X
Documented Deficits for Preschool Students with Disabilities	218XXX	Educating entity AND resident district report regardless of the location of the program. For purposes of the December Child Count, community schools are considered the legal district of residence ONLY for students receiving special education services in accordance with an IEP. Preschool students reported with a 217XXX service delivery option MUST also be reported with at least one of the 218XXX documented deficit(s).	X	X	X

Student Program Code(s) Categories	Program Code Number	Who Reports?	Reporting Period		
			Oct K	Dec M	Year-end N
<p>New for FY05</p> <p>Preschool Itinerant Services (Special Education) <i>Preschool students reported with this code must also be reported with one of the 217XXX Early Childhood Service Delivery Options</i></p> <p>The 220100 program code must be reported on the 5.1.5.1 Student Program Record with the employee ID of the Preschool teacher providing the itinerant services.</p> <p>Please Note: The number of student program records reported with the “220100 – Student Receiving Preschool Special Education Itinerant Services” program code and the employee ID of the preschool special education itinerant teacher will be used to determine whether or not the teacher is serving the maximum or minimum number of students for Preschool Special Education units.</p>	220100	Educating entity AND resident district	X	X	X

Student Program Code(s) Categories	Program Code Number	Who Reports?	Reporting Period		
			Oct K	Dec M	Year-end N
New for FY05 Preschool Itinerant Services (Regular Education) The 220200 program code must be reported on the 5.1.5.1 Student Program Record with the employee ID of the Preschool teacher providing itinerant services	220200	Educating entity (for students who are NOT participating in a state-funded Public Preschool program)	X	X	X
Disadvantaged Pupil Impact Aid (DPIA)	225XXX	Entity providing program			X
TITLE I Public School Choice (student is participating in Title I Public School Choice within the resident district) New for FY05 This program code must be reported on the 5.1.5.1 Student Program Record and the IRN of the Title I Building identified for school improvement that the student transferred from MUST also be reported on this record. An Employee ID is NOT required for this particular program code.	226001	Resident District			X
TITLE I Public School Choice (requests for choice not fulfilled) These codes can be reported on either of the Student Program Records (5.1.5 or 5.1.5.1)	226003 226004 226005 226006 226007 226008	Resident district (Note: These program codes MUST be reported for students enrolled in both Title I Targeted Assistance or Schoolwide buildings.)			X

Student Program Code(s) Categories	Program Code Number	Who Reports?	Reporting Period		
			Oct K	Dec M	Year-end N
TITLE I Supplemental Educational Services (student receiving supplemental educational)	226002	Resident District			X
TITLE I Supplemental Educational Services (requests for supplemental educational services NOT fulfilled)	226009 226010 226011 226012	Resident District (Note: These program codes MUST be reported for students enrolled in both Title I Targeted Assistance or Schoolwide buildings.)			X
TITLE I Subject Areas	231XXX	Entity providing program (Note: These program codes must be reported for public students in Title I Targeted Assistance buildings and for nonpublic students receiving Title I funded services from the district in Title I Targeted Assistance or Schoolwide buildings)			X
TITLE I Supporting Areas	232XXX	Entity providing program. This code can only be reported for a student if the student has also been reported with one of the Title I Subject Area codes (231XXX). (Note: These program codes must be reported for public students in Title I Targeted Assistance buildings and for nonpublic students receiving Title I funded services from the district in Title I Targeted Assistance or Schoolwide buildings)			X

Student Program Code(s) Categories	Program Code Number	Who Reports?	Reporting Period		
			Oct K	Dec M	Year-end N
Title I Services (Extended Learning Time Instruction, Title I Supplemental Kindergarten Program, Title I Preschool Program)	233XXX	Entity providing program. (Note: These program codes must be reported for BOTH public and nonpublic students receiving Title I funded services from the district in Title I Targeted Assistance or Schoolwide buildings)			X
TITLE I Students attending Neglected or Delinquent Institutions	234XXX	Entity providing program (Note: These program codes must be reported for BOTH public and nonpublic students placed in these institutions receiving Title I funded services from the district in Title I Targeted Assistance or Schoolwide buildings)			X
Limited English Proficiency (ESL)	235XXX	Entity providing program	X		X
Emergency Immigrant Education Program	240XXX	Entity providing program			X
Career Technical Programs (Career-Assessment, TECH PREP and WECEP)	305XXX	District employing the staff who run the program	X		X
Academic/ Extracurricular programs and services (Report for grade levels 7-12)	405XXX	Entity providing program			X
Academic Intracurricular Descriptions	410XXX	Entity providing program			X
School-Related Service	415XXX	Entity providing program			X
Athletics and Related Programs/Interscholastic Athletics	420XXX	Entity providing program			X

OHIO EDUCATIONAL MANAGEMENT INFORMATION SYSTEM GUIDELINES

March 2005 (Revision 1)

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Student Program Code(s) Categories	Program Code Number	Who Reports?	Reporting Period		
			Oct K	Dec M	Year-end N
Previous dropout codes	50000X	Reported by the district from which the student will graduate.	X		X
Enterprise Programs(i.e. Food Service)	900XXX	Entity providing program			X

During the December M reporting period, the resident district must report the program codes for students with disability conditions in order to receive Special Education Part B funds (formerly Title VI-B Flow -through funds), regardless of the location of the program.

Summer School Program Codes Reported in the October K Reporting Period

The following program codes are reported on the student program record in October to indicate that the student participated in a particular program during summer (FY2005). (June - August, 2004)

Student Program Code(s) Categories	Program Code Number	Who Reports?	Reporting Period		
			Oct K	Dec M	Year-end N
Ohio Reads (SUMMER SCHOOL)	131002	Resident District	X		
New for FY05 Extended Learning Time Instruction (SUMMER SCHOOL) – Funded by 21 st Century Learning Center Funds)	141110	Resident District	X		
Extended Learning Time Instruction (SUMMER SCHOOL) – Funded by funds other than Title I or 21 st Century Learning Center Funds)	141120	Resident District	X		

Student Program Code(s) Categories	Program Code Number	Who Reports?	Reporting Period		
			Oct K	Dec M	Year-end N
New for FY05 Extended Learning Time Instruction (SUMMER SCHOOL) – Funded by Title I funds	141130	Resident District (Note: These program codes MUST be reported for students enrolled in both Title I Targeted Assistance or Schoolwide buildings.)	X		
Adjusted for FY05 Student Intervention (SUMMER SCHOOL)	151XXX	Resident District	X		
Disadvantaged Pupil Impact Aid (DPIA)	225003	Resident District	X		
TITLE I Subject Areas (SUMMER SCHOOL)	2311XX	Resident District (Note: These program codes MUST be reported for students enrolled in both Title I Targeted Assistance or Schoolwide buildings.)	X		
TITLE I Supporting Areas (SUMMER SCHOOL)	2321XX	Resident District (Note: These program codes MUST be reported for students enrolled in both Title I Targeted Assistance or Schoolwide buildings.)	X		
TITLE I Students attending Neglected or Delinquent Institutions (SUMMER SCHOOL)	2341XX	Resident District (Note: These program codes must be reported for students placed in these institutions receiving Title I funded services from the district in Title I Targeted Assistance or Schoolwide buildings)	X		

2.1.8.1 Program Code:

VALID OPTIONS ARE LISTED IN APPENDIX E.

