

PLEASE NOTE

This presentation is being provided for informational purposes only.

The information in this presentation may have changed since it was created.

This presentation is not meant to provide detailed reporting instructions and is not a replacement for the EMIS Manual, Report Explanations, or other documentation provided by the Ohio Department of Education and Workforce.





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**Department of
Education &
Workforce**

EMIS FOCUSED TRAINING – SPECIAL EDUCATION

October 2024

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THE USUAL REMINDERS

- Manual sections posted after this training prevail in a conflict between this presentation and the manual
- Some questions may be deferred to helpdesk
- Hierarchy of support
 - EMIS Manual
 - EMIS Coordinator
 - ITC
 - Helpdesk

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

IDEA – OVERVIEW

- The [Individuals with Disabilities Education Act \(IDEA\)](#) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children
- The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 8 million (as of school year 2022-23) eligible infants, toddlers, children, and youth with disabilities

IDEA – EVALUATION TIMELINE

- The IDEA timelines presented apply to an initial evaluation team report (IETR) and individualized education plan (IIEP)
- Request for Evaluation
 - The district has 30 calendar days from the date of the receipt of the request to respond to a parent request. The district must either send the parent a prior written notice (called a PR-01) that the district does not suspect a disability or obtain parental consent to conduct an evaluation.
 - If the district does not suspect a disability, the child will continue with general education.
 - If the parent disagrees with the district's decision, the parent may pursue a dispute resolution option through the Ohio Department of Education & Workforce.

IDEA – CONSENT FOR EVALUATION

- If the district suspects a disability, it will obtain parental written consent (consent form is called a PR-05: Parent Consent for Evaluation)
- From the date of consent, the district will have 60 calendar days to complete the evaluation

IDEA INDIVIDUALIZED EDUCATION PLAN (IEP) TIMELINE

- Eligibility Determination
 - If the ETR team including the parent finds the student to be eligible for special education services, it will determine the eligibility category. If the team does not find the student to be eligible, the student will continue with only the general education curriculum.
- Initial IEP Development
 - If the IEP team including the parent determines that the student is eligible for special education, the district has 30 days to develop an IEP.
 - For the initial IEP, the parent must consent to services. If the parent does not consent, the student will not receive IEP services.

IDEA – ANNUAL AND TRIANNUAL REVIEWS

- Re-Evaluation Team Report (RETR)
 - ETRs span for three years
 - The RETR must be completed on or before the previous ETR expires
- Annual IEP Review (RIEP) timelines
 - Annual IEP Review must be completed on or before the effective end date

IDEA – RESOURCES

- [Ohio Operating Standards for the Education of Children with Disabilities](#)
- [Evaluation Roadmap for Families with Children Ages 3-21](#)
- [A Guide to Parent Rights in Special Education](#)
- [Ohio Department of Education and Workforce – Special Education website](#)
- [U.S. Department of Education – Individuals with Disabilities Education Act \(IDEA\)](#)
- If you have IDEA policy questions, contact the Office for Exceptional Children at Exceptionalchildren@education.ohio.gov

DATA REPORTING

EMIS RECORDS IMPACTING SPECIAL EDUCATION

- Student Standing (FS) Record
- Student Demographic (GI) Record
- Student Attributes – Effective Date (FD) Record
- Student Attributes – No Date (FN) Record
- Student Special Education (GE) Record
- Student Special Education Graduation Requirement (FE) Record
- Student Assessment (FA) Record
- Student Discipline (GD) Record
- Student Program (GQ) Record
- Organization – General Information (DN) Record
- Exiting Student Follow-Up (FW) Record

STUDENT STANDING (FS) RECORD

- State Student ID (SSID) (FS110)
- Admission Date (FS070)
- Attending Building IRN (FS160)
- District Relationship (FS140)
- Effective Start Date (FS060) and End Date (FS090)
- How Received (FS180) and How Received IRN (FS190)
- Legal District of Residence (FS150)
- Sent Reason (FS200, FS230) and Sent to IRN (FS210, FS240)
- Student Percent of Time (FS120)
- Tuition Type (FS130)
- Withdrawal Reason (FS100)

STUDENT DEMOGRAPHIC (GI) RECORD

- Date of Birth (GI070)
- Gender (GI080)
- Summative Racial/Ethnic Group (GI090)

STUDENT ATTRIBUTES–EFFECTIVE DATE (FD) RECORD

- Disability Condition (FD130)
- Disadvantage (FD110)
- Effective Start Date (FD060) and End Date (FD070)
- English Learner (FD170)
- Homeless Status (FD150)
- Migrant Status (FD180)
- State Equivalent Grade Level (FD090)

STUDENT ATTRIBUTES – NO DATE (FN) RECORD

- CORE Graduation Requirement Exemption (FN300)
- Diploma Date (FN090) and Diploma Type (FN100)
- Military Student Identifier (FN430)
- Updated October 31 IEP Outcome (FN270)

STUDENT SPECIAL EDUCATION (GE) RECORD: DATE TYPE ELEMENT (GE100)

- PSTC – Preschool Transition Conference Date
- RFRL – Referral for Evaluation Date
- CNST – Parent/Guardian Consent for Evaluation Date
- ETR – Evaluation Team Report Completion Date
- IEP – Individualized Education Program Completion Date
- ISP – Individual Service Plan Completion Date
- SEMD – Manifestation Determination

DATE TYPE (GE100): PSTC – PRESCHOOL TRANSITION CONFERENCE

- Date Element (GE110): The date the conference was held
 - Generally occurs between 90 and 120 days before 3rd birthday
- Only for students suspected of having a disability transitioning from Part C (Early Intervention/Help Me Grow) to Part B preschool special education
- Required to be reported by the resident district
- Starts the compliance clock

DATE TYPE (GE100): RFRL – REFERRAL FOR EVALUATION

- Date Element (GE110): The date a child is referred for evaluation after suspected of having a disability
- Only required for initial consent

DATE TYPE (GE100): CNST – CONSENT FOR EVALUATION

- Date Element (GE110): The date the district received consent
- Outcome ID (GE120) options:
 - CNDP – Consent moved to due process
 - CNGI – Consent Granted for initial evaluation
 - CNGR – Consent granted for a reviewed evaluation
 - CNGO – Consent granted for other special education activity
 - CNNR – Consent not returned
 - CNRF – Consent refused

DATE TYPE (GE100): ETR – EVALUATION TEAM REPORT

- Date Element (GE110): The date the ETR was completed
- IETR – Initial: Must be conducted before initiating special education and/or services
- RETR – Reevaluation: Required every three years
 - Unless deemed unnecessary by parent and district
 - Still report RETR with date agreement was reached
- TETR – Transfer: ETR of transfer student accepted in entirety

