

# **FY 2012 ODE EMIS MANUAL**

## **Chapter 2: Reporting Student Data**



**Version 1.0**  
June 7, 2012

## **CHAPTER 2 REVISION HISTORY**

The revision history provides a means for the readers to easily navigate to the places in the manual where updates have occurred. Where there has been a significant change or update it will be highlighted. Minor changes, such as typos, formatting, and grammar are not highlighted.

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## 2.1 INTRODUCTION

Chapter 2 of the ODE EMIS Manual provides instructions in relation to reporting student-level data records and elements. Guidance regarding the State Student Identifier (SSID) is also a part of this chapter. All student-level records are submitted to the Ohio Department of Education (ODE) with an SSID. Some examples of how student-level data is used include Average Daily Membership (ADM) for funding purposes, enrollment, attendance, accountability, and other information needed for federal and state reports.

### OVERVIEW OF DATA

The following are general categories of student data covered in Chapter 2 of the ODE EMIS Manual.

- Student Demographic Data (gender, race, etc.)
- Student Standing (student percent of time, attendance days, absences, withdrawal/dropout, etc.)
- Student Attributes both with and without dates
- Special Education Data (disability condition, placement options, special education services, Special Education Record)
- English Language Proficiency Data (identified exited, reclassification, OTELA, etc.)
- Testing (OGT, achievement tests, other assessments)
- Career-Technical Education (CTE) (testing, follow-up)
- Student Course (Local Classroom Code, CTE Concentrator, etc.)
- Programs (programs and services in which the student is participating)
- Discipline (days of discipline, discipline reasons, etc.)
- Gifted (screening, assessment, identification and service, etc.)

### REPORTING RESPONSIBILITY

The following are some general guidelines/rules regarding the reporting responsibility of EMIS reporting entities. EMIS reporting entities include:

- City, local, and exempted village school districts
- Community schools
- Educational Service Centers (ESC)
- Joint Vocational School Districts (JVSD)
- Ohio Department of Youth Services (ODYS)
- Ohio School for the Deaf (OSD)
- Ohio School for the Blind (OSB)
- Stem Districts

Unless specifically noted, reporting is reflective of the student's situation as of the last day of the reporting period. For October, reporting is reflective as of the last day of the period's Count Week. For yearend, reporting is reflective as of the student's last day of school. The student's last day of school is the earlier of the student's withdrawal date or the official last day of school. Specific guidelines and exceptions to the general reporting responsibilities are located in the individual student records sections of Chapter 2. The appendices contain additional reporting information and are referenced throughout Chapters 2, 3, and 4.

#### *City, Local, and Exempted Village School Districts*

One student demographic and all applicable student records are required to be reported by the district for each student enrolled. This includes situations such as non-resident students who are being educated by district employees through arrangements such as open enrollment and superintendent

agreements.

In addition, a student demographic and other applicable student data records, are also required to be reported by the resident city, local, and/or exempted village school district for those students who reside within district boundaries, but are enrolled in another EMIS reporting entity such as JVSDs, DYS, OSB, or OSD.

### ***Juvenile Detention Centers***

In cases where a student is placed in a Juvenile Detention Center (JDC) by the court, both the public school district where the JDC is located and the resident district of the student are responsible to report a Student Demographic and other applicable records to EMIS; however, the public school district in which the JDC is located is responsible for the education of the student. Therefore, the district where the JDC is located is also responsible for reporting all other appropriate student records. The district may provide education to the student either through their own staff or by contracting with another entity, such as an ESC, to provide this service.

In cases where a non-public student is court placed into a JDC, both the resident district and the district in which the JDC is located are responsible for reporting this student. It is possible that once the student is released from the JDC, he/she may not return to the non-public school. Assuming the JDC is not located in the resident district, once the student is released from the JDC educational responsibility returns to the resident district. In this case, the resident district is required to report this student.

### ***Educational Service Centers***

With the exception of preschool student data, Educational Service Centers are not required to report student data. Therefore, ESCs are not to report student data records for non-preschool students receiving and/or participating in programs/services from ESC employees. It is the sending/resident districts responsibility to report the appropriate student-level data records for those students receiving services and/or being educated by an ESC employee.

For funding purposes, ESCs are still required to report student-level data for preschool students they are educating and/or providing services. If the ESC is allocated funds from the Office of Early Learning and School Readiness (formerly the Office of Early Childhood Education) then the ESC is required to report the appropriate student-level records. These funds include allocations for the following preschool programs:

- Preschool Special Education Unit Funds
- Early Childhood Education state funds (formerly State Funded Public Preschool Grant)

Generally, the following student records are required to be reported by the ESC if the ESC is serving preschool students:

- Course (if being reported with a percent of time and receiving more than itinerant services)
- Demographic
- Standing
- Attributes – Effective Date
- Attributes – No Date
- Discipline
- Preschool Assessment
- Preschool ASQ/SE Assessment
- Preschool ECO Assessment
- Program (if applicable)



### ***Community Schools***

Community schools are responsible for reporting the applicable student-level records for students enrolled. These records include the following:

- Course
- CTE Workforce Development Follow-Up
- Demographic
- Standing
- Attributes – Effective Date
- Attributes – No Date
- Discipline
- Gifted
- Kindergarten Readiness Assessment – Literacy
- Ohio Test of English Language Acquisition
- Program
- Special Education
- Testing (Achievement, OGT)

### ***Joint Vocational School Districts***

Joint Vocational School Districts are responsible for reporting the applicable student-level records for those students enrolled in the JVS. These may include but are not limited to:

- Demographic
- Standing
- Attributes – Effective Date
- Attributes – No Date
- Discipline
- Course
- Program
- CTE Workforce Development
- Testing record(s) for students who directly enroll from a non-public school or students that are home schooled.

### ***Contracted Career Technical Programs/Services***

In contracted career-technical situations, the following student records are to be reported by the district which employs the staff providing the career-technical programs/services to the students:

- Demographic
- Standing
- Attributes – Effective Date
- Attributes – No Date
- Program
- Course
- Discipline
- CTE Workforce Development
- Applicable testing record(s)

In addition, the resident city, local, or exempted village school district in which the student attending the JVS or contracted career-technical school resides is also responsible for reporting a Student Demographic and any other applicable student records.

### ***Ohio School for the Deaf and Ohio School for the Blind***

Students enrolled in the Ohio School for the Deaf or the Ohio School for the Blind are to be reported by these entities through EMIS. All applicable student records are to be reported, including, but not limited to,

- Demographic
- Standing
- Attributes – Effective Date
- Attributes – No Date
- Testing
- Discipline
- Program
- Course

In addition, the resident city, local, or exempted school district must also report a Student Demographic and any other applicable student records, for students enrolled in the OSB and/or OSD.

### ***Ohio Department of Youth Services***

The Ohio Department of Youth Services is responsible for reporting Student Demographic and other applicable records for students enrolled in its institutions. In addition, the resident/sending city, local, or exempted village school district of the student must also report Student Demographic, Student Standing, Student Attributes – Effective Date, and Student Attributes – No Date records for students attending DYS. The DYS is responsible for reporting other student records, as applicable.