Indicates the program in which the student is receiving service. If the programs listed do not exactly match the service being provided, select one which best describes the program.

Q & A RE: Title I

Q1: Can Title I funds be used to pay for intervention services required by state law (for example, the intervention services mandated by S.B.1)?

A1: Title I funds can only be used to supplement intervention services mandated by state law or assumed as a local responsibility.

Q2: Can a child ever be reported with both a student intervention program code and a Title I program code?

A2: Yes, a child can be reported with both program codes, however, student intervention services are not the same as the services provided by Title I. Student intervention is required by law (S.B.1) and therefore must be funded by non-Title I funds. Title I funds can only be used for services that are supplemental, or in addition to, these intervention services.

Q3: Do all students served with Title I funds need to be coded with a Title I program code?

A3: At least one Title I Subject Area program code must be reported for all Title I served students attending Title I Targeted Assistance Schools (TAS). Title I Supporting Area program codes can only be reported for students who have also been coded with a Title I Subject Area program code. Title I program codes are **not** required for those students who attend a Title I Schoolwide Program (with the exception of the codes listed in Q6 & A6 below) since eligibility criteria is not required to be applied to individual students.

Q4: Which students should be reported with the Title I Supplemental Educational Services program codes?

A4: Only students in a Title I funded building (Targeted Assistance or Schoolwide) in School Improvement status who are from low income families are eligible for Supplemental Educational Services. These services are defined as additional academic instructional services offered by ODE-approved providers beyond the traditional school day. If there are insufficient resources to serve all of the students who qualify, the priority is the lowest achieving students from low-income families. **During the FY05 school year**, the district must **also** report parental requests for Supplemental Educational Services that were not fulfilled by the district (226009, 226010, 226011 and 226012 program codes).

Q5: How should I report students who are attending another building within the district due to Title I Public School Choice?

A5: As a result of the No Child Left Behind Act of 2001, all students in a Title I funded building in School Improvement status are eligible for Public School Choice, which means that these students are allowed to attend another public school within the district which is not in School Improvement status. These students should be reported with the 226001 – Title I Public School Choice program code. If all of the district's buildings to which the student may transfer are also in School Improvement status, the district must, to the extent practicable, establish a cooperative agreement with other districts in the area. In this case the resident district would report the student with the Attending/Home IRN Indicator of "W – District which student is attending under Title I Public School Choice" and the educating district would report the student with the Student Status of "W – Non-resident – Attending Under Title I Public School Choice". **During the FY05 school year**, the district must **also** report parental requests for Public School Choice that were not fulfilled by the district (226003, 226004, 226005, 226006, 226007 and 226008 program codes).

Q6: Are Title I funded buildings with Schoolwide Programs ever required to report program codes for students?

A6: Although Title I funded buildings with Schoolwide Programs are not required to report Title I Subject Area program codes (231XXX) or Title I Supporting Area program codes (232XXX) for individual students, they must report program codes for students who are attending the building due to Title I Public School Choice (226001), students whose parents requested Public School Choice but the request was not fulfilled (226003, 226004, 226005, 226006, 226007 and 226008 program codes), students receiving Supplemental Educational Services (226002), students whose parents requested Supplemental Educational Services but the request was not fulfilled (226009, 226010, 226011 and 226012 program codes) and students receiving Title I services court-placed in institutions for neglected youth (234001) and institutions for delinquent youth (234002). Buildings with Schoolwide Programs will also be required to report students served in Extended Learning Time Instruction programs funded by Title I funds (233XXX – regular school year and 141130 – summer), students served in a Title I Supplemental Kindergarten Program (233200) and students served in a Title I Preschool Program (233210). **They must also report program codes for nonpublic students served with Title I funds (see Q7 & A7)**

Q7: How should nonpublic students served with Title I funds be reported in EMIS?

A7: Nonpublic students who receive services funded by Title I should be reported by the district with student status "6" and with the appropriate Title I program codes. These program codes must be reported by both Title I Targeted Assistance and Schoolwide Programs.

Q & A RE: Career-technical Education Program Codes

Q1: When should I use the WECEP program code 305007?

A1: The WECEP program must be reported for a student if the answer is yes to the following questions. If the answer is NO to any of the following questions, then the WECEP program code must not be reported for the student. In the October

K reporting period, base the answers as of the first full week of October. In the Yearend N reporting period, base the answers for any time during the school year.

- (1) Is/was the student enrolled in a Career Based Intervention program (subject code 252525)?
- (2) Is/was the student working?
- (3) Is/was the student PAID for working?
- (4) Is/was the student 14 or 15 years of age?

Q2: How is Career Assessment reported?

A2: Career Assessment – Program Code required The district employing the career assessment specialist, is required to report the students with the career assessment program code and the Employee ID of the career assessment specialist in the October K reporting period and in the Yearend N reporting period. If a student who is located at a resident district is receiving only the career assessment program from another district's employee (e.g., a JVS), the resident district does NOT report anything about this program.

Q3: How is tech prep reported?

A3: Also required in the October K and the Yearend N reporting periods is the reporting of the tech prep program code 305005. EMIS data will be used to determine funding for tech prep. A list of approved tech prep programs can be found at http://webapp1.ode.state.oh.us/tech_prep/.

2.1.8.2 Employee State ID: Reporting Instructions Adjusted for FY05

Indicates the ID number from the Staff Demographics Record for the staff member associated with the program code. THIS ELEMENT MUST BE THE SAME NUMBER USED ON THE STAFF DEMOGRAPHIC RECORD and is included in the 5.1.5.1 Student Program Record. **This element is to be reported only with the following program codes:**

305003 - Career Assessment

206XXX series of Gifted program codes (Gifted programs and services provided directly by the Gifted Intervention Specialist)

220XXX Preschool Itinerant Services program codes

2.1.8.3 IRN of Building that Student Transferred From as a Result of Title I Public School Choice (Within District Only)

Indicate the IRN of the Title I building designated in School Improvement status within the district that the student **transferred from** as a result of Title I Public School Choice. This element should **only** be completed for students reported with the 226001 Title I Public School Choice program code.