OUTCOME ID (GE120): ETR

- ET01 – ET16: Identified disability condition
 - Disability Condition (FD130)
- ETDP – ETR results in due process
- ETNE – Not eligible for services
- ETEX – Exiting special education
 - Update Disability Condition (FD130) to **
 - Not used when a student graduates or withdraws
 - Not used when a parent revokes consent for services
- Outcome Beginning Date (GE140) and End Date (GE150)
 - Effective date range of event

DATE TYPE (GE100): IEP – INDIVIDUALIZED EDUCATION PROGRAM

- Date Element (GE110): The date the IEP was completed
- IIEP – Initial
- RIEP – Periodic review
- TIEP – Transfer
- CIEP – Consent withdrawn by parent
- AIEP – Amendment
- NIEP – No IEP in place, services provided
- IISP/RISP – Initial or Review of Individual Service Plan

OUTCOME ID (GE120): IEP

- Least Restrictive Environment (LRE) for the current IEP
- Must be age and grade appropriate
 - Preschool IE51-IE72: ages 3-5 in PS; age 4 in KG
 - School-age IE13-IE39: ages 5 and over in KG or higher
- Outcome Beginning Date (GE140) and End Date (GE150)
 - Effective date range of event

IEP TEST TYPE (GE160)

- The required format for all assessments
 - STR – Standard (regular)
 - ALT – Alternate Assessment
 - STA – Standard with Accommodations
- All IEP event types except CIEP and NIEP
 - Dependent upon outcome
- Must match Assessment Type Code (FA060)

IEP SECONDARY PLANNING ELEMENT (GE170)

- When a student will complete coursework and graduate or needs additional services
- Required for students age 14 and above
- TPNP – Transition Plan Not in Place
- TFYG – Transition Plan in Place, four-year grad
- TMYG – Transition Plan in Place, multi-year grad
- TPCE – Transition Plan in Place, planned continuation of education services

DATE TYPE (GE100): SEMD – SPECIAL EDUCATION MANIFESTATION DETERMINATION

- Date Element (GE110): The date the manifestation determination was completed for the related incident of misconduct
- Reported when a student with a disability has accumulated more than 10 days of suspensions or expulsions

NON-COMPLIANCE ID (GE130)

- Reason event was not completed in accordance with federally mandated timelines
 - Applicable to all ETR and IEP events
- Options:
 - ** Not Applicable – Timelines were all met
 - 01 No Identified Reason
 - 02 Staff Not Available – Summer Months
 - 03 Staff Not Available – School Year
 - 04 Scheduling Conflicts with Family
 - 05 Parental Choice Documented
 - 06 Parent Refused Consent
 - 07 Child’s Health
 - 08 Student’s Incarceration
 - 09 Compliance with timelines, but incorrect/missing data reported in a prior reporting period

NIEP NON-COMPLIANCE ID OPTIONS

- 10 Student newly transferred in; IEP adoption determination not complete; services being provided based on prior IEP
- 11 IEP expired; new IEP not in place; services being provided based on prior IEP
- 12 IEP current, but not reported to EMIS in prior reporting period; services provided based on current IEP

STUDENT SPECIAL EDUCATION GRADUATION REQUIREMENT (FE) RECORD

- Assessment Area Code (FE090): The subject for which the student is exempt from meeting graduation requirements
- Assessment Type (FE080)
 - GX – High School Alternate Assessment
 - GE – End of Course
- Exemption Flag (FE100): Y or N
- IEP Date (FE070) and IEP Date Type Code (FE060): The same as reported on the current IEP with the Student Special Education (GE) Record

STUDENT ASSESSMENT (FA) RECORD

- Assessment Type Code (FA060)
- Required Test Type (FA215)
- Score (240)
- Score Not Reported (FA235)
- Test Date (FA210) and Test Day of Month (FA212)
- Test Grade Level (FA200)
- Type of Accommodation (FA225)

STUDENT DISCIPLINE (GD) RECORD

- Date of Discipline (GD060)
- Referred for Alternate Educational Services (GD110)
 - One-year expulsion requirement modified or not
- Total Discipline Days (GD090) = total days *served* across all types
 - 5 days of suspension and 5 days of expulsion for the same incident = 10 days
- Type of Discipline (GD070) = expulsion, out-of-school suspension, etc.
 - Only one per infraction
 - Report most severe

STUDENT PROGRAM (GQ) RECORD

- Reported by entity providing services
- 211xxx – Alternative placement, including extended school year
- 215xxx – Related services
- 220xxx – Preschool
 - Itinerant
 - Tuition

ORGANIZATION – GENERAL INFORMATION (DN) RECORD

- Cumulative counts for the school year
- Initial IEP Eye Examination
 - EYEREQCNTA
 - EYERECCNTB
 - EYENRCCNT1
- Resident and non-resident K-12 nonpublic students
 - STUNPNTSRV – eligible, not served
 - STUNPNTTELG – ineligible
- Preschool transition conferences held, no disability suspected
 - STUPSTCBTR – by 3rd birthday
 - STUPSTCATR – on or after 3rd birthday

EXITING STUDENT FOLLOW-UP (FW) RECORD

Reported by the resident district for students who were reported with a disability condition at the time of exit from secondary education

- Employment Status (FW160)
- Employment Typical Hours Per Week (FW180)
- Employment Duration (FW190)
- Employment Compensation Type (FW200)
- Employment Setting (FW210)
- Employment Advancement Opportunity (FW220)
- Apprenticeship Status (FW230)
- Postsecondary Education Status (FW250)
- Postsecondary Education Type (FW260)
- Postsecondary Enrollment Duration (FW280)
- Military Enlistment Status (FW290)
- Service Program Status (FW300)
- Other Follow-Up Status (FW310)

TRANSFER STUDENTS

IN-STATE – EVALUATION TEAM REPORT (ETR)

ETR is	Next Date Type (GE100)
Rejected	RETR – Re-evaluation ETR
Accepted (in entirety)	TETR – Transfer ETR
Expired	IETR – Initial ETR

IN-STATE – INDIVIDUALIZED EDUCATION PLAN (IEP)

IEP is	Next Date Type (GE100)
Rejected	RIEP – Review IEP
Accepted (in entirety)	TIEP – Transfer IEP
Expired with valid ETR	RIEP – Review IEP
Expired with expired ETR	IIEP – Initial IEP
Incomplete	IIEP – Initial IEP

OUT-OF-STATE – EVALUATION TEAM REPORT (ETR)