### ***STEM Districts***

STEM Districts are responsible for reporting the applicable student-level records for students enrolled. These records include the following:

- Course
- Demographic
- Standing
- Attributes – Effective Date
- Attributes – No Date
- Discipline
- Gifted
- Ohio Test of English Language Acquisition
- Program
- Special Education
- Testing (Achievement, OGT)

## 2.2 STATEWIDE STUDENT IDENTIFIER

The Statewide Student Identifier (SSID) is a nine character identification code that is unique to each public school student within the State of Ohio Public Education System.

### PURPOSE OF THE SSID

The SSID 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 SSID with other student-level data (e.g., name, address, social security number). This information is protected by the Family Educational Rights to Privacy Act (20 U.S.C. §1232g; 34 CFR Part 99) and by the Ohio Revised Code for the purpose of maintaining student confidentiality. Failure to follow federal and state statutes will result in penalties as stated therein.

The SSID allows student-level data to be reported via EMIS and facilitates 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. All EMIS records are required to be submitted with the SSID, as it is a mandatory data element.

In order for funding to flow appropriately, it is critical to report the SSID accurately, as records submitted to ODE with invalid SSIDs will not be processed.

Software at the ITC will read the Student Standing Record that is effective as of a specific date for each reporting period (last day of a building's count week for October , Federal Child Count date [usually December 1] for December, and the last day of the school year for Yearend), and replace the EMIS ID with the SSID in every student record.

Additional information about the SSID can be found at the ODE/EMIS website.

### ISSUANCE OF AND ACCESS TO THE SSID

The identification code is to be issued by the approved Application Service Provider (IBM). IBM is contracted by the Ohio Department of Education to maintain the Statewide Student Identifier Database (SSID) System.

Any district responsible for reporting data to EMIS may access the SSID System. Access to the SSID System will only be open to authorized personnel within the district for the purpose of enrolling preschool, 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 SSID is implemented in districts.

Districts should be aware that preschool and/or kindergarten students that are enrolling for the first time in a public district may already have an ssid. If an infant child was served by specific programs administered by the Ohio Department of Health, the Department of Health is authorized to access the ssid system to generate a ssid for the child.

The secure website for the SSID System is <https://www.ohiossid.com>. Districts should contact their ITC to gain access to the secure website.

### DATA ELEMENTS REQUIRED FOR ASSIGNMENT OF SSID

The following nine data elements are all mandatory for assignment of the SSID.

**Legal First Name.** Legal First Name of the student as it appears on the birth certificate, I-95 form, or passport. This is for local use only. ODE does not receive this information.

**Legal Middle Name.** Legal Middle Name of the student as it appears on the birth certificate, I-95 form, or passport. This is for local use only. ODE does not receive this information.

**Legal Last Name.** Legal Last Name of the student as it appears on the birth certificate, I-95 form, or passport. This is for local use only. ODE does not receive this information.

**Date of Birth.** Date of Birth (format: mm/dd/ccyy) as it appears on the birth certificate, I-95 form, or passport.

**Gender.** The gender of the student.

- 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 student at the onset of speech. Valid options are found in Chapter 2, *Native Language Element* on the Student Demographic Record.

**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. Valid options are found in Chapter 2, *Summative Racial/Ethnic Group Element* on the Student Demographic Record.

**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 Name 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. ODE does not receive this data. It is required only to obtain an SSID.

**Admission Reason.** The *Admission Reason Element* has been added as a required field to obtain an SSID for a newly enrolled student for the purposes of validation and also to decrease the assignment of a second or third SSID for the same student. In addition, it will provide information on where new students coming into Ohio public education are coming from.

This element is now required to be submitted to ODE through EMIS, it is required to be submitted to IBM in any batch file for the assignment of an SSID for newly enrolled students. It will also be required on the SSID website, when a district is requesting an SSID for a new student.

This element describes how the student arrived at the district. It answers the question “How did this student arrive at my district?”

Denote the explanation for which a new SSID is being created for a newly enrolled student. The following options are valid.

1. Student Transferred from Home School in Ohio
2. Student transferred from out of state/out of country
3. Student transferred from a nonpublic school in Ohio
4. Student enrolling for the first time in Ohio public school/community school because of age (Preschool/Kindergarten)
5. Not enrolled in an Ohio public district or community school since 2003 for a reason other than listed above
6. Transferred from another Ohio public/community school

7. Not newly enrolled in this school district
9. Student previously enrolled in Early Childhood (Pre-Preschool <3 years of age) program

Records submitted with Reasons 6, 7, or 9 will not be assigned a new SSID, as one should already exist. Districts will receive a message indicating such.

When a ssid is generated by the Ohio Department of Health a new Admission Reason code (8) is used to distinguish that the ssid was generated by the Ohio Department of Health. When districts lookup information in the ssid system they may see this new Admission Reason but they will never report that Admission Reason in EMIS.

## **SSID HELP**

Located on the ODE EMIS website is a frequently asked questions document regarding functionality questions about the SSID. This document may be referenced for assistance regarding the SSID; however, the EMIS coordinators should contact their ITC for assistance regarding SSID issues.

## 2.3 STUDENT-LEVEL RECORDS

Several records are submitted to ODE from ITCs that contain student data. Below is a list of each record and its record indicator as they are submitted from the ITCs to ODE. Data elements on each record are defined in the following sections of Chapter 2.

<b>Record Indicator</b>	<b>Record Name</b>
GI	Student Demographic Record
GJ	Student Demographic – Race Detail Record
FA	Student Assessment Record
FS	Student Standing Record
FD	Student Attributes – Effective Date Record
FN	Student Attributes – No Date Record
GP	Graduation-Only Test Record
FB	Student Acceleration Record
GB	Student Preschool Assessment Record
GO	Kindergarten Readiness Assessment – Literacy Record
GS	Student Preschool ASQ/SE Assessment Record
GM	Student Preschool ECO Assessment Record
GN	Student Course Record
GQ	Student Program Record
GG	Student Gifted Education Record
GD	Student Discipline Record
GV	CTE Workforce Development Completer Follow-Up Record
GE	Student Special Education Record
FE	Student Special Education Graduation Requirement Record
GC	Student Graduate Core Summary Record

### REPORTING STUDENT DATA

Definitions for student data elements are located within this chapter. Within each student record, each data element is organized alphabetically. Valid options for certain data elements are listed and defined accordingly. In addition to valid options and data definitions, data reporting requirements for each data element are discussed in each of the following sections.

### SPECIAL REPORTING SITUATIONS

#### *Autism Scholarship Program*

All students who participate in the Autism Scholarship Program are required to be reported to EMIS by the resident district during the October (K) and Yearend (N) reporting periods. These students are included in the Federal December Child Count. Do not withdraw these students. Do not report the 215xxx - Special Education Service program codes for these students.

The following student records are required to be reported through EMIS for each student participating in the Autism Scholarship Program.

- Student Demographic Record
- Student Standing Record
- Student Attributes – Effective Date Record
- Student Attributes – No Date Record
- Student Program Record
- Student Special Education Record

The following student records are *not* required to be reported through EMIS for each student participating in the Autism Scholarship Program.