2.1.9 DISCIPLINE RECORD

THIS IS A BUILDING-LEVEL RECORD, NOT A DISTRICT-LEVEL RECORD. The data requested here is required in order to meet the reporting requirements of federal and state law for all students including those with disabilities.

DEFINITION of "school grounds/property": School grounds/property should include the school building and immediate grounds, school transportation (e.g., buses), designated school bus stops, school sponsored activities such as field trips and sporting events, stadiums/gymnasiums, and other facilities and any setting under the control and supervision of the school district. (District Boards of Education may, at their discretion, use a different, more expansive definition.)

2.1.9.1 Building IRN (Where Discipline Took Place)

The Building IRN would be the IRN of the building in which the student was enrolled in at the time the discipline record was generated. **Data is to be reported by the building that administers the discipline.** This is the school building IRN where student was enrolled on the date of the incident.

2.1.9.2 Date of Discipline

Indicates the date discipline is administered to the student.

2.1.9.3 Type of Discipline *Adjusted for FY05*

Indicate the type of discipline administered to the student. Only report the **final** determination of the type of discipline for the specific incident (for example, if the student is suspended pending an expulsion, only the expulsion should be reported). Do NOT report multiple types of discipline for the same incident.

VALID OPTIONS:

1 = Expulsion

The involuntary removal of a student from school by the superintendent. Please note: If the student is found to have brought or possessed a firearm (discipline reason option "06 = use, possession, sale or distribution of a firearm") or an explosive, incendiary or poison gas (discipline reason option "08 = use, possession, sale or distribution of an explosive, incendiary or poison gas") to school, the Gun-Free Schools Act requires that the student be expelled. If the chief administering officer chooses to modify the expulsion and/or refer the student for alternate educational services, the expulsion MUST still be reported. The modification and/or alternate educational setting will be captured in the 2.1.9.6 and the 2.1.9.7 elements.

2 = Out of school suspension

The denial of attendance at school and the suspension of the student's normal instructional activities by the superintendent or a school principal due to discipline reasons.

3 = In school suspension

The suspension of the student's normal instructional activities by the

superintendent or a school principal due to discipline reasons. The student attends school but is assigned a special placement that allows him/her to do school work but does not specifically address the behavior(s) that resulted in discipline.

4 = In school alternative discipline class/program/building

The suspension of the student's normal instructional activities by the superintendent or a school principal due to discipline reasons. The student attends a special class, program, or building that specifically addresses the behavior(s) that resulted in discipline. This may occur within or outside of the district. For students with disabilities this is an appropriate setting determined by the child's IEP team in which the child is placed for no more than 45 days. This setting enables the child to continue to progress in the general curriculum; to continue to receive the services and modifications, including those described in the child's current IEP; and to meet the goals set out in the IEP. Setting includes services and modifications to address the problem behavior and to prevent the behavior from recurring.

6 = Emergency removal by District personnel

(A description of the process is under ORC. 3313.66(C)) "If a pupil's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises, the superintendent or a principal or assistant principal may remove a pupil from curricular activities or from the school premises, and a teacher may remove a pupil from curricular activities under the teacher's supervision, without the notice and hearing requirements of division (A) or (B) of this section. As soon as practicable after making such a removal, the teacher shall submit in writing to the principal the reasons for such removal".

7 = Removal by a Hearing Officer

Those instances in which an impartial state appointed hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 days based on the hearing officer's determination that the public agency has demonstrated by substantial evidence that maintaining the child's current placement is substantially likely to result in injury to the child and youth, or others.

2.1.9.4 Discipline Reason Options Adjusted/Added for FY05

Up to five (5) reasons are allowed for each discipline type reported in the 2.1.9.3 Type of Discipline element. DO NOT cite the same discipline reason more than once for a single incident. For example, if the district reports Type of Discipline = "02 = Out of School Suspension" for a student, then the district can report multiple discipline reasons such "03 = Fighting/Violence" and "18 = Disobedient/Disruptive Behavior" as reasons for the out-of-school suspension..

Please note: Discipline Reason “** - Not applicable” cannot be used as the first or primary reason for a discipline incident. Districts must choose one of the existing options “01” to “21” as a primary reason for a reported discipline incident. Discipline reason “** - Not applicable” can be used for discipline reasons two through five for a type of discipline.

VALID OPTIONS:

**** = Not applicable**

01 = Truancy

Unexcused absence from school

03 = Fighting/Violence

Mutual participation in an incident involving physical violence

04 = Vandalism (Damage to School or Personal Property)

Willful destruction or defacement of school or person property

05 = Theft (Stealing Personal or School Property)

The unlawful taking of property belonging to another person

06 = Use, possession, sale or distribution of a firearm

A firearm is any weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any machine gun. This includes zip guns, starter guns, and flare guns. Firearm look-a-likes should not be reported with this option.

07 = Use, possession, sale or distribution of a dangerous weapon other than a firearm or explosive, incendiary or poison gas

A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such a term does not include a pocket knife with a blade of less than 2 1/2 inches in length (18 U.S.C. section 930).

08 = Use, possession, sale or distribution of any explosive, incendiary or poison gas

Any destructive device, which would include a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce and a mine or similar device. This definition would also include any weapon that will, or that may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter.

09 = Use, possession, sale or distribution of tobacco

Use, possession, sale or distribution of tobacco products, including smokeless tobacco

10 = Use, possession, sale or distribution of alcohol

Use, possession, sale or distribution of intoxicating alcoholic beverages.

11 = Use, possession, sale or distribution of drugs other than tobacco or alcohol

Use, possession, sale or distribution of any controlled drug (other than prescription medication that has been administered in accordance with the district's policies.)

14 = False Alarms/Bomb Threat

Any threat (verbal, written or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff.

18 = Disobedient/Disruptive Behavior

Unwillingness to submit to authority, refusal to respond to a reasonable request, or any act that disrupts the orderly conduct of a school function; behavior which substantially disrupts the orderly learning environment.(ie. Dress code violations, inappropriate language, cursing, inappropriate gestures.)

19 = Harassment/Intimidation

Repeatedly annoying or attacking using physical, verbal, written, or electronic action which creates fear of harm, an intimidating or hostile education or work environment, without displaying a weapon and without subjecting the victim to actual physical attack.(ie. Bullying, hazing, threat of harm.)

20 = Firearm look-a-likes

Any item that resembles a firearm but does not have the explosive characteristics of a firearm but may use a spring loaded device or air pressure by which to propel an object or substance. (ie. toy guns, cap guns, bb guns, pellet guns)

21 = Unwelcome Sexual Conduct

Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive education or work environment. (ie. pinching, grabbing, suggestive comments, gestures or jokes or pressure to engage in sexual activity).