ETR is	Next Date Type (GE100)
Rejected	IETR – Initial ETR
Accepted (in entirety)	TETR – Transfer ETR
Expired	IETR – Initial ETR



OUT-OF-STATE – INDIVIDUALIZED EDUCATION PLAN (IEP)

IEP is	Next Date Type (GE100)
Rejected	IIEP – Initial IEP
Accepted (in entirety)	TIEP – Transfer IEP
Expired with valid ETR	RIEP – Review IEP
Expired with expired ETR	IIEP – Initial IEP
Incomplete	IIEP – Initial IEP

NIEP ELIGIBILITY FOR TRANSFER STUDENTS

- Reportable if a prior IEP existed
- Reportable if the ETR expired
 - Report disability condition per expired ETR
- Requires Non-Compliance ID (GE130)
 - 10 Student newly transferred in; adoption determination not complete; services provided based on prior IEP
 - 11 IEP expired; new IEP not in place; services being provided based on prior IEP
 - 12 IEP current, but not reported in EMIS in prior collection; services provided based on current IEP

PRESCHOOL TO KINDERGARTEN IEP TRANSITION

COMBINED IEP

- One meeting held completing one IEP
 - Section 11 Least Restrictive Environment on PR-07 (IEP)
 - Both preschool and school-age sections completed
- How it is reported in EMIS:

Preschool	Kindergarten
Date (GE110) = date of the xIEP	--
Date Type (GE100) = xIEP	--
Outcome ID (GE120) = IE51-IE72	--
--	Updated October 31 IEP Outcome (FN270) = IE13-IE39

<https://education.ohio.gov/getattachment/Topics/Early-Learning/Preschool-Special-Education/Preschool-to-Kindergarten-IEP-Transition-JAN-2023.pdf.aspx?lang=en-US>

TWO SUBSEQUENT IEPs

- Two meetings held completing two IEPs
 - One for preschool
 - One for school age
- How this is reported in EMIS:

Preschool	Kindergarten
Date (GE110) = date of xIEP1	Date (GE110) = date of xIEP2
Date Type (GE100) = xIEP	Date Type (GE100) = xIEP
Outcome ID (GE120) = IE51-IE72	Outcome ID (GE120) = IE13-IE39

<https://education.ohio.gov/getattachment/Topics/Early-Learning/Preschool-Special-Education/Preschool-to-Kindergarten-IEP-Transition-JAN-2023.pdf.aspx?lang=en-US>

REPORTS

LEVEL 2 REPORTS

- (FCCD-001) Federal Child Count Detail
 - Indicates students who meet or do not meet initial inclusion criteria
- (FCCS-001) Federal Child Count Statement of Assurances
 - Lists number of students by disability condition
- (FTED-001) FTE Detail
 - Indicates whether special education students are coded with correct disability condition and enrollment dates
- (FTED-002) FTE Adjustments
 - Result Code FT0005 – Disability no IEP
 - Reflects potential impact on special education weighted funding

GENERAL ISSUES (GNIS-XXX)

- Remember, these checks identify **possible** data quality issues
 - Not necessarily errors
- For assistance, contact data manager on report and in report explanation
- Do **not** include student identifiable information in communications

Records	General Issues Check
Student Demographic (GI) Record	• IS0483
Student Attributes–Effective Date (FD) Record	• IS0031 • IS0450 • IS0483
Student Special Education (GE) Record	• IS0145 • IS0170 • IS0183 • IS0472
Student Discipline (GD) Record	• IS0463 • IS0464 • IS0465 • IS0466 • IS0467 • IS0468 • IS0469

SPECIAL EDUCATION TOOLS

DATA COLLECTION TOOL FOR STUDENTS WITH DISABILITIES

- Currently being updated
- Contains data that must be submitted in EMIS

Data Collection Tool for Students with Suspected/Identified Disabilities
Use for events from July 1 through June 30 of the reporting year

Name: _____ Data ID#: _____ DOB: _____ Date: _____
Resident District: _____ District of Service: _____ Building of Attendance: _____ Scholarship?: _____

A. Date Type Codes: Activity (GE 100)	Event Date from PR-XX form (GE 110)	Outcome (GE 120)	Begin Date (GE 140)	End Date (GE 150)	Compliance
NIEP (Special Education Services being Provided without an IEP in Place)		LRE: IE13 IE14 IE15 IE16 IE17 IE18 IE19 IE20 IE21 IE38 IE39 IE51 IE53 IE55 IE56 IE60 IE62 IE64 IE70 IE72			10, 11, or 12
PSTC (Preschool Transition Conference Date)		No code currently reported, but note if parents deferred ETR due to child's age. (Deferred? Yes ____ No ____)			**
RFRL (Referral for Evaluation Date)		N/A	N/A	N/A	**
CNST (Parent/Guardian Consent for Evaluation Date) - Outcome must match ETR type		CNGI CNGO CNGR CNRF CNNR CNDP			**
IETR (Evaluation Team Report Complete Date—Initial) - Must be completed 60 from consent.		ETDP ETEX ETNE Disability Condition: ET01 ET02 ET03 ET04 ET05 ET08 ET09 ET10 ET12 ET13 ET14 ET15 ET16			** 01, 02, 03, 04, 05, 06, 07, 08, or 09
IEEP (IEP Completion Date—Initial) - Initial IEP - 30 days from ETR Completion; by third birthday if PSTC. IEP outcomes for Scholarship Students should reflect the environment in which the student would be educated, if the IEP, as written in the district of residence, were to be implemented in the district of residence.		IENS IEPR IEDP LRE: IE13 IE14 IE15 IE16 IE17 IE18 IE19 IE20 IE21 IE38 IE39 IE51 IE53 IE55 IE56 IE60 IE62 IE64 IE70 IE72	The date that services begin after a parent has received a PR-01. If the PR-01 is provided at the IEP team meeting, the start date can coincide with the event date.	The last day that the services described in the IEP will be provided.	** 01, 02, 03, 04, 05, 06, 07, 08, or 09
AIEP (Amended IEP)		Change— Other to: _____ LRE to: _____ Test Type to: _____ Secondary Planning to: _____ ESY to: _____	Begin Date must be on or after the date of the amendment.	End Date must be the same as or earlier than the most recent previous IEP.	