- Student Course Record
- Student Gifted Education Record
- Student Discipline Record
- Any Assessment Record

The following table describes how to report key elements for students participating in the Autism Scholarship Program.

**Table 1. Key Data Elements for Autism Scholarship Program Participants**

<b>Data Element</b>	<b>Report for Autism Scholarship Participants</b>
<i>Legal District of Residence Element</i>	Resident District IRN
<i>Effective Date Elements</i>	If first attend ASP program in current school year, close out any open record for the student and open a new record with an Effective Start Date of the first day the student is in the ASP program.
<i>How Received Element</i>	*
<i>How Received IRN</i>	*****
<i>Sent Reason Element</i>	AU
<i>Sent To IRN Element</i>	IRN, if known, of entity providing services to student; otherwise 999999
<i>Student Percent of Time Element</i>	000
<i>Sent To Percent of Time</i>	Indicate the percent of time the student would be receiving instruction if he/she were attending the resident district.
<i>District Relationship Element</i>	3
<i>Attendance Days Elements</i>	<p><b>October (K) Count Week</b> Only report the days that the student actually attended in your district, if any. If the student attended the Autism Scholarship Program every day of Count Week, the district is not required to report any attendance for that time.</p> <p><b>School Year</b> Only report the days that the student actually attended in your district, if any. If the student attended the Autism Scholarship Program for the entire year, the district is not required to report any attendance at yearend.</p>
<i>Disability Condition Element</i>	Usually 12 – Autism, but exceptions exist
<i>Program Code Element</i>	Do not report any 215xxx - Special Education Service Codes

**Autism Scholarship Program Funding.** Initial funding of school age and preschool students participating in the Autism Scholarship Program is noted on the Pass Flow report.

Through an application process, the resident district confirms the residency of the student and indicates if the student has been included in the October Count Week data. This information is then forwarded to ODE. Funding for the program is deducted from the resident district and sent through installments to the parents of the students participating. The parents then make payments to the ODE-approved provider.

### ***Preschool Students Found to be Ineligible for Service***

Preschool students who are not otherwise enrolled in a district who are referred for special education evaluation and are found to be ineligible for special education services are required to have special education events submitted for them. In these cases, the public school district is responsible for reporting special education event records. Resident districts are to enroll these preschool students using the date of the Evaluation Team Report Date (ETR) for the admission, effective start, and effective end dates. The percent of time would be zero and the District Relationship would be 2.

These records are reported by the resident district even if an ESC completed the screening process.

#### **Example 1.**

A preschool student had the following events:

On 3/28/2007	Preschool School Transition conference
On 5/23/2007	Referral Date for Evaluation
On 5/23/2007	Consent Date for Evaluation
On 6/27/2007	Evaluation Team Report Date with an Outcome ID of ETNE not eligible for services.

The resident district would use the date of 6/27/2007 for the admission, effective start, and effective end dates.

Note that a student must be at least age 3 to be reported in the current school year. Ineligible preschool students who are still 2 as of the end of the year must be reported once they turn 3, which could put the admission effective start and effective end dates in the summer. If these dates must be delayed until summer, the district would still use the actual event dates for the Special Ed Event records.

### ***Race/Ethnicity Reporting***

Due to mandated data collection and reporting requirement changes from the United States Department of Education (USDOE), ODE is changing the reporting of race/ethnicity information. Per USDOE requirements, when collecting race/ethnicity information districts must collect this information by using a two part question. The following excerpt is from USDOE:

*Educational institutions and other recipients will be required to collect racial and ethnic data using a two-part question. The first question is whether the respondent is Hispanic/Latino. The second question is whether the respondent is from one or more races using the following five racial groups: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. Respondents will not be offered the choice of selecting a “two or more races” category.*

For more information about the USDOE requirements please go to the following link: <http://www.ed.gov/policy/rschstat/guid/raceethnicity/index.html> . Also the following NCES web page is a good resource: <http://nces.ed.gov/PUBSEARCH/pubsinfo.asp?pubid=2008802>.

To meet the new USDOE reporting requirements, districts must collect additional information for all students that enroll in the district on or after July 1, 2010. Additionally, students that were previously reported by a district but have a change in their district of residence after July 1, 2010 must also have the additional information reported for them. Districts can choose to re-collect the race/ethnicity information from all students and report the results in EMIS; however this is not mandated by ODE.



An element “Hispanic/Latino Element” has been added to the Student Demographic record to report, for a student whose information is recollected, the response to the question “Is the student of Hispanic/Latino heritage?”

The second part of the two-part question will be reported, as appropriate (see the chart below), through the new Student Demographic – Race Detail record. A Student Demographic – Race Detail record is reported for each race the respondent indicates in answering the second part of the two-part question.

The race/ethnic element on the Student Demographic record has been re-named to “Summative Race/Ethnic Group” and will summarize the race/ethnic group of the student.

The following table summarizes how each element is to be reported based on the listed Student Situation.

**Table 2. Race/Ethnicity Coding**

<b>Student Situation</b>	<b>Hispanic/Latino Element Value (GI580)</b>	<b>Summative Race Element Value (GI090)</b>	<b>Race Detail Value (GJ record – one per response)</b>
Information Not Recollected	*	Same as FY10 Yearend – W, B, H, A, I, P, M	No GJ Record Reported
Recollected – Student is of Hispanic/Latino Heritage	Y	H	All Races Chosen from the Following: W, B, A, I, P
Recollected – Student is not of Hispanic/Latino Heritage – only one race being chosen	N	Race Chosen – Only one of the following: W, B, A, I, P	No GJ Record Reported
Recollected – Student is not of Hispanic/Latino Heritage - more than one race being chosen	N	M	All Races Chosen from the Following: W, B, A, I, P

### ***Summer Graduates***

Summer graduates are students who did not meet graduation requirements (either course requirements or test requirements) during their final year in school but do meet graduation requirements during the summer immediately after their final year in school. In order to be considered a summer graduate the student must graduate prior to the start of the next school year.

At least one of each of the following record types are required to be reported during the Graduation (G) reporting period for each student who graduates during the summer following his/her final year in school:

- Student Demographic Record
- Student Attributes – No Date Record
- Student Graduation – Core Summary Record

The *Diploma Date Element* and *Diploma Type Element* should be reported during the Graduation (G) reporting period.

Districts are required to report a Student OGT Testing Record for summer graduates if the student took the OGT over the summer. The summer administration of the Student OGT Testing Record is reported during Graduation (G) reporting period the summer of meeting graduation requirements.

If a student graduates after the last day of the prior school year but before July 1 the withdrawal information can be reported during the Yearend (N) reporting period, however if the withdrawal information is not reported during the Yearend (N) reporting period it must be reported during the following October (K) reporting period.

If the withdrawal information is not reported during the Yearend (N) reporting period, one of each of the following record types are required to be reported during the October (K) reporting period for each student who graduates during the summer following his/her final year in school:

- Student Demographic Record
- Student Standing Record
- Student Attributes – Effective Date Record

The *Effective End Date Element* prior to the first day of the new school year and a Withdrawal Reason of “99” should be reported during the October (K) reporting period.