2.1.9.5 Total Discipline Days each occurrence

This element refers to the actual length of the discipline. For example, if the student is suspended for one half day, the FTE would be .5

2.1.9.6 Discipline modified on Case-by-Case Basis *Instructions Updated for FY05*

If, after due process has been accorded, a student is found to have brought a firearm to school or possessed a firearm at school, the Gun-Free Schools Act requires an expulsion for a period of not less than one year. The law allows the chief administering officer of the school district to modify the one-year expulsion requirement on a case by case basis, but only if the modification is in writing. **The Expulsion (Type of Discipline = 1) must still be reported for this student even if the chief administering officer modifies the expulsion**

Option "Y" or "N" should **ONLY** be reported when there is a combination of:

Type of Discipline = "1 – Expulsion" AND

Discipline Reason = "06 – Use, possession, sale or distribution of a firearm" OR "08 = Use, possession, sale or distribution of any explosive, incendiary or poison gas"

VALID OPTIONS:

- *= Not applicable (reported for Type of Discipline = "1" with Discipline Reasons other than option "06" or "08" and Types of Discipline "2" through "7" with any Discipline Reason)
- Y = Yes
- N = No

2.1.9.7 Referred for Alternate Educational Services *Instructions Updated for FY05*

If the Chief Administering Officer of the school district modifies the student's expulsion for Discipline Reasons "06 – Use, possession, sale or distribution of a firearm" OR "08 = Use, possession, sale or distribution of any explosive, incendiary or poison gas" as part of the case-by-case exception provision, the district may recommend that the student receive alternative educational services. If alternative educational services are provided this should be reported as Y in this element, NOT as Type of Discipline = "4 = In school alternative discipline class/program/building". **The Expulsion (Type of Discipline = 1) must still be reported for this student even if alternative educational services are provided.**

Option "Y" or "N" should **ONLY** be reported when there is a combination of:

Type of Discipline = "1 – Expulsion" AND

Discipline Reason = "06 = Use, possession, sale or distribution of a firearm" OR "08 = Use, possession, sale or distribution of any explosive, incendiary or poison gas" AND

Discipline Modified on a Case-by-Case Basis - Y = Yes

VALID OPTIONS:

- * = Not Applicable (reported for Type of Discipline = "1" with Discipline Reasons other than options "06" OR "08" and Type of Discipline "2" through "7" with any Discipline Reason)
- Y = Yes
- N = No

Discipline Sequence Number *New for FY05*

Indicates the sequence in which the same Type of Discipline is reported for a student for ***two different discipline incidents that occurred on the same day*** (i.e. two different suspensions for two separate discipline incidents that occurred on the same day – the first discipline incident resulting in the first suspension would be reported as "1" in this element and the second discipline incident resulting in the second suspension would be reported as "2"). If the student receives **one** Type of Discipline for several different incidents that occur during the same day, report "1" in this element. Multiple Types of Discipline should **NOT** be reported for the **same** incident (only report the **final** determination of the type of discipline for the specific incident).

Please Note: Most Discipline Records reported will have "1" in this field.

2.1.10 STUDENT GIFTED RECORD (SCREENING, ASSESSMENT, IDENTIFICATION & SERVICE)

These data will be used to report number of students screened, assessed, identified and served. For additional information refer to Ohio Revised Code Sections 3324.01 – 3324.07, Ohio Administrative Code 3301-51-15, and the ODE gifted education web page,

http://www.ode.state.oh.us/exceptional_children/Gifted_Children

Instructions for Reporting the Student Gifted Record (Screening, Assessment, Identification, & Service)

The Resident District and Community Schools will report the Student Gifted Record for all students. Though community schools are not required to screen, assess, identify, and/or serve students who are gifted, they are required to report a gifted record for students. The Student Gifted Record does not need to be reported for:

Students who are attending/placed at another entity 100% of the time (e.g., court-placed, open-enrollment, direct pay tuition, etc.) That entity would report the Gifted Record for those students.

JVSD's and ESC's do not report the Student Gifted Record

Annual vs. Cumulative Data in the Student Gifted Record

Prior to the 2003-2004 school year, all of the data in the Student Gifted Record was cumulative in nature—in other words, once a student was screened, assessed, and/or identified, they were always reported as screened, assessed, and/or identified in EMIS. The cumulative nature of the data created a need for a date field associated with each Yes/No data element.

Beginning with the 2003-2004 school year, only the identification data will be cumulative; all other data elements will reflect only activities that took place during the current school year. State policy is that once a student is identified in an area of giftedness, they are always identified in that area of giftedness. Therefore, ***the seven identification “Yes/No” elements and their corresponding date elements should be carried forward from one school year to the next.***

All other Student Gifted Record elements (screened, assessed, and served) should default to “No” at the start of a school year, regardless of their values during the prior school year. This eliminates the need for a date field for each of the screened, assessed, and served data elements.

Classes/Services Provided to Gifted Students *Adjusted for FY05*

The resident/educating district reports the Gifted course information for courses provided to gifted students on the Student Course Record and the Course Master Record. If a course is designated as a "gifted" course, a Gifted course type (GXX) will be reported on the Course Master Record. The resident/educating district should also report all programs and services provided to Gifted students on the Student Program Record. If the district contracts with the ESC to provide the Gifted instructor, the ESC should report the staff member to EMIS, however, the district is responsible for reporting courses and services and for reporting the contracted staff member's ID on the Student Program Record to EMIS. (see reporting instructions for contracted staff members in Chapter 3).

Beginning in FY05, supplemental Gifted programs and services contained in the student's Gifted Written Education Plan (WEP) and provided directly by the Gifted Intervention Specialist (Gifted Intervention Specialist is not considered the “teacher of record” and does not assign grades) should be reported with the 206XXX Gifted program codes. These program codes should be reported on the 5.1.5.1 Student Program Record with the *employee ID of the Gifted Intervention Specialist*. (Gifted supplemental programs and services contained in the student's Gifted Written Education Plan and provided by anyone other than the Gifted Intervention Specialist should be reported with the 205XXX Gifted program codes on the regular Student Program Record – an employee ID is not required)

The elements on this record refer to whether or not a student has been screened, assessed and/or identified using one of the assessments on the ODE approved list of Gifted Screening/Assessment instruments. In addition, an additional element (served) indicates if a student is receiving services according to Ohio Administrative Code 3301-51-15. Report whether or not a student was screened, assessed, identified, and/or served ***in each of the following areas of giftedness:***

- Gifted– Superior Cognitive Ability
- Gifted– (Specific Academic Ability (SAA) – Mathematics
- Gifted– (Specific Academic Ability (SAA) – Science
- Gifted– (Specific Academic Ability (SAA) - Reading, Writing, or a combination
- Gifted– (Specific Academic Ability (SAA) – Social Studies
- Gifted– Creative Thinking Ability
- Gifted– Visual or Performing Arts Ability

Up to five elements will be reported for each of the areas listed above. These are:

- Screening (Y/N)
- Assessment (Y/N)
- Identification (Y/N)
- Identification Date (YYYYMM)
- Served (Y/N)

Definitions for Gifted Elements:

2.1.10.1 Screening

A student is considered “screened” in a specific area of giftedness if one of the following occurred during the current school year:

The student was given an approved assessment by the school to determine giftedness in one or more areas, based on a nomination by a school staff member, parent, or any student (including self-nomination).