Revised: October 2024 1



SPECIAL EDUCATION TAB IN ODDEX

Student Special Education (GE) records reported by any entity

- Current and prior year(s)

History			Special Education		Assessments		
Return to Summary					Export		
Name	SSID	Birthdate					
Chavez, John	PM7477991	02/25/2018					
Event Date	Event Type	Outcome	Outcome Dates	Non-Compliance	Secondary Planning	Required Test Type	Reported by LEA
06/28/2023	RETR	CNDP	06/27/2022 - 10/07/2022	01	TFYG	STR	Bowman Rome Community School (765573) Grad Exempt
03/23/2023	RISP	CNDP	04/10/2022 - 06/24/2025	01	TFYG	N/A	Bowman Rome Community School (765573) Grad Exempt
02/01/2023	TETR	CNDP	08/02/2021 - 04/30/2022	N/A	TPNP	STR	Bowman Rome Community School (765573)
01/19/2021	IISP	N/A	12/28/2021 - 12/28/2024	01	TFYG	N/A	Bowman Rome Community School (765573)

- May also include Student Special Education Graduation Requirement (FE) records link

Event Date Type Code	Event Occur Date	Assessment Type Code	Assessment Subject Code	Exemption Flag
RIEP - IEP Completion Date-Periodic Review	04/06/2023	GE - End of Course Assessment	ELA2 - English Language Arts II	Y - Exempt
RIEP - IEP Completion Date-Periodic Review	04/06/2023	GE - End of Course Assessment	MTH1 - MATH I	Y - Exempt



ACCESS TO SPECIAL EDUCATION DATA IN ODDEX

Records: Single Student/Special Education Tab

Staff with access to this module can view data related to a student's special education events through the date their district withdrew the student . This is for any student their district has reported, past or present. [Special Education Tab Documentation](#)

These roles can only view and export within the module

- Superintendent
- Coordinator-EMIS
- Director-EMIS
- Supervisor-EMIS
- Data View-ODDEX History GE
- Director-Special Education-General
- Coordinator-Career-technical Education-Special Needs
- Assistant Superintendent-Special Education-Career-technical Education
- Supervisor-Special Education-Career-technical Education
- Supervisor-Special Education-General
- Coordinator-Special Education-General
- Special Education Contact
- Site Manager (ITC only)
- SDC-Student Level Access (ITC only)

OEDS Roles for ODDEX Access: [ODDEX Help](#)



SPECIAL EDUCATION INDICATORS

INDICATOR INTRODUCTION

- The Individuals with Disabilities Education Improvement Act (IDEA) requires each state to have in place a State Performance Plan (SPP) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve such implementation.
- The Ohio Department of Education & Workforce is required to measure local educational agencies (LEA) who receive IDEA funds on the implementation of the requirements of IDEA through 15 measurements called indicators. These measurements are called the Special Education Profiles.
- In the preceding slides, there will be a brief description of each indicator followed by the EMIS elements that are used to calculate the Indicator.
- For more information and resources, please visit the [Ohio's Special Education Profiles](#) page.

INDICATOR 1 GRADUATION RATE

- Measures: The percentage of students with disabilities, ages 14-21, who exited special education due to graduating by meeting the same requirements as students without disabilities.
- Please note that the profiles are based on data from the 2023-2024 school year, the data source and measurement for Indicator 1 is aligned with states' requirements for reporting graduation data to the U.S. Department of Education under Title I of the ESEA. Graduation and dropout rate data lag one year, therefore, Indicators 1 and 2 reflect data from 2022-2023.

INDICATOR 1 GRADUATION RATE – EMIS DATA

Records	Elements
Student Demographic (GI) Record	<ul style="list-style-type: none"> • Date of Birth (GI070) • Gender (GI080) • Summative Racial/Ethnic Group (GI090)
Student Standing (FS) Record	<ul style="list-style-type: none"> • Effective Start Date (FS060) and End Date (FS090) • How Received (FS180) and How Received IRN (FS190) • Legal District of Residence (FS150), District Relationship (FS140) • Sent Reason (FS200, FS230) and Sent to IRN (FS210, FS240) • Admission Date (FS070), Withdrawal Reason Code (FS100)
Student Attributes–Effective Date (FD) Record	<ul style="list-style-type: none"> • Effective Start Date (FD060) and End Date (FD070) • Disability Condition (FD130) • English Learner (FD170), Disadvantagement (FD110) • State Equivalent Grade Level (FD090)
Student Attributes – No Date (FN) Record	<ul style="list-style-type: none"> • CORE Graduation Requirement Exemption (FN300) • Diploma Date(FN090), Diploma Type (FN100)
Student Special Education (GE) Record	<ul style="list-style-type: none"> • Outcome Beginning Date (GE140) and End Date (GE150) • Outcome ID (GE120), IEP Test Type (GE160)
Student Special Education Graduation (FE) Requirement Record	<ul style="list-style-type: none"> • Exemption Flag (FE100) • IEP Date (FE070), IEP Date Type Code (FE060)

INDICATOR 2 DROPOUT RATE

Measures: The percentage of students with disabilities, ages 14-21, who exited special education due to dropping out.

INDICATOR 2 DROPOUT RATE – EMIS DATA

Records	Elements
Student Demographic (GI) Record	<ul style="list-style-type: none"> • Date of Birth (GI070) • Gender (GI080) • Summative Racial/Ethnic Group (GI090)
Student Standing (FS) Record	<ul style="list-style-type: none"> • Effective Start Date (FS060) and End Date (FS090) • How Received (FS180) and How Received IRN (FS190) • Legal District of Residence (FS150), District Relationship (FS140) • Sent Reason (FS200, FS230) and Sent to IRN (FS210, FS240) • Admission Date (FS070), Withdrawal Reason Code (FS100)
Student Attributes–Effective Date (FD) Record	<ul style="list-style-type: none"> • Effective Start Date (FD060) and End Date (FD070) • Disability Condition (FD130) • English Learner (FD170), Disadvantage (FD110) • State Equivalent Grade Level (FD090)
Student Attributes – No Date (FN) Record	<ul style="list-style-type: none"> • CORE Graduation Requirement Exemption (FN300) • Diploma Date(FN090), Diploma Type (FN100)
Student Special Education (GE) Record	<ul style="list-style-type: none"> • Outcome Beginning Date (GE140) and End Date (GE150) • Outcome IDs (GE120), IEP Test Type (GE160)
Student Special Education Graduation (FE) Requirement Record	<ul style="list-style-type: none"> • Exemption Flag (FE100) • IEP Date (FE070), IEP Date Type Code (FE060)

INDICATOR 3A PARTICIPATION RATE

Measures: The percentage of students with disabilities who participated in statewide math and reading assessments, calculated separately for grades 4, 8, and high school.

- Please note that high school includes grades 9, 10, 11, and 12.

INDICATOR 3B STANDARD PROFICIENCY RATE

Measures: The percentage of students with disabilities who scored at or above the proficient level against grade level academic achievement standards on statewide math and reading assessments, calculated separately for grades 4, 8, and high school.