### ***Court-Placed Student Attending a Community School***

This information applies to a student from district A (the resident district) who is court-placed into a “home” (this includes foster care, group home, Juvenile Detention Center (JDC), or other residential facility; it does not include placement into DYS) located in another district (district B) and then attends a community school. Upon enrollment at the community school, the student should be withdrawn from both the resident district (district A) and the district that the student was court-placed into (district B). If the student withdraws from the community school and enrolls at the district where the student was originally court-placed (district B), both the resident district (district A) and the district where the student was originally placed (district B) should re-enroll the student and report the student as they would for any court-placed student.

### ***Educational Choice Scholarship Pilot Program***

Beginning in FY07, non-special education students who have been granted scholarships and participate under this program are to be withdrawn from the public school using a withdrawal code of “42”.

Students with disabilities participating in this program are to be reported per the instructions for special education students attending a nonpublic school.

Additional information about Ed Choice can be found at the Center for School Finance website.

### ***Special Education Student Attending a Nonpublic School***

A special education student attending a nonpublic school can be placed there either by parental choice or by the district. Please follow the appropriate reporting instructions below depending on how the student was placed in the nonpublic school.

#### **1. Parentally Placed Special Education Student in Nonpublic School**

As a general reporting guideline, the public school district (not including community schools) in which the nonpublic school is located has the responsibility to report special education students who are parentally placed in the nonpublic school. This may or may not be the same district as the resident district of the student. In cases where the nonpublic school is located in

a district other than the student’s resident district, the resident district has no reporting responsibility. The following reporting guidelines should be followed in this case.

- **Public School District Providing Special Education Services**

These students are receiving special education services (on a services plan) from the public district in which the nonpublic school is located. In these cases, the public school district is responsible for reporting Student Demographic, Standing, Attributes – Effective Date, Attributes – No Date, and Program Records.

- **No Special Education Services Provided by Public School District**

These students are eligible to receive services from the public district, but are not being served in this capacity. In this situation, the public district reports these students as an aggregate count on its District General Information – Fall/October Record in the *Un-served Eligible Nonpublic Students with a Disability Element*. In this case, the public school district does not report individual student level records.

**2. District-Placed Special Education Students in Nonpublic School**

As a general reporting guideline, the student’s resident district is responsible for reporting individual student level data for these students. The EMIS records required to be reported by the district for these students are the same records reported for a student educated within the district. Starting in FY09, the percent of time for these students is reported in the Sent To Percent of Time with a Sent Reason of NP and a Sent To IRN of the Nonpublic School (if none exists, report 999999). The regular Student Percent of Time will no longer include the percent of time the student has been placed in the Nonpublic School (therefore reported as zero for a full time placement) and the District Relationship will be reported as 1.

***Special Education Co-Operative Students***

Generally, students who are attending a special education co-operative in a public school district other than their resident district are reported as shown in the table below.

**Table 3. Special Ed Co-Operative Students – General**

	<b>Resident District Reports</b>	<b>Special Education Co-Operative Reports</b>
<b>Elements on Student Standing Record</b>		
<i>Legal District of Residence Element</i>	Resident District IRN	Resident District IRN
<i>How Received Element</i>	*	B
<i>How Received IRN Element</i>	*****	Resident District IRN
<i>Student Percent of Time Element</i>	% of time receiving instruction at resident district	% of time receiving instruction at special ed co-op
<i>District Relationship Element</i>	If above is 0%, report 3; else report 1	1
<i>Sent Reason Element</i>	SE	NA
<i>Sent To IRN Element</i>	District IRN of special ed co-op	*****
<i>Sent To Percent of Time Element</i>	000	000

Sometimes students are “placed” in an institution outside their resident district and attend a Special Education Co-Operative in another district. This includes students who are court-placed, foster placed, or non-court placed such as parentally placed in an institution (how received of “C”, “P”, or “T”). In these cases, the district in which the student is placed is responsible for the student’s education. These students may attend a special education co-operative at a district other than the one in which they were placed. In these situations report the student as shown in the following table.

**Table 3. Special Ed Co-Operative Students – “Placed” in an Institution**

	Resident District Reports	District in Which the Student is Placed Reports	Special Education Co-Operative Reports
<b>Elements on Student Standing Record</b>			
<i>Legal District of Residence Element</i>	Resident district IRN	Resident district IRN	Resident district IRN
<i>How Received Element</i>	*	C, P, or T	B
<i>How Received IRN Element</i>	*****	Resident district IRN	IRN of district in which the student was placed
<i>Student Percent of Time Element</i>	0	0	100%
<i>District Relationship Element</i>	3	3	1
<i>Sent Reason Element</i>	<i>FC, CI, or NI</i>	<i>SE</i>	NA
<i>Sent To IRN Element</i>	IRN of district in which the student was placed	IRN of district of the special education co-operative	*****
<i>Sent To Percent of Time Element</i>	0	0	0

**Building IRN Element**

The *Building IRN Element* is defined below for all student records, unless noted otherwise within the reporting instructions for a particular student record.

 **Building IRN Element**

Record Field Number	**040
Definition	The state assigned six-digit information retrieval number (IRN) of the building.

**Valid Option**

Six-digit IRN                      Valid building IRN within the reporting district

**Reporting Instructions.** Generally, this is the building IRN where the student is enrolled last at the time of reporting. As a general rule, if the district is instructing the student, then a building IRN within the district is to be reported. IRNs can be found in the Ohio Educational Directory.

**City, Local, or Exempted Village School Districts.** If a city, local, or exempted village district is instructing the student, then a building IRN within its district is reported. When the district is not instructing the student, the building IRN where the student would have been enrolled in the district is reported in this field with the following exceptions; in situations in which How Received = “G”, “F”, “I”, “P”, “T”, or “V”, the district IRN can be used as this element’s value.

**Community Schools.** If a student is enrolled in a community school, then the building IRN of the community school that the student is attending should be reported.

**Ohio Department of Youth Services.** ODYS (Ohio Department of Youth Services) reports the building IRN of the particular institution that is providing instructional services to the student.

**Educational Service Centers.** If an ESC is reporting preschool student data, then the IRN of the ESC is reported in the building IRN field.

**Joint Vocational School Districts.** When the JVSD is reporting the building IRN for enrolled students, the building IRN of the Joint Vocational School that the student is attending should be reported.

**State Schools for the Deaf and Blind.** The Ohio State Schools for the Deaf and Blind each report the appropriate building IRN in which the student is enrolled.

**STEM Districts.** If a student is enrolled in a STEM district, then the building IRN of the STEM district that the student is attending should be reported.

**Reporting the Building IRN, as Related to Student Percent of Time.**

- A. If the student percent of time is greater than 0% and the student is being instructed in a building operated/owned by the district, then report the building IRN where the student is instructed.
- B. If the student percent of time is equal to 0%, then report the building where the student would have attended geographically within the district or the district IRN.
- C. If the student percent of time is greater than 0% and the student has a Sent Reason of “CT” (Contract Career-Technical), “JV” (Joint Vocational School District), “ES” (Educational Service Center), or “PS” (Post-Secondary Institution) then report the building IRN where the student receives instruction when attending the district.
- D. If the student percent of time is greater than 0% and the student is being instructed in a building **NOT** operated **OR** leased/rented by the district (e.g., hospital, detention center, nonpublic building), then report the building IRN where the student would have attended.
- E. If the student percent of time is greater than 0% and the student is being instructed in a building that is not operated by the district but is leased/rented by the district, then the report the building IRN where the student would have attended.