The student was given an approved assessment by the school to determine giftedness in one or more areas during a whole-grade testing session (e.g., all students at a grade level were tested).

The student was given an approved assessment within the prior 24 months by a qualified professional outside the local school system (e.g. private testing or transfer student), and the parent presented the scores to the district during the current school year to determine giftedness in one or more areas.

The list of approved assessment instruments is available in the gifted education section of the ODE website. Specific assessments are approved for screening in specific areas of giftedness. For a student to be screened in all seven areas of giftedness, they would have to be given at least three different assessments; therefore, most whole-grade screening is only for a subset of the seven areas of giftedness.

The VALID OPTIONS to be reported for each of the seven screening elements are:

- N = No (default), the student was not screened in the specific area of giftedness during the current school year, or
- Y = Yes, the student was screened in the specific area of giftedness during the current school year

2.1.10.2 Assessment

Sometimes the first testing of a student for giftedness (screening) does not produce a final answer to the question, “Is this student gifted in this area?” When the results are not conclusive, the student moves to a second stage of the identification process, called assessment. During the assessment phase, the student is given a second test to determine giftedness.

There are specific criteria that dictate when the assessment stage will occur. Ohio Revised Code defines a specific score for each area of giftedness that must be achieved for a student to be identified. In addition, each district must set its own score, which must be lower than the state identification score, that will move a student from screening to assessment. Only those students who score at or above the district score, but below the state identification score, will be “assessed” (e.g., re-tested) for giftedness.

In general, the screening and assessment stages will take place during the same school year. However, in situations where the screening took place near the end of the prior year and there was not time to complete the second testing in the same school year, a student may appear in EMIS as screened in one year and assessed in the next year.

There are many situations in which a student who was previously screened would be tested again but not be considered assessed. Consider a student who is tested through whole-grade testing in the fifth grade. The student would be marked as screened during their fifth grade year. The next year, the student is in sixth grade, and all sixth grade students are also tested for giftedness. This student would again be entered in EMIS as screened, since the second testing was based on their grade level, not on the score they received on the fifth grade testing.

Another common situation where a second testing is still screening involves the testing of a student due to a request from a parent for re-testing within the same school year. Districts must provide at least 2 opportunities for testing each year; therefore, a student could be screened in the same area of giftedness twice in the same school year.

A final caution about the assessment stage of gifted identification relates to the term itself. The term “assessment”, as it relates to giftedness in Ohio, has two distinct meanings. “Assessment” is used to refer to any test, checklist, or other measure that is given to a student and has been approved by ODE for the screening and identification of gifted students. In addition, “assessment” is a specific stage in the process for identifying gifted students. Given the above definition for the “assessment” stage of the gifted identification process, these two meanings are not interchangeable; therefore, the fact that a student is given an approved “assessment” does not mean that the student has been “assessed” for giftedness.

There will **never** be a case where all students at a grade level in a district will be reported as assessed in EMIS within the same school year, and in general, the number of students marked as assessed for giftedness will be much lower than the number of students marked as screened for giftedness.

The VALID OPTIONS to be used for each of the Assessment elements are:

- N = No (default), the student was not assessed in the specific area of giftedness during the current school year, or
- Y = Yes, the student was assessed in the specific area of giftedness during the current school year

2.1.10.3 Identification

If a student is screened and/or assessed using an approved instrument and if either the screening or assessment score meets the statutory identification threshold in Ohio Revised Code 3324.03, the student is identified as gifted. Once a student is identified as gifted in a specific area of giftedness in Ohio, whether by their current district or another district in the state, **they will always be considered gifted in that area and must be reported as identified in EMIS**. Even if a student is later re-tested and scores below the required threshold, they would still be considered identified in that area.

Note that the definition of giftedness is set by state law; therefore, a student who was identified as gifted in a state other than Ohio and who then transfers into an Ohio district must establish gifted identification under Ohio's standards before they are considered gifted in Ohio. If the student has test scores on an approved assessment from their prior home state that are no more than 24 months old, the Ohio district must consider those scores as screening scores and either identify or retest the student as appropriate.

The VALID OPTIONS to be used for each of the identification elements are:

- N = No (default), the student has never been identified as gifted in the specific area under Ohio law.
- Y = Yes, the student has been identified as gifted in the specific area under Ohio law.

2.1.10.4 Identification Date

In this element report the date, using the year/month convention, on which a student was first identified as gifted in the specific area based on the results of screening and/or assessment activities that were either conducted by or submitted to the district. If a transfer student was previously identified by another Ohio district, use the date when the prior district identified the student. If the date was prior to January 2000, asterisks (*****) may be entered in place of a specific month and year. In all other cases, use the date when the district received the test scores, either from its own testing or from a parent or qualified testing professional.

If the identified element for any of the seven areas is "N", the corresponding date field can be blank or asterisks (*****).

2.1.10.5 Service

This data element indicates the area(s) of gifted identification for which a gifted student is receiving services from the school district. According to Ohio Administrative Code (the rule) 3301-51-15 (E), services are those that are identified in the district's plan and must follow these rules. The district may not indicate to parents or report to the Department of Education that a child is gifted and served unless the child is served under the rule.

In section (D) of the rule, there are three criteria that a service must meet to comply with the rule:

The service must take place during the regular school day in an instructional setting or program listed in subsection (2)(a),

The service must include differentiated instruction as discussed in subsection (2)(b), and

As stated in subsection (3), "Instruction shall be based on the individual's needs and be guided by a written educational plan. The district shall provide parents with periodic reports regarding the effectiveness of the services provided in accordance with the gifted child's educational plan."

According to other sections of the rule, all students identified as gifted must have an equal opportunity to receive district gifted services, and decisions about who will and will not receive services must be based upon objective data.