- Please note that high school includes grades 9, 10, 11, and 12.

INDICATOR 3C ALTERNATE PROFICIENCY RATE

Measures: The percentage of students with disabilities who scored at or above the proficient level against alternate academic achievement standards on statewide math and reading assessments, calculated separately for grades 4, 8, and high school.

- Please note that high school includes grades 9, 10, 11, and 12.

INDICATOR 3D PROFICIENCY GAP

Measures: The gap in proficiency rates between students with disabilities and all students against grade level achievement standards on statewide math and reading assessments, calculated separately for grades 4, 8, and high school.

- Please note that an alternate assessment participation rate to measure if more than one percent of students with disabilities are taking an alternate assessment is also calculated.
- Please note that high school includes grades 9, 10, 11, and 12.

INDICATOR 3 ASSESSMENT PARTICIPATION AND PERFORMANCE – EMIS DATA

Records	Elements
Student Demographic (GI) Record	<ul style="list-style-type: none"> • Date of Birth (GI070) • Gender (GI080) • Summative Racial/Ethnic Group (GI090)
Student Standing (FS) Record	<ul style="list-style-type: none"> • Effective Start Date (FS060) and End Date (FS090) • Legal District of Residence (FS150)
Student Attributes–Effective Date (FD) Record	<ul style="list-style-type: none"> • Effective Start Date (FD060) and End Date (FD070) • Disability Condition (FD130), Disadvantagement (FD110) • Homeless Status (FD150), English Learner (FD170) • Migrant Status (FD180), State Equivalent Grade Level (FD090)
Student Attributes – No Date (FN) Record	<ul style="list-style-type: none"> • Military Student Identifier (FN430)
Student Assessment Record (FA)	<ul style="list-style-type: none"> • Assessment Type (FA060), Required Test Type (FA215) • Test Grade (FA200), Test Date (FA210), Test Day of Month (FA212) • Score (FA240), Score Not Reported (FA235) • Type of Accommodation (FA225)
Student Special Education (GE) Record	<ul style="list-style-type: none"> • IEP Test Type (GE160)
Student Special Education Graduation (FE) Requirement Record	<ul style="list-style-type: none"> • Assessment Type (FE080), Exemption Flag (FE100)

INDICATOR 4A DISCIPLINE DISCREPANCIES

Measures: Districts with a significant discrepancy, between students with disabilities and students without disabilities, in the rate of suspensions and expulsions of greater than 10 cumulative days in a school year for children with IEPs for three consecutive years and policies.

INDICATOR 4B DISCIPLINE DISCREPANCIES BY RACE

Measures: Districts with a significant discrepancy, between students with disabilities and students without disabilities, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 cumulative days in a school year for children with IEPs for three consecutive years and policies.

INDICATOR 4 SUSPENSION/EXPULSION – EMIS DATA

Records	Elements
Student Demographic (GI) Record	<ul style="list-style-type: none"> • Date of Birth (GI070) • Gender (GI080) • Summative Racial/Ethnic Group (GI090)
Student Standing (FS) Record	<ul style="list-style-type: none"> • Effective Start Date (FS060) and End Date (FS090) • How Received (FS180) and How Received IRN (FS190) • Legal District of Residence (FS150) • Withdrawal Reason (FS100) • Sent Reason (FS200, FS230) and Sent to IRN (FS210, FS240)
Student Attributes–Effective Date (FD) Record	<ul style="list-style-type: none"> • Effective Start Date (FD060) and End Date (FD070) • Disability Condition (FD130) • State Equivalent Grade Level (FD090)
Student Special Education (GE) Record	<ul style="list-style-type: none"> • Date Type (GE100) • Outcome Beginning Date (GE140) and End Date (GE150) • Outcome ID (GE120)
Student Discipline (GD) Record	<ul style="list-style-type: none"> • Date of Discipline (GD060) • Total Discipline Days (GD090) • Type of Discipline (GD070)
Base FTE	<ul style="list-style-type: none"> • Please see the FTE Report Explanation for all elements used in the calculation of Base FTE.

INDICATOR 5 SCHOOL-AGE EDUCATIONAL ENVIRONMENT

- Measures: The percentage of students with IEPs age 5 who are in kindergarten and ages 6 through 21 served
 - A. Inside the regular class 80 percent or more of the day
 - B. Inside the regular class less than 40 percent of the day
 - C. In separate schools, residential facilities, or homebound/hospital placements
- Indicators 5 and 6 use federal child count data as the data source

INDICATOR 5 SCHOOL-AGE EDUCATIONAL ENVIRONMENT – EMIS DATA

Records	Elements
Student Demographic (GI) Record	<ul style="list-style-type: none"> • Date of Birth (GI070) • Gender (GI080) • Summative Racial/Ethnic Group (GI090)
Student Standing (FS) Record	<ul style="list-style-type: none"> • Admission Date (FS070), Attending Building IRN (FS160) • Effective Start Date (FS060) and End Date (FS090) • How Received (FS180) and How Received IRN (FS190) • Legal District of Residence (FS150) • Sent Reason (FS200, FS230) and Sent to IRN (FS210, FS240) • Tuition Type (FS130)
Student Attributes–Effective Date (FD) Record	<ul style="list-style-type: none"> • Effective Start Date (FD060) and End Date (FD070) • State Equivalent Grade Level (FD090) • Disability Condition (FD130) • English Learner (FD170)
Student Attributes – No Date (FN) Record	<ul style="list-style-type: none"> • Updated October 31 IEP (FN270)
Student Special Education (GE) Record	<ul style="list-style-type: none"> • Date Type (GE100) • Outcome ID (GE120)

INDICATOR 6 PRESCHOOL EDUCATION ENVIRONMENTS

Measures: The percentage of students ages 3 through 5 with IEPs who are enrolled in a preschool program

- A. Attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
- B. Attending a separate special education class, separate school or residential facility
- C. Receiving special education and related services in the home

INDICATOR 6 PRESCHOOL EDUCATION ENVIRONMENTS – EMIS DATA

Records	Elements
Student Demographic (GI) Record	<ul style="list-style-type: none"> • Date of Birth (GI070) • Gender (GI080) • Summative Racial/Ethnic Group (GI090)
Student Standing (FS) Record	<ul style="list-style-type: none"> • Admission Date (FS070), Attending Building IRN (FS160) • Effective Start Date (FS060) and End Date (FS090) • How Received (FS180) and How Received IRN (FS190) • Legal District of Residence (FS150) • Sent Reason (FS200, FS230) and Sent to IRN (FS210, FS240) • Tuition Type (FS130)
Student Attributes–Effective Date (FD) Record	<ul style="list-style-type: none"> • Effective Start Date (FD060) and End Date (FD070) • State Equivalent Grade Level (FD090) • Disability Condition (FD130) • English Learner (FD170)
Student Attributes – No Date (FN) Record	<ul style="list-style-type: none"> • Updated October 31 IEP (FN270)
Student Special Education (GE) Record	<ul style="list-style-type: none"> • Date Type (GE100) • Outcome ID (GE120)