**Example 2.**

If an elementary school needs extra classrooms and rents a church across the street, then the building IRN should be the school IRN. The elementary school IRN would be used in all student and staff records (including the “Location IRN” on the Course Master Record).

**Example 3.**

If a district leases a building in a strip mall to house a district-wide elementary program, such as a pull-out program for gifted students, each student is to be assigned to the building he/she would have attended if this special facility did not exist.

## 2.3.1 STUDENT DEMOGRAPHIC RECORD (GI)

### *General Guidelines*

Student demographic data elements are reported by the last building within a district where the student is/was enrolled on the last day of the reporting period (i.e., the Friday of October Count Week for October (K) or the last day of school in the current school year for that student for Yearend (N)).

- If a student is enrolled in two or more buildings on the last day of the snapshot period (i.e., October Count Week) within a district, the demographic data is reported in the building where the student spends the majority of time.
- If a student is enrolled in two or more buildings on the last day of the snapshot period within a district for the exact same amount of time in each, then the district will make the determination as to which building reports the student attendance and absence days.

If a student has been enrolled in more than one district during the snapshot period, each district is responsible for reporting a Student Demographic Record.

### *Student Demographic Data Elements*

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

#### *Date of Birth Element*

Record Field Number	GI070
Definition	The date on which the individual being reported was born.

#### *Valid Options*

YYYYMMDD      Year, Month, Day

**Reporting Instructions.** A birth date of August 11, 2000, is to be reported as 20000811. Date of birth is used by ODE to calculate student age.

#### *EMIS Student ID Number Element*

Record Field Number	GI050
Definition	The locally determined EMIS student ID.

#### *Valid Options*

Nine-digit ID used by the school district

**Reporting Instructions.** The EMIS ID is the district-determined number that is used by districts for student tracking. This number uniquely identifies each student within the district. The school district is responsible for assigning this number. The EMIS student ID number is for local use only and is not submitted to ODE.

Districts should not eliminate this number from their systems with the implementation of the SSID. The SSID is used for EMIS reporting purposes.

### ☀ **Gender Element**

Record Field Number	GI080
Definition	The gender of the individual being reported.

#### **Valid Options**

M Male  
F Female

### ☀ **Hispanic/Latino Element**

Record Field Number	GI580
Definition	Indicates whether the student is of Hispanic/Latino origin.

#### **Valid Options**

Y Yes, the student is Hispanic/Latino  
N No, the student is not Hispanic/Latino  
\* Not Re-Collected

**Reporting Instructions.** Hispanic/Latino means a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

This element must be reported with the ‘Y’ or ‘N’ option if the student enrolled in the district on or after July 1, 2010, or if the student has a change in the district of residence.

The ‘\* - Not Re-Collected’ option should only be used for students that were enrolled in the district prior July 1, 2010 and the district did not re-collect the ethnic/race information for the student.

When the parent or guardian refuses to provide this information, the district shall use observer identification. This designation is required to be communicated to the parent or guardian by the district prior to designation.

### ☀ **Name Elements**

#### **First Name**

Record Field Number	GI330
Definition	The first name of the individual being reported.

#### **Middle Name**

Record Field Number	GI340
Definition	The middle name of the individual being reported.

#### **Last Name**

Record Field Number	GI350
Definition	The last name of the individual being reported.

#### **Valid Options**

30 characters

**Reporting Instructions.** The *Student Name Element* is for local use only. ODE does not receive

this information. Please refer to the SSID instructions with questions about the format of this element.

**☀ Native Language Element**

Record Field Number	GI270
Definition	“Native” or first language of the student. This is often the language spoken at home but should denote the primary language spoken by the student at the onset of speech.

**Valid Options**

ENG	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	Tigrinya
UKR	Ukrainian
VTM	Vietnamese
OTH	Other

**Reporting Instructions.** This element must be reported for all students, unlike GI570 Student Home Language Element. In addition, because of the differences in the definitions and option sets for these two elements, a student could have a different value reported in each element.

**☀ Student Home Language Element**

Record Field Number	GI570
Definition	The main language spoken at home by the student.

**Valid Options**

***	Student is neither LEP nor an Immigrant in current fiscal year- specific home language not reported at this time
QOT	Language not included in option list (other)
AKA	Akan
SQI	Albanian
AMH	Amharic
ARA	Arabic



HYE	Armenian
BAM	Bambara
BAS	Basaa
BEN	Bengali
BOS	Bosnian
BUL	Bulgarian
MYA	Burmese
KHM	Central Khmer
ZHO	Chinese
LOU	Louisiana Creole French
HRV	Croatian
DAN	Danish
DIN	Dinka
ENG	English
EWE	Ewe
FIL	Filipino
FRA	French
FUL	Fulah
KAT	Georgian
DEU	German
ELL	Greek
GUJ	Gujarati
HEB	Hebrew
HIN	Hindi
HMN	Hmong
HUN	Hungarian
IBO	Igbo
IND	Indonesian
ITA	Italian
JPN	Japanese
KSW	Karen
KIK	Kikuyu
KIN	Kinyarwanda
KOR	Korean
KQO	Krahn
KRI	Krio
KUR	Kurdish
LAO	Lao
LIT	Lithuanian
YMM	Maay
MKD	Macedonian
MSA	Malay
MAL	Malayalam
MAN	Mandingo
MAR	Marathi
MON	Mongolian
NAV	Navajo
NYA	Nyanja
ORM	Oromo
PAN	Panjabi
FAS	Persian

POL	Polish
POR	Portuguese
PUS	Pushto
RON	Romanian
RUS	Russian
SRP	Serbian
SNA	Shona
SIN	Sinhala
SOM	Somali
SPA	Spanish
SWH	Swahili
SWE	Swedish
TGL	Tagalog
TAM	Tamil
TEL	Telugu
THA	Thai
TIR	Tigrinya
TSN	Tswana
TUR	Turkish
TWI	Twi
UKR	Ukrainian
URD	Urdu
UZB	Uzbek
VIE	Vietnamese
WOL	Wolof
YOR	Yoruba

**Reporting Instructions.** This element is only required to be reported for students who are reported at any time during the current school year as being Limited English Proficient (FD170 Limited English Proficiency (LEP) Status Element not equal to “N”) or as being an Immigrant (FD200 Immigrant Status Element equal to “Y”). For students who do not meet either of these criteria, the element may be reported with the student’s home language or with “\*\*\*” to indicate that the home language is not being reported.

For most students reported with a value other than “\*\*\*”, the language reported via this element will be the same as the language reported via the GI270 Native Language Element. The option value, however, may change to match the abbreviation used for the language in a national standardized list. For example, in GI270 Native Language Element, Spanish is reported as SPN. In this element, Spanish will be reported as SPA.

For students where the native and home languages are not the same, different values should be reported.

Although the list of valid options for this element is longer than the list for GI270 Native Language Element, there will be a few students whose home language is not represented in the list. For these students, the QOT option may be reported (note that the first letter is a capital “q”, not an “o”), but the percent of students in a district with the QOT option in this element should be much lower than the percent with OTH in GI270 Native Language Element.