If a district offering meets the above criteria, then identified gifted students participating in the service can be considered served during the current school year. It is possible that a specific service will meet the individual needs of an identified student in only one area of identification or in all seven areas of identification, or anywhere in between. This is a professional judgment that must be made by the local district, based upon a review of the content of the service and the extent to which the service meets the individual needs of the student in each area of gifted identification. This judgment will determine which areas of identified need are reported as served to both parents and to the department.

The VALID OPTIONS to be used for each of the served elements are:

- N = No (default), the student did not receive services in the specific area of giftedness during the current school year, or
- Y = Yes, the student received services in the specific area of giftedness during the current school year

2.1.11 CTAE WORKFORCE DEVELOPMENT COMPLETER FOLLOW-UP RECORD *Adjusted for FY05*

The completer follow-up data are collected 6-9 months AFTER graduation or after the student has left school and reported during the FY2005 March D reporting period. This data collection should be conducted January, 2005 through March, 2005. Districts may use the Career-Technical Student Follow-up Form (VE-2404-5) included in Appendix H

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to survey students and to help collect data for reporting the CTAE Workforce Development Completer Follow-up information.

The district that employs the teacher of the workforce development program shall report student completers in the FY2004 Yearend N reporting period and the completer follow-up data in the FY2005 March D reporting period. This record is compiled in the following manner:

1. The Student Demographic Record, Student Attendance Record and Student Course Record reported during the FY2004 Yearend N reporting period are stored for follow-up the following March (FY2005).

In March, 2005 (FY2005) the data in #1(above) are extracted from the FY2004 Yearend database for CTAE Workforce Development Completers reported during the FY2004 Yearend N reporting period who have graduated or left school. The extraction and update programs will only extract FY2004 Yearend data (for FY2005 March employment follow-up reporting) for the students who:

Completed a Career-Technical Workforce Development Program (Students reported with "Y = Yes" in the 2.1.7.8 CTAE Workforce Development Program Completer element on the 2.1.7 Student Course Record during the FY2004 Yearend N reporting period).

For these students, during the FY2005 March D reporting period, the following elements will appear on the completer follow-up record, exactly as the district reported them during the FY2004 Yearend N reporting period. These elements cannot be updated during the FY2005 March D reporting period if they were reported incorrectly during the FY2004 Yearend N reporting period. Therefore it is important for districts to be sure the following data elements on the Student Attendance Record and the Student Course Record are reported accurately during the FY2004 Yearend N reporting period:

Student Attendance Record

Diploma Date

Diploma Type

Withdrawal Reason, and

Withdrawal Date

Student Course Record

CTAE Workforce Development Completer

Student name and State Student ID will only be included on records at the district/DDAS. These two elements will not be included in the files received at ODE.

NOTE: If the *CTAE Workforce Development Completer* element was not reported accurately on the Student Course Record during the FY2004 Yearend N reporting period (i.e. if a student was actually a completer but was not reported as a completer) this data element **CANNOT** be updated during the FY2005 March D reporting period.

2. A student can only be reported as a CTAE completer in one workforce development program. If a student was enrolled and marked as a completer in multiple workforce development programs, the district must choose in which program the student will be reported as a completer. Since a student may have multiple CTAE workforce development Local Classroom Codes/subject codes, the file layout will include five Local Classroom Codes, so that the district can have the option to designate in which ONE of five possible Local Classroom Codes the student should be considered a completer. There will be a Local Classroom Code Flag next to each of the five Local Classroom Codes/Subject codes extracted from the frozen FY2004 Yearend database. The district must select ONLY one of the five Subject Codes and Local Classroom Codes to be the subject in which a student is considered a completer by designating "Yes" in one *LOCAL CLASSROOM FLAG* element. Only ONE Alternate Local Classroom Flag can be set to "Y."

In Jan. /Feb. FY2005, the following elements will be completed by a district for each CTAE completer, and reported to ODE via EMIS during the FY2005 March D reporting period.

2.1.11.1 CTAE Follow-up Status:

Indicates the status of the student's employment 6 - 9 months after completing the specific career-technical workforce development program.

If a student was marked as a completer in FY2004 Yearend, but is still in school during the FY2005 March reporting for FY2004 completers, report option "99 – Student still in school".

VALID OPTIONS:

- 01 - Entered military (related)
- 02 - Entered military (non related)
- 03 - Employed related and pursuing related education*
- 04 - Employed related and pursuing non-related education*
- 05 - Employed related and not pursuing additional education*
- 06 - Employed non-related and pursuing related education
- 07 - Employed non-related and pursuing non-related education
- 08 - Employed non-related and not pursuing additional education
- 09 - Not working and pursuing related education only
- 10 - Not working and pursuing non-related education only
- 11 - Not working, but actively seeking employment
- 12 - Not working, not seeking employment (i.e., welfare, prison, homeless)

- 13 - In the voluntary labor force (i.e., work of the family)
- 14 - Status unknown
- 97 - Deceased
- 98 - Reported incorrectly as completer in June and student is not currently enrolled
- 99 - Reported incorrectly as completer in June and student is currently enrolled

2.1.11.3 Local Classroom Code Flags

A student can only be reported as a completer in one subject. If a student was enrolled in more than one Workforce Development Program, the district must choose in which subject the student will be reported as a completer. Indicates which Subject Code and Local Classroom Code, extracted from the FY2004 Yearend database, is to be the subject in which a student is considered a completer.

There can be up to five Local Classroom Codes/Subjects for each student. EACH Subject Code/Local Classroom Code will have a Local Classroom Code Flag (abbreviated ALT LCC Flag).

If a student should be considered a completer in one of the alternate subjects, the district can designate "Yes" in the **LOCAL CLASSROOM FLAG** element for the appropriate Local Classroom Code. **Only ONE Local Classroom Flag can be set to "Y."**

Valid Options (for LCC Flags):

- N = No (default)
- Y = Yes

2.1.12 Early Childhood Record *Adjusted for FY05*

The Early Childhood Record is required as part of the Indicators of Success Project. This record will be used to calculate an attendance rate, enrollment and preschool poverty rate as part of the research-based indicators linked to child progress reporting. This record will be also used to determine the state-funded Public Preschool Head Count as of December 1, which is the baseline for the state-funded Public Preschool grant funded number and total grant allocation. This is DIFFERENT from the federal December Child Count for students with disabilities. This record is NOT used for allocating Preschool Special Education Unit funds. The data upon which Preschool Special Education Unit funding is flowed is based on the data reported during the October K reporting period.

For which students is the Early Childhood Record required to be reported?