INDICATOR 7 PRESCHOOL OUTCOMES

- Measures: The percentage of preschool students with IEPs who demonstrate improved
 - A. Positive social-emotional skills (including social relationships)
 - B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
 - C. Use of appropriate behaviors to meet their needs
- Data for this indicator are collected from the Early Childhood Outcomes Summary Form

INDICATOR 7 PRESCHOOL OUTCOMES – EMIS DATA

Records	Elements
Student Demographic (GI) Record	<ul style="list-style-type: none"> • Date of Birth (GI070)
Student Standing (FS) Record	<ul style="list-style-type: none"> • Legal District of Residence (FS150) • District Relationship (FS140) • Effective Start Date (FS060) and End Date (FS090) • Withdrawal Reason (FS100)
Student Attributes–Effective Date (FD) Record	<ul style="list-style-type: none"> • Effective Start Date (FD060) and End Date (FD070) • State Equivalent Grade Level (FD090)
Student Assessment (FA) Record	<ul style="list-style-type: none"> • Assessment Type (FA060) = GM (COS)
Student Special Education (GE) Record	<ul style="list-style-type: none"> • Date (GE110) • Date Type (GE100) • Outcome ID (GE120) • Outcome Beginning Date (GE140) and End Date (GE150)

INDICATOR 9 & 10 DISPROPORTIONATE REPRESENTATION

- Indicator 9 measures the percentage of districts with disproportionate representation of racial and ethnic groups across all disability categories
- Indicator 10 measures the percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories
 - All disability conditions, intellectual disabilities, speech & language impairment, emotional disturbance, other health impaired, specific learning disabilities, and autism

INDICATOR 9 & 10 DISPROPORTIONATE REPRESENTATION – EMIS DATA

Records	Elements
Student Demographic (GI) Record	<ul style="list-style-type: none"> • Date of Birth (GI070) • Gender (GI080) • Summative Racial/Ethnic Group (GI090)
Student Standing (FS) Record	<ul style="list-style-type: none"> • Effective Start Date (FS060) and End Date (FS090) • How Received (FS180) and How Received IRN (FS190) • Legal District of Residence (FS150) • Sent Reason (FS200, FS230) and Sent to IRN (FS210, FS240) • District Relationship (FS140) • Withdrawal Reason (FS100)
Student Attributes–Effective Date (FD) Record	<ul style="list-style-type: none"> • Effective Start Date (FD060) and End Date (FD070) • Disability Condition (FD130) • State Equivalent Grade Level (FD090)
Special Education (GE) Record	<ul style="list-style-type: none"> • Date Type (GE100) • Outcome Beginning Date (GE140) and End Date (GE150) • Outcome ID (GE120)
Base FTE	<ul style="list-style-type: none"> • Please see the FTE Report Explanation for all elements used in the calculation of Base FTE.

INDICATOR 11: INITIAL EVALUATION TIMELINES

Measures: The percentage of students with parental consent to evaluate, whose initial evaluations were completed within the 60 calendar-day timeline.

INDICATOR 11 INITIAL EVALUATION TIMELINES – EMIS DATA

Records	Elements
Student Demographic (GI) Record	<ul style="list-style-type: none"> • Date of Birth (GI070) • Gender (GI080) • Summative Racial/Ethnic Group (GI090)
Student Standing (FS) Record	<ul style="list-style-type: none"> • Effective Start Date (FS060) and End Date (FS090) • How Received (FS180) and How Received IRN (FS190) • Legal District of Residence (FS150) • Sent Reason (FS200, FS230) and Sent to IRN (FS210, FS240) • Tuition Type (FS130) • Withdrawal Reason (FS100)
Student Attributes–Effective Date (FD) Record	<ul style="list-style-type: none"> • Effective Start Date (FD060) and End Date (FD070) • Disability Condition (FD130) • State Equivalent Grade Level (FD090)
Student Special Education (GE) Record	<ul style="list-style-type: none"> • Date Type (GE100) • Non-Compliance ID (GE130) • Outcome Beginning Date (GE140) and End Date (GE150) • Outcome ID (GE120)

INDICATOR 12: EARLY CHILDHOOD TRANSITION

Measures: The percentage of students referred by Part C (early intervention services) prior to age 3, who are found eligible for Part B (preschool services), and who have an IEP developed and implemented by their third birthdays.

INDICATOR 12 EARLY CHILDHOOD TRANSITION FROM PART C TO PART B – EMIS DATA

Records	Elements
Student Demographic (GI) Record	<ul style="list-style-type: none"> • Date of Birth (GI070) • Gender (GI080) • Summative Racial/Ethnic Group (GI090)
Student Standing (FS) Record	<ul style="list-style-type: none"> • Effective Start Date (FS060) and End Date (FS090) • How Received (FS180) and How Received IRN (FS190) • Legal District of Residence (FS150) • Sent Reason (FS200, FS230) and Sent to IRN (FS210, FS240) • Tuition Type (FS130)
Student Attributes–Effective Date (FD) Record	<ul style="list-style-type: none"> • Effective Start Date (FD060) and End Date (FD070)
Student Special Education (GE) Record	<ul style="list-style-type: none"> • Date Type (GE100) = PSTC, ETR, IEP • Date (GE110) • Outcome ID (GE120) • Outcome Beginning Date (GE140) and End Date (GE150) • Non-Compliance Code (GE130)
Organization – General Information (DN) Record	<ul style="list-style-type: none"> • Attribute Code = ‘STUPSTCBTR’

INDICATOR 13: SECONDARY TRANSITION PLANNING

Measures: The percentage of students aged 16 and above with an IEP that includes

- a) Appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment.
- b) Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals.
- c) Annual IEP goals related to the student's transition services needs.
- d) Evidence that the student was invited to the IEP Team meeting where transition services are to be discussed.
- e) Evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