The valid options for this element are based on two standards for coding language values (ISO 639-2 and ISO 639-3). The web site [www.ethnologue.com](http://www.ethnologue.com) is a valuable resource for additional information on the languages included in the valid options list. This site also recognizes the same three charac-

ter language codes, so a search on the three character value at this site will return specific information on the language.

### **Summative Racial/Ethnic Group Element**

Record Field Number	GI090
Definition	The summative, based on USDOE requirements, racial/ethnic group of the individual being reported.

#### **Valid Options**

- W White, Non-Hispanic**  
People who have origins in any of the original peoples of Europe, North Africa, or the Middle East.
- B Black or African American(Non-Hispanic)**  
Persons having origins in any of the black racial groups in Africa.
- H Hispanic/Latino**  
Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race. (Valid only when the race/ethnic data was not re-collected or the Hispanic/Latino element is 'Y')
- A Asian**  
Persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- I American Indian or Alaska Native**  
Persons having origins in any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment.
- P Native Hawaiian or Other Pacific Islander**  
Persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- M Multiracial**  
Persons having origins in two or more of the above options. (Valid only when the race/ethnic data was not re-collected or the Hispanic/Latino element is an 'N' and the parent/guardian chose more than one race option)

**Reporting Instructions.** This element will either be the value as reported in FY2010 yearend or will be a derived value based on the Hispanic/Latino element and the information on the Student Demographic – Race Detail records. If the Hispanic/Latino element is reported with a 'Y' then this element must be reported with the 'H – Hispanic/Latino' option; even if other options may apply. If the Hispanic/Latino element is reported with an 'N' then the 'H – Hispanic/Latino' option cannot be reported for this element. If multiple options apply (other than 'H – Hispanic/Latino') this element must be reported with the 'M – Multiracial' option and all applicable options should be reported through the Student Demographic – Race Detail record.

When the parent or guardian refuses to provide their child's racial/ethnic group, the district shall use observer identification. This designation is required to be communicated to the parent or guardian by the district prior to designation.

## 2.3.2 STUDENT DEMOGRAPHIC – RACE DETAIL RECORD (GJ)

### General Guidelines

Part of the new federal requirements for reporting race/ethnicity information is to allow the parent/guardian to designate multiple race groups for the student. The Student Demographic – Race Detail record will allow districts to report each race the parent/guardian indicated in answering the two part question.

At least one Student Demographic – Race Detail record is to be reported when the Hispanic/Latino element on the Student Demographic record is reported with a ‘Y’ or is reported with an ‘N’ and the Summative Race/Ethnic element is reported with an ‘M’. One Student Demographic – Race Detail record is to be reported for every race that has been indicated.

If ‘\* - Not Re-Collected’ is reported for the Hispanic/Latino element this record would not be reported. Additionally, if the Hispanic/Latino element is reported with an ‘N’ and the Summative Race/Ethnic element is reported with a ‘W’, ‘B’, ‘A’, ‘I’, or ‘P’ this record should not be reported.

### Student Demographic – Race Detail Data Elements

The following portion of this section discusses each of the data elements within the Student Demographic – Race Detail Record. The elements are organized alphabetically.

#### **EMIS Student ID Number Element**

Record Field Number	GJ050
Definition	The locally determined EMIS student ID.

#### **Valid Options**

Nine-digit ID used by the school district

**Reporting Instructions.** The EMIS ID is the district-determined number that is used by districts for student tracking. This number uniquely identifies each student within the district. The school district is responsible for assigning this number. The EMIS student ID number is for local use only and is not submitted to ODE.

Districts should not eliminate this number from their systems with the implementation of the SSID. The SSID is used for EMIS reporting purposes.

#### **Racial Group Element**

Record Field Number	GJ060
Definition	A racial group of the individual being reported.

#### **Valid Options**

- W **White**  
People who have origins in any of the original peoples of Europe, North Africa, or the Middle East.
- B **Black or African American**  
Persons having origins in any of the black racial groups in Africa.
- A **Asian**  
Persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This area includes, for exam-

ple, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**I American Indian or Alaska Native**

Persons having origins in any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment.

**P Native Hawaiian or Other Pacific Islander**

Persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**Reporting Instructions.** When the parent or guardian refuses to provide their child’s racial group, the district shall use observer identification. This designation is required to be communicated to the parent or guardian by the district prior to designation.

## 2.3.3 STUDENT STANDING RECORD (FS)

### *General Guidelines*

The Student Standing data elements describe the standing of a student within the district reporting that student. This record also describes situations in which the reporting district receives a student from another district and/or in which the reporting district sends a student to another district.

Student Standing records are reported by a district

- if the student was enrolled in the district,
- if the student received services from the district, or
- if the district had a fiscal or other reporting responsibility for the student.

In the October (K) and Yearend (N) reporting periods, a district will submit one or more records describing its relationship to a student. A single record will be reported for a student if that student's relationship to the district is unchanged throughout the time frame of the reporting period. If the relationship of a student to the district changes, the original record must be "closed" and a new record "opened," resulting in more than one record submitted for the student during the reporting period.

The data that comes to ODE in each record should reflect element values that are true for the student during the time frame between the Effective Start Date and the Effective End Date, inclusive, of the Student Standing record. These data should not extend into future potential changes to the student's standing. No element in the record should contain projected values.

### *Open Versus Closed Records*

The terms "open" and "closed" records will be used in relation to this record and to the Student Attributes – Effective Date record to indicate whether or not the element values in a given record are currently in effect.

A record that is open will reflect the student's relationship and status with the reporting district as it exists at the end of a reporting window; all values in the record are currently in effect. A student can have only one open record per type being reported in a single reporting period.

A record that is closed will reflect a student's prior relationship with the reporting district and no longer defines the status of the student at the end of the reporting window; not all values in the record are currently in effect. There may be any number of closed records for a single student in a single reporting period. If a record is closed for any reason other than the withdrawal of the student, there must be a new open record.

If a record is closed by entering an Effective End Date, it may still be corrected after that date as long as ODE is still accepting data for the reporting period. A correction to a record does not trigger the closing of the current record and the opening of a new record as long as the corrected element value is changed to the true value of the student as of the Effective Start Date on the record.

### *Changes of Values in New Records*

When there is a real change in the student's standing within the reporting district, the change will trigger closing the existing record and opening a new record.

For example, if a student moves from one building in a school district to another, the Attending Building IRN of the Student Standing Record must be changed. The existing record would be closed by entering an Effective End Date. The district must calculate the School Year Attendance Days, School Year Excused Absence Days, and School Year Unexcused Absence Days for the time frame of the record.

All of the other elements in the original record will be kept the same. A new Student Standing Record must be opened and must contain the new Attending Building IRN. A new Effective Start Date must be entered for this record and the *Effective End Date*, *School Year Attendance Days*, *School Year Excused Absence Days*, and *School Year Unexcused Absence Days Elements* will be filled with zeros on the new record. Unless the move to a new building triggers some other change, other elements will contain the same values as those on the closed record.