The Early Childhood Record **is required to be reported** for preschool students who meet the following conditions:

- Preschool students whose education is funded with state funds (State Preschool Special Education funds or State Public Preschool funds) and is served in a center-based classroom (Course Types = “D08 – Center-Based Class for Preschool Students with Disabilities” and “P08 – Center-Based Class for Preschool Students without Disabilities”).
- Typically developing peers who are receiving services in a Preschool Special Education Unit.
- Preschool Students whose education is paid for with federal funds (such as Title I preschools students or Special Education Part-B IDEA Federal Grant Funds) that the district reports in EMIS (these students would be reported with the “L” option in the Preschool Student Education Fund Source element.
- Preschool students whose education is paid for with funds other than state funds (tuition, local) that the district **has chosen** to report to EMIS.

Please Note: Districts may decide to report to EMIS and complete the Early Childhood Record for those students who meet the eligibility criteria for Public Preschool and are receiving preschool services provided by the district but these services are NOT being provided with state-funded Public Preschool Grant funds. The preschool services for these students are funded through another fund source other than state funds such as tuition or local funds and these students are not being counted toward the state-funded Public Preschool Grant funded number. By reporting these students, the district would be able to demonstrate the need for additional preschool services. In addition, the district may also choose to report any other preschool students receiving services through other fund sources other than state funds.

For which students is the Early Childhood Record NOT required to be reported?

- The Early Childhood Record **is NOT required to be reported** for preschool students who meet the following conditions:
- Preschool students receiving itinerant services ONLY (students reported with the 220100 – Preschool Special Education Itinerant Services or 220200 – Preschool Regular Education Preschool Itinerant Services program codes)
- Preschool students receiving non-instructional support, supplementary or related services ONLY from the district or ESC (Student Status = 1)
- Nonpublic students (Student Status = 6)

During which reporting periods is the Early Childhood Record reported and what other records are also required?

The Early Childhood Record is reported during the December M and the Yearend N reporting periods. This record is NOT reported during the October K reporting period.

October K	December M	Yearend N
Student <ul style="list-style-type: none"> • Demographic Record • Attendance Record • Course Record • Program Record The ECE Record SHOULD NOT be reported during October.	Student <ul style="list-style-type: none"> • Demographic Record • Attendance Record • Program Record (mandatory for preschool children with disabilities and preschool students receiving preschool itinerant services) • ECE Record 	Student <ul style="list-style-type: none"> • Demographic Record • Attendance Record • Course Record • Program Record • ECE Record
Staff <ul style="list-style-type: none"> • Demographic Record • Employment Record • Course Master Record 	Staff <ul style="list-style-type: none"> • No staff data elements are reported. 	Staff <ul style="list-style-type: none"> • Demographic Record • Employment Record • Course Master Record

During the December M reporting period, in order for a district to be able to submit an Early Childhood Record to ODE:

- The student must be enrolled at least one or more days during the period of time that includes the month of November, up through and including December 1 AND
- The student must be in grade level PS or KG (if the student is a kindergarten student with a preschool disability condition receiving preschool services.)

During the Yearend N reporting period, in order for a district to be able to submit an Early Childhood Record to ODE:

- The student must be enrolled during the month of May (at least one or more days), AND;
- The student must be in grade level PS or KG (if the student is a kindergarten student with a preschool disability condition receiving preschool services.)

Which entities are required to report the Early Childhood Record?

For State-funded Public Preschool students:

The Early Childhood Record should be reported by the fiscal agent of the Public Preschool Grant program (which may also be the educating entity)

For Preschool Special Education students:

If the student percent of time > 0%, the resident district is required to report the Early Childhood Record as well as all other records for the student. (If the student percent of time = 0, the resident district does not need to report the Early Childhood Record but must report all other records for the student.

For Typically Developing Peer Role Models served in a Preschool Special Education Unit:

If the student is a state-funded Public Preschool student, the Early Childhood Record should be reported by the fiscal agent of the Public Preschool Grant program.

If the student's participation is funded through another fund source, the educating entity for the Preschool Special Education Unit should report the Early Childhood Record.

What are the different types of state fund sources for Preschool students that require the Early Childhood Record to be reported?

State-funded Public Preschool Grant Funds:

State-funded public preschool grant funds are determined annually through a student head count as of December 1. Therefore, if a student is eligible to be counted towards a state-funded public preschool grant, and is also counted toward the "funded number" for the reporting district (this is the district that actually applies for public preschool grant funds through the CCIP) state-funded public preschool grant count as of December 1, then this student is considered to be a "state-funded public preschool student." ***NOTE: just because a child is eligible to be served through this grant, does not necessarily mean that the student is counted towards the "funded number" and considered a "State funded Public Preschool student". The "State funded Public Preschool student count as of December 1" should not exceed the funded number for that grantee. If the number of preschool students eligible for the program (with "A" or "P") exceeds the funded number, the grantee could report those eligible students with "L", if they decide to report to EMIS and complete the Early Childhood Record for those students.

Preschool Special Education Unit Funds:

Preschool special education funding is flowed based upon staff FTE and a minimum/maximum student FTE. Students who are typically developing peer role models enrolled in a center-based preschool special education unit only count toward the maximum student FTE for that unit. The education of these students is NOT considered to be paid for with unit funding. The fund source for those students could be state-funded public preschool program grant funds, or other funds, including local,

tuition, or other federal funds. **It is still mandatory to report an Early Childhood Record for these typically developing peer role models.**

2.1.12.1 Preschool Student Education Fund Source (Formerly called “Type of Preschool Student”)

Indicates the source of funds used to support the student’s education. If a student’s education is funded through STATE funds, an Early Childhood Record **MUST** be reported for that student. Please note that this element is only reported for students enrolled in a center-based classroom.

VALID OPTIONS:

- **L – Preschool student's education NOT supported by state funds**
This student's education is paid for solely with funds other than state sources, including tuition, local or federal funds. Student is NOT included in the funded enrollment of the state public preschool grant program, AND is NOT a student with a disability served in a state-funded preschool special education unit who counts toward the minimum FTE for that unit. *In the case of locally funded preschool students, the district has the option of whether or not to report these students to EMIS but if they choose to report these students they must also submit the Early Childhood Record for them. In the case of federally funded preschool students that are required to be reported to EMIS (such as Title I preschool students or students whose education is funded with Special Education Part-B IDEA Federal Grant Funds), the district must also report the Early Childhood Record for them with the “L” Preschool Student Education Fund Source.*
- **A = State-funded Public Preschool student – who is eligible for and included in the funded enrollment for the state-funded public preschool grant program**
(Student is enrolled in a center-based state-funded preschool grant program where the reporting district/entity is the grantee of a Public Preschool Continuation grant – which the district applies for via the CCIP). Entity reporting “A” is one of the 113 state-funded public preschool grantees listed on the ODE web site at http://www.ode.state.oh.us/EMIS/other_links/.
- **B = Preschool Student with a disability enrolled in a state-funded preschool special education unit.**
Student enrolled in a state-funded preschool special education center-based unit AND counted toward the minimum FTE for a center-based teacher unit. (Students reported with this option are NOT also enrolled in the state-funded public preschool program at the reporting district.)
- **P= State-funded Public Preschool student included in funded number and ALSO enrolled in a state-funded preschool special education unit, counting toward the minimum FTE for that center-**

based teacher unit.