INDICATOR 13 SECONDARY TRANSITION PLANNING – EMIS DATA

Records	Elements
Student Demographic (GI) Record	<ul style="list-style-type: none"> • Date of Birth (GI070) • Gender (GI080) • Summative Racial/Ethnic Group (GI090)
Student Standing (FS) Record	<ul style="list-style-type: none"> • Effective Start Date (FS060) and End Date (FS090) • How Received (FS180) and How Received IRN (FS190) • Legal District of Residence (FS150) • Sent Reason (FS200, FS230) and Sent to IRN (FS210, FS240) • Tuition Type (FS130) • Withdrawal Reason (FS100)
Student Attributes–Effective Date (FD) Record	<ul style="list-style-type: none"> • Effective Start Date (FD060) and End Date (FD070) • Disability Condition (FD130) • State Equivalent Grade Level (FD090)
Student Special Education (GE) Record	<ul style="list-style-type: none"> • Date Type (GE100) • Secondary Planning (GE170) • Outcome Beginning Date (GE140) and End Date (GE150) • Outcome ID (GE120)

INDICATOR 14: POSTSECONDARY OUTCOMES

- Measures: The percentage of students with disabilities who, within one year of leaving high school, are enrolled in higher education, participating in a training program, or are competitively employed.
- Data source is Exiting Student Follow-Up (FW) Record

INDICATOR 14 POSTSECONDARY OUTCOMES – EMIS DATA

Records	Elements
Student Demographic (GI) Record	<ul style="list-style-type: none"> • Date of Birth (GI070) • Gender (GI080) • Summative Racial/Ethnic Group (GI090)
Student Standing (FS) Record	<ul style="list-style-type: none"> • Effective Start Date (FS060) and End Date (FS090) • How Received (FS180) and How Received IRN (FS190) • Legal District of Residence (FS150) • Sent Reason (FS200, FS230) and Sent to IRN (FS210, FS240) • Tuition Type (FS130)
Exiting Student Follow-Up (FW) Record	<ul style="list-style-type: none"> • Students with Disabilities Post-School Engagement Follow-Up Flag (FW110) • Employment Status (FW160) • Employment Typical Hours Per Week (FW180) • Employment Duration (FW190) • Employment Compensation Type (FW200) • Employment Setting (FW210) • Employment Advancement Opportunity (FW220) • Apprenticeship Status (FW230) • Postsecondary Education Status (FW250) • Postsecondary Education Type (FW260) • Postsecondary Enrollment Duration (FW280) • Military Enlistment Status (FW290) • Service Program Status (FW300), Other Follow-Up Status (FW310)

SIGNIFICANT DISPROPORTIONALITY

- Disproportionality is an equity measure and occurs when students from a racial or ethnic group are identified for special education, placed in more restrictive settings, or disciplined at markedly higher rates than their peers.
- Disproportionality becomes significant when the overrepresentation exceeds a threshold defined by each state. Disproportionality regulations require states to calculate disproportionality within 14 categories for each of the seven racial groups (American Indian, Asian, Black, Hispanic, Multiracial, Pacific Islander, and White).

DISPROPORTIONALITY – IDENTIFICATION

- Identification looks at the disability condition the student was identified with and if students from a racial or ethnic group are being identified at a markedly higher rate than their peers.
- Identification/Disability Conditions measured
 - All Disabilities
 - Intellectual Disabilities
 - Specific Learning Disabilities
 - Emotional Disturbance
 - Speech or Language Impairments
 - Other Health Impairment-Minor
 - Autism

DISPROPORTIONALITY – IDENTIFICATION – EMIS DATA

Records	Elements
Student Demographic (GI) Record	<ul style="list-style-type: none"> • Date of Birth (GI070) • Gender (GI080) • Summative Racial/Ethnic Group (GI090)
Student Standing (FS) Record	<ul style="list-style-type: none"> • Effective Start Date (FS060) and End Date (FS090) • How Received (FS180) and How Received IRN (FS190) • Legal District of Residence (FS150) • Sent Reason (FS200, FS230) and Sent to IRN (FS210, FS240) • District Relationship (FS140) • Withdrawal Reason (FS100)
Student Attributes–Effective Date (FD) Record	<ul style="list-style-type: none"> • Effective Start Date (FD060) and End Date (FD070) • Disability Condition (FD130)
Student Special Education (GE) Record	<ul style="list-style-type: none"> • Date (GE110), Date Type (GE100) • Outcome Beginning Date (GE140) and End Date (GE150) • Outcome ID (GE120)
Base FTE	<ul style="list-style-type: none"> • Please see the FTE Report Explanation for all elements used in the calculation of Base FTE.

DISPROPORTIONALITY – DISCIPLINE

- Discipline looks at the discipline days of the students with disabilities and if students from a racial or ethnic group are disciplined at a markedly higher rate than their peers
- Discipline types measured
 - Out-of-school suspensions & expulsions of 10 cumulative days or fewer
 - Out-of-school suspensions & expulsions of more than 10 cumulative days
 - In-school suspensions of 10 cumulative days or fewer
 - In-school suspensions of more than 10 cumulative days
 - Disciplinary removals in total, including in-school suspensions, out-of-school suspensions and expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer

DISPROPORTIONALITY – DISCIPLINE – EMIS DATA

Records	Elements
Student Demographic (GI) Record	<ul style="list-style-type: none"> • Date of Birth (GI070) • Gender (GI080) • Summative Racial/Ethnic Group (GI090)
Student Standing (FS) Record	<ul style="list-style-type: none"> • Effective Start Date (FS060) and End Date (FS090) • How Received (FS180) and How Received IRN (FS190) • Legal District of Residence (FS150) • Withdrawal Reason (FS100) • Sent Reason (FS200, FS230) and Sent to IRN (FS210, FS240)
Student Attributes–Effective Date (FD) Record	<ul style="list-style-type: none"> • Effective Start Date (FD060) and End Date (FD070) • Disability Condition (FD130) • State Equivalent Grade Level (FD090)
Student Special Education (GE) Record	<ul style="list-style-type: none"> • Date Type (GE100) • Outcome Beginning Date (GE140) and End Date (GE150) • Outcome ID (GE120)
Student Discipline (GD) Record	<ul style="list-style-type: none"> • Date of Discipline (GD060) • Total Discipline Days (GD090) • Type of Discipline (GD070)
Base FTE	<ul style="list-style-type: none"> • Please see the FTE Report Explanation for all elements used in the calculation of Base FTE.