As is evident in this example, changes to some data elements will necessitate closing the current Student Standing Record and opening a new one that defines the new relationship of the student to the reporting district.

A change to any of the following elements requires the closing of the current open record:

- *Admission Date Element*
- *Admission Reason Element*
- *Assigned Building Area IRN Element*
- *Attending Building IRN Element*
- *District Relationship Element*
- *How Received Element*
- *How Received IRN Element*
- *Legal District of Residence Element*
- *Percent of Time Element*
- *Sent Reason Element*
- *Sent to IRN Element*
- *Sent to Percent of Time Element*
- *State Student ID Element*
- *Tuition Type Element*
- *Withdraw Reason Element*

The closing of the current record requires entering appropriate values for

- *Effective End Date Element*
- If the record applies to a student whose attendance must be recorded:
  - *School Year Attendance Days Element*
  - *School Year Excused Absence Days Element*
  - *School Year Unexcused Absence Days Element*, and
- If the Effective End Date occurs during the count week of the student's Attending Building and attendance is required for the student, attendance for the days in the count week up to and including the day of the Effective End Date must be reported.

For a change in any of the above elements, except Withdraw Reason, a new record must be opened for the student. The opening of the new record requires:

- An Effective Start Date one calendar day after the closed record's Effective End Date,
- Zero values in all attendance related elements, to be updated later as appropriate,
- New value(s) in the element(s) that changed as of the Effective Start Date,
- The same values as the closed record for all other elements that continue to reflect the student's standing within the district.

In general, ODE prefers that each Student Standing or Student Attributes – Effective Date Record reflect at least one change in value beyond effective dates and attendance days between each submitted record. However, due to the challenges of maintaining this data and the impact of corrections to incorrect

data, ODE will accept data rows without changing data as long as there is no overlap in the Effective Date ranges and the attendance days are accurate on each record. In other words, if a change in a specific element triggers the closing of a current record and the opening of a new record with contiguous dates, and it is later discovered that the change in value for the specific element was incorrect, the initial record may still be reported to ODE as closed and the new open record reported with the same value as the closed record.

### ***Time Frames***

Any district that has a relationship with the student during a time frame within the current school year must report:

- In October (K): one or more records for
  - students who were enrolled one or more days from the day after the last day of the prior school year to the last day of the October count week of the building the student is attending,
  - students who withdrew or graduated during the summer,
  - school age students who have enrolled after the district's October Count Week and have been identified with a disability condition as of December 1 (needed for Federal Child Count of students with disabilities), and
  - students in preschool as of December 1.

The district has the option to submit additional records reflecting the student's standing from the day after October count week (or December 1 per above) through the end of the October reporting period. If a district reported student withdrawals that occurred after the last day of school through June 30th during the Yearend (N) reporting period these students would not need to be reported during the October reporting period. During the October reporting period the district would report any withdrawal that occurred after the last day of school that had not been reported during the prior Yearend reporting period.

- Yearend (N): one or more records for students who were enrolled one or more days from the first day of school for the building the student was attending through the last day of school. The district has the option to submit additional records reflecting the student's standing through the end of June.

If a student is enrolled in more than one district, each district is responsible for reporting a Student Standing Record.

If a student is concurrently enrolled in more than one building of a district during the reporting period, the following criteria should be used.

- If a student is enrolled in two or more buildings between the Effective Start Date and Effective End Date, inclusive, within a district, the Student Standing data is reported in the building where the student spends the majority of time.
- If a student is enrolled in two or more buildings between the Effective Start Date and Effective End Date, inclusive, within a district for the exact same amount of time in each, then the district will make the determination as to which building reports the student attendance and absence days.

### ***Definitions of Terms Related to Attendance***

***Enrolled Students.*** An enrolled student is defined in Division C of § 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 students with disabilities currently receive-



ing home instruction.

**Expelled Students.** “Students who are expelled and not receiving instructional services are to be withdrawn from the district during the term of the expulsion” (OAC 3301-18-01 (K)). 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 ends and the student returns to the district. When the expulsion period ends the *Admission Date* and *Admission Reason Element* are to be updated.

**Instructional Services.** Instructional services for students who are expelled and/or suspended, per OAC 3301-18-01 (C), include “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”.

**Calamity Days.** Students should not be reported in attendance or absent when there is a calamity day, i.e., snow day, utility failure, flu epidemic. Days-in-session do not include calamity days. When a district is using the option of adding time to the school day to make up calamity days in excess of 10, the additional time is considered a part of that school day and partial day absences should be in proportion to the entire day.

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

**October (K) Reporting.** During October reporting, October Count Week days of attendance and absences are reported by the building(s) the student attended during the districts October Count Week. The student attendance reported in October is used to calculate the average daily membership (ADM) used in the calculation for district funding in October.

**Yearend (N) Reporting.** During Yearend (N) reporting, the students’ total attendance/absence for the entire school year is reported. A student may attend multiple buildings within a district during a reporting period.

**Combined Attendance – October.** During the October (K) reporting period, the resident district includes the attendance for school-age students receiving services from a staff person employed by an ESC.

Students attending a JVSD part time are to be reported by both the JVSD and the resident school district. The school district reports the time spent at the school district only, and the JVSD reports the time spent at the JVSD only.

**Example 4.**

**October Attendance – JVSD**

If a student spends half of his/her day at the JVSD the maximum days of absence and attendance that the JVSD can report for any given day would be .5.

For October only, preschool students attending both an ESC and their resident school district are to be reported by both entities. The ESC reports the time spent at the ESC only and the school district reports the time spent at the school district only.

**Combined Attendance – Yearend.** During the Yearend (N) reporting period, the sending district

should report combined attendance for all students with one of the following options in the Sent Reason Element:

- “PS” Post-Secondary Institutions (Students attending a Post-Secondary Institution can be reported as 100% attendance for the percent of time they are at the Post-Secondary Institution)
- “MR” MR/DD that Student Attends
- “PI” Proprietary Institution Program Placement
- “NP” Non-public school placement at district expense.

During the Yearend (N) reporting period, the sending district includes the attendance for non-preschool students receiving services from a staff person employed by an ESC. These students are only reported at the sending district.

Contract Career-Technical Vocational and/or JVSDs report attendance for the time spent at the Contract Career-Technical Vocational Center and/or the JVSD.

**Example 5.**

**Combined Attendance - Yearend**  
 If a student attends a JVSD part time and the resident district part time, the resident district includes the student attendance for the time educated at the resident district. The JVSD includes student attendance for the time educated at the JVSD.

***Student Standing Data Elements***

The following portion of this section discusses each of the data elements within the Student Standing Record. The elements are organized logically, listing related elements together.



***Elements Added to Record***

- *Admitted From IRN Element*
- *Withdrawn To IRN Element*

***Admission Date Element***

Record Field Number	FS070
Definition	The date of the student’s first day of attendance for the most recent entry or re-entry into the school district.

***Valid Options***

YYYYMMDD      Year, Month, Day

***Reporting Instructions.*** If the entry/re-entry occurred during a prior school year and the exact date is unavailable, report the first day of school for that school year. If the entry/re-entry is during the current year, the Admission Date is an attendance day for the student and must occur on a date in the building’s current school year calendar.

The Admission Date cannot be on a day in the school’s calendar unless the student begins attendance on that day. The admission date may reflect a day prior to the first day the student actually attended if there are no scheduled days in session for the building between the date reported in the *Admission Date Element* and the day the student actually attended. For students who were enrolled in the district as of the end of the FY08 school year, the district should continue to report the admission date as it is currently being reported.

**Example 6.****Admission Date**

A student moves into the district and registers for school on Monday, September 15; the student is scheduled to start classes on Tuesday of the same week. The student's family decides to keep the student home a couple more days to help unpack. The student does not start attending school until Thursday, September 18. The admission date for the student would be Thursday, September 18. If the original record was sent to ODE with a September 16 date, the district must update the Student Standing Record without closing the record and opening a new one. The September 16 date was in error and should not be reported to ODE as the Admission Date on any record.

**Example 7.****Admission Date**

A student moves into the district over the summer and registers for school on June 22. The first day of the school year is August 26 and the student attends school on that day. The admission date can be June 22, August 26, or any date between these two dates as all dates between June 22 and August 26 are not days in session.

An admission date of August 1, 2008, is to be reported as 20080801.

If a student withdraws and returns to the district, an Admission Date is changed and the current student record should be closed. A new Student Standing Record must be opened and must contain the new date. If an error is found for an Admission Date, the date may be corrected without closing the record and opening a new one as long as all other rules regarding the Admission Date are followed.

### **Admission Reason Element**

Record Field Number	FS080
Definition	Describes how the student arrived at the district.

**Valid Options**

- 1 Student Transferred from Home School in Ohio
- 2 Student transferred from out of state/out of country
- 3 Student transferred from a nonpublic school in Ohio
- 4 Student enrolling for the first time in Ohio public school/community school because of age (Preschool/Kindergarten)
- 5 Not enrolled in an Ohio public district or community school since 2003 for a reason other than listed above
- 6 Transferred from another Ohio public/community school
- 7 Not newly enrolled in this school district
- 8 Early Childhood (Pre-Preschool <3 years of age- only used by Dept. of Health)
- 9 Student previously enrolled in Early Childhood (Pre-Preschool <3 years of age) program

**Reporting Instructions.** The *Admission Reason Element* must be reported for every reporting period that students are reported . Once entered, the *Admission Reason Element* remains the same for the entire duration of the student's enrollment within the district.

Option 8 will only be used by the Ohio Department of Health (ODH) at this time. Students who are issued an SSID through participation in an ODH program would be reported with option 9 when reported in EMIS (instead of 4) so a new SSID will not be issued.

If an Admission Reason is changed that is not simply a data entry error, the current student record should be closed. A new Student Standing Record must be opened and must contain the new Admission Reason value.



### **Admitted From IRN Element**

Record Field Number	FS350
Definition	The prior city, local, exempted village school district, community school, ESC, STEM District or nonpublic school where the student was enrolled.

#### **Valid Options**

*****	Default
Six-digit code	Valid district or nonpublic school IRN
999999	Entity that does not have an IRN

**Reporting Instructions.** This element will be reported with a non-default value (a value other than “\*\*\*\*\*”) only when the Admission Reason element is reported with a value of ‘3’, ‘6’ or ‘7’ and the Admission Date is on or after the first day of school. If the IRN is unknown, the default value may be reported. Report the IRN of the district, community school, ESC, STEM district or nonpublic school from which the student transferred. For an Admission Reason of ‘7’, this could be the reporting entity’s own IRN. ESCs and JVSDs should always report the default (“\*\*\*\*\*”) for this element.

If the student is enrolling from a nonpublic school that does not have a valid IRN, report 999999.

This element should be reported with the IRN of the last Ohio public district or nonpublic school that the student was enrolled in, if that enrollment happened during the current school year or the previous school year. If the student did not attend an Ohio public school district or nonpublic school during the current school year or the previous school year, report either the IRN of last enrollment or 999999.

### **Assigned Building Area IRN Element**

Record Field Number	FS170
Definition	The IRN of the building the student would normally attend according to the standard district attendance policy

#### **Valid Options**

Six-digit IRN	Valid building IRN within the reporting district
*****	Default

**Reporting Instructions.** This element will be reported with a non-default value (a value other than “\*\*\*\*\*”) only if it is different from the Attending Building IRN. This IRN is the IRN of the building that the student would normally attend according to district policy, i.e., attendance area. It would be used when the student, for some reason, is attending the building of the Attending Building IRN instead of the building to which the student would have been assigned.

If the Assigned Building Area IRN is changed, the current student record should be closed. A new Student Standing record must be opened and must contain the new IRN.

## ***Attendance Days***

***General Information.*** Attendance counts are required to be submitted by any district in which the student had even a single day of enrollment. The time frames vary in each reporting period.

There are six elements of the Student Standing Record that count the number of days of attendance or absence. There is a set of attendance, excused, and unexcused elements to be used specifically for October count week and for the period of time in which the standing of the student on the submitted record is in effect:

- October Count Week elements are to be used if the student was enrolled one or more days in the district during its October count week.
- School Year Attendance Days, Excused Absence Days, and Unexcused Absence Days are to be used for an enrolled student:
  - whenever a record is closed
  - at year end

Reporting School Year Attendance Days, School Year Excused Absence Days, and School Year Unexcused Absence Days:

- For yearend reporting, counts should be included on all records, open and closed, that are submitted for enrolled students. The first day counted should be the Effective Start Date of a record or the first school day of the building in which the student is enrolled, whichever comes later. The last day counted should be the last day of school for the building in which the student is enrolled. The total number of days for all of the records, when added together, should equal the number of days that the student was enrolled in the reporting district during the entire school year.
- For any other reporting cycle, the School Year Attendance Days should be calculated for closed records only and should reflect the time in which the elements in the record were in effect. They should encompass the span of time between, inclusively, the Effective Start Date and the Effective End Date. If the Effective Start Date is before the first day of school, the first day of school for the building in which the student is enrolled should be the first day counted.

***Reporting Attendance Days in October.*** If the student's enrollment includes any days from the first through the last day of the district's count week, the district should report the record with the October Count Week Attendance Days, October Count Week Excused Absence Days, and October Count Week Unexcused Absence Days. The district should not report School Year elements unless the record is closed.

If the student's enrollment is prior to and does not include the first or any subsequent days of the district's October count week, the district should report the record with an Effective End Date before the first day of the district's October count week and include all of the School Year days within the current school year's first day of school and Effective End Date range. There would be no values in the October Count Week days.

If the student's enrollment includes the first day of the district's October count week but terminates before the last day of the district's October count week, the district should report the record with an appropriate Effective End Date and include all of the School Year Attendance Days, School Year Excused Absence Days, and School Year Unexcused Absence Days within the current school year's first day of school (or the Effective Start Date if later) and Effective End Date range. It should also include the October Count Week Attendance Days, October Count Week Excused Absence Days, and October Count

Week Unexcused Absence Days for the duration of the time the student was in the district during the October count week.

If Sent Reason = “PS” or “NP”, the record should include October Count Week attendance, excused and unexcused absence days if the Student Standing record overlaps the Attending Building’s count week. If the Sent