These would be students with preschool disability conditions placed in BOTH a center-based preschool special education unit AND the state-funded public preschool center-based classroom. So, the student would have disability condition = 11, and is enrolled in BOTH state-funded programs. (Entity reporting "P" is operating a state-funded preschool special education center-based unit AND is one of the 113 state-funded public preschool grantees listed on the ODE web site at http://www.ode.state.oh.us/EMIS/other_links/.)

2.1.12.2 Preschool Poverty Level

Indicates the poverty level of the student's family, as determined by family income which is defined in the HHS Federal Poverty Guidelines. These data will be used as a program indicator to understand factors that may effect the education of students. Since income eligibility is a requirement for students whose education is supported with state-funded public preschool grant funds, students reported with Preschool Student Education Fund Source = "A" and also reported with options "F", "G" or "P" in this element will not be included in the funded number for the Public Preschool Grant program.

The Disadvantage element on the regular Student Demographic Record still needs to be reported for these preschool students during the October K, December M, and Yearend N reporting periods.

Program personnel are required to report the exact poverty level for all students during FY05.

VALID OPTIONS:

- P – Parent income information not requested or provided.

This is NOT a valid option for state-funded Public Preschool students (Preschool Student Education Fund Source = "A") since income eligibility is a requirement for Public Preschool Grant programs and parents cannot refuse to provide this information.

This is a valid option for preschool special education students (Preschool Student Education Fund Source = "B" or "P") as poverty data is NOT an eligibility requirement for this program and districts do NOT have to request income verification in any form for these students. This option is also valid for preschool students who are reported to EMIS and whose education is NOT supported by state funds (Preschool Student Education Fund Source = "L").
- A = 1-100%
- B = 101-125%
- C = 126-150%
- D = 151-175%

- E = 176-185%
- F = 186-200%
- G = 200+

2.1.12.3 Prior Month's Attendance

Report the actual number of days that the student was in attendance during the prior month. During the December M reporting period, attendance should be reported for the month of November. During the Yearend N reporting period, attendance should be reported for the month of May.

The regular Student Attendance Record will also be reported for these students during the October K, December M and Yearend N reporting periods following the traditional rules for reporting attendance.

2.1.12.4 Prior Month's Absence

Report the actual number of days that the student was absent during the prior month, including both excused and unexcused absences. During the December M reporting period, absences should be reported for the month of November. During the Yearend N reporting period, absences should be reported for the month of May.

2.1.12.5 Student Attendance Pattern

Indicates the student's attendance pattern. This will be used to calculate attendance.

VALID OPTIONS:

- A = Full Day – Every Day (4 to 5 Days per Week)
- B = Full Day – Every Other Day (2 to 3 Days per Week)
- E = Half Day - Every Other Day Equivalent
- J = Half-day – everyday (4 to 5 Days per Week)
- O = Other attendance pattern - a pattern that is different from other options identified above

2.1.12.6 Weekly Length of Instruction

Indicates the weekly length of instruction (in hours) received by the student in a center-based classroom.

VALID OPTIONS:

- A = 19 Hours or Less
- B = Greater Than 19 Hours

Additional Reporting Guidance:

If a student is enrolled in two different early childhood programs (AM/PM or alternate day programs) in which his/her education is funded via both state fund sources, report the

student with “P - = State-funded Public Preschool student included in funded number and ALSO enrolled in a state-funded preschool special education unit, counting toward the minimum FTE for that center-based teacher unit.”

If a student has a preschool disability condition, and is enrolled in the state-funded public preschool grant program AND is receiving itinerant services in accordance with an IEP at the reporting entity, then this student would be reported with “A” = State-funded Public Preschool student. The student should also be reported with the 220100 – Preschool Special Education Itinerant Services program code.

If a student does NOT have a disability condition, but is enrolled as a typically developing peer role model in a state-funded preschool special education unit, AND the student’s education is supported by state funded public preschool grant funds, then the student would be reported with “A” = State-funded Public Preschool Student. This allows ODE to include the student in the funded enrollment for the state-funded public preschool grant program. In this same circumstance, if the student’s education is NOT supported by state-funded public preschool grant funds and the student will not count in the funded enrollment for the program, the student should be reported with “L” = Student’s Education NOT Supported by State Funds. In both of the above circumstances, the student will count toward the maximum FTE in the preschool special education unit.

Early Childhood Q & A

Q1: Are districts required to report students without disability conditions that participate in programs designed for students with disabilities (referred to as “peer role models”)? If so, how?

A1: Yes, educating districts are required to report typically developing students who serve as peer role models in programs designed for students with disability conditions. During October and Yearend, these students would be scheduled into the course with the students with a disability condition, but the peer role models would NOT have a disability condition. These students can be scheduled into the same course as students with disabilities. In other words, two Course Master Records are NOT needed for courses taught to two different populations of preschool students in the same classroom. This is allowable because the teacher with the appropriate early childhood/intervention specialist credential can teach students with disabilities and without disabilities. (To find out which records are required for these student, refer to the section “What Other Records Are Required for Preschool Students and When Are They Reported?”.)

Q2: Since attendance for early childhood students will be reported two times a year, will a "Non-attending reason" ever be necessary for EC students?

A2: Yes, a non-attending reason will be reported on the regular Student Attendance Record, if necessary, for public preschool and preschool special education students that are reported during the October K, December M, and Yearend N reporting periods, following the traditional rules for reporting attendance. There

is no non-attending reason on the Early Childhood Record, because these data are used for tracking whether or not students were in attendance during a particular month which serves as a performance measure for the Indicators of Success Project. The Office of Early Childhood is only interested in whether or not a student attended, as opposed to the reasons why.

Q3: Since there are just two attendance fields - Prior Month's Attendance and Prior Month's Absence, will the number of absences be Excused Only, Unexcused Only or any absence regardless of whether its excused or not?

A3: The total number of absences will include both excused and unexcused absences as reported on the Student Attendance Record. For these purposes, on the Early Childhood record, these types of absences are not tracked separately. (The difference between the regular attendance record reported at yearend and the EC record reported at Yearend, is that the regular Student Attendance Record includes the student's total attendance/absence for the full school year, while the Early Childhood Record would only include attendance from the month of May.