DISPROPORTIONALITY – PLACEMENT

- Placement looks at students with disabilities who were placed in more restrictive settings from a racial or ethnic group at a markedly higher rate than their peers
- Placement/least restrictive environment types measured
 - Inside a regular class for less than 40 percent of the day
 - Inside separate schools and residential facilities

DISPROPORTIONALITY – PLACEMENT – EMIS DATA

Records	Elements
Student Demographic (GI) Record	<ul style="list-style-type: none"> • Date of Birth (GI070) • Gender (GI080) • Summative Racial/Ethnic Group (GI090)
Student Standing (FS) Record	<ul style="list-style-type: none"> • Effective Start Date (FS060) and End Date (FS090) • How Received (FS180) and How Received IRN (FS190) • Legal District of Residence (FS150) • Sent Reason (FS200, FS230) and Sent to IRN (FS210, FS240) • District Relationship (FS140) • Withdrawal Reason (FS100)
Student Attributes–Effective Date (FD) Record	<ul style="list-style-type: none"> • Effective Start Date (FD060) and End Date (FD070) • Disability Condition (FD130)
Student Special Education (GE) Record	<ul style="list-style-type: none"> • Date (GE110) and Date Type (GE100) • Outcome Beginning Date (GE140) and End Date (GE150) • Outcome ID (GE120)
Base FTE	<ul style="list-style-type: none"> • Please see the FTE Report Explanation for all elements used in the calculation of Base FTE.

NON-EMIS BASED INDICATORS

- Indicator 8 facilitated parent involvement
 - Survey conducted by The Ohio State University
 - Measures: The percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities
- Indicator 15 timely correction of noncompliance findings
 - Based on Special Education Profile Noncompliance findings
 - Measure if the district has completed corrective actions after being found not compliant on compliance indicators
 - Those indicators are identified on the next slide

COMPLIANCE AND INFORMATIONAL INDICATORS

- The compliance indicators may have required actions if the district is found to be Not Met on these indicators.
- The informational indicators do not have required actions. But district should examine their results for future planning, improvements, and changes to ensure that outcome for students with disabilities are at the highest standards.

Compliance

- Alternate assessment participation rates
- Graduation rate (Indicator 1)
- Dropout rate (Indicator 2)
- Initial evaluation timelines (Indicator 11)
- Transition to preschool (Indicator 12)
- Secondary transition planning (Indicator 13)
- Timely correction of noncompliance (Indicator 15)
- Special education family survey (Indicator 8)
- Post-school outcomes survey (Indicator 14)
- Disproportionate Representation (Indicators 9 & 10)
- Significant Disproportionality

Informational

- Math and reading assessment participation and proficiency rates (Indicator 3)
- Discipline discrepancies (Indicator 4a)
- Discipline discrepancies by race (Indicator 4b)
- Least restrictive environment for school-age students (Indicator 5)
- Least restrictive environment for preschool students (Indicator 6)
- Preschool outcomes (Indicator 7)

QUESTIONS?

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RESOURCES

Training Evaluation

Available through Nov. 8

Your evaluations of our trainings are now being collected via an online form. This will give us access to better, more immediate feedback and statistics about these trainings, which will allow us to be even more responsive to your input. This will also be easier for you as you will no longer have to email anything to us.

After completing the evaluation and clicking submit, you will see a message thanking you for your feedback and acknowledging your attendance at a training. If this is information you need, be sure to capture or print the page and retain it for your records. Once the evaluation period for the session ends (2 weeks after the final session), you will no longer be able to submit a response or receive an attendance acknowledgement. *Note that this is the only way to receive this acknowledgement. We will no longer be emailing this information to participants.*

<https://forms.office.com/Pages/ResponsePage.aspx?id=xPz4UNiUB0-E6zbtV8fIoq21PJobZDZHsfF9IK1Hs1pUOUdaM0VJRFRZWdNFTUk1REFOVUJBVDJWMCQlQCN0PWcu>

EMIS FOCUSED TRAINING WEBPAGE

- A recorded version of this presentation will be posted
- The Q and A will be posted
- Future training opportunities will be announced

<https://education.ohio.gov/Topics/Data/EMIS/Resources-for-EMIS-Professionals/EMIS-Focused-Training>

EMIS MANUAL

- 2.2 Student Demographic (GI) Record
- 2.4 Student Standing (FS) Record
- 2.5 Student Attributes – Effective Date (FD) Record
- 2.6 Student Attributes – No Date (FN) Record
- 2.8 Student Assessment (FA) Record
- 2.9 Student Program (GQ) Record
- 2.11 Student Discipline Record (GD) Record
- 2.13 Student Special Education (GE) Record
- 2.14 Student Special Education Graduation Requirement (FE) Record
- 2.23 Exiting Student Follow-Up (FW) Record
- 5.3 Organization – General Information (DN)

REPORT EXPLANATIONS

- Federal Child Count
 - (FCCD-001) Federal Child Count Detail
 - (FCCS - 001) Federal Child Count Statement of Assurances
- FTE
 - (FTED-001) FTE Detail
 - (FTED-002) FTE Adjustments

GENERAL ISSUES, (GNIS-XXX)

Disclaimer: General Issues Reports are supplemental reports that are provided to districts to help identify potential data issues. The reports should NOT be used as the primary and/or sole mechanism for reviewing and verifying the accuracy/completeness of data. These reports are limited in the types of errors flagged and are not guaranteed to be generated on a regular basis as they are not part of the automated EMIS validation system. In accordance with ORC 3301.0714, the accuracy and completeness of EMIS data submitted to the Department is the responsibility of the district.

- Level 2 reports generated by business offices
- Announced via Release Notes
 - <http://education.ohio.gov/Topics/Data/EMIS/Technical-Documentation/EMIS-Release-Notes>
- For assistance, contact data manager on report and in report explanation
- Do **not** include student identifiable information in communications

IDEA - RESOURCES

- [Ohio Operating Standards for the Education of Children with Disabilities](#)
- [Evaluation Roadmap for Families with Children Ages 3-21](#)
- [A Guide to Parent Rights in Special Education](#)
- [Ohio Department of Education and Workforce – Special Education website](#)
- [U.S. Department of Education – Individuals with Disabilities Education Act \(IDEA\)](#)
- If you have IDEA policy questions, contact the Office for Exceptional Children at Exceptionalchildren@education.ohio.gov

OFFICE FOR EXCEPTIONAL CHILDREN

- Webpage
 - <https://education.ohio.gov/Topics/Special-Education>
- Contact information
 - exceptionalchildren@education.ohio.gov
 - (614) 466-2650

OFFICE OF DATA QUALITY

- EMIS Data Appeals
 - <http://education.ohio.gov/Topics/Data/EMIS/Reporting-Responsibilities/Data-Appeals>
- EMIS Data Review & Verification
 - <http://education.ohio.gov/Topics/Data/EMIS/Reporting-Responsibilities/EMIS-Data-Review-Verification>
- Contact information
 - dataquality@education.ohio.gov
 - (614) 466-7144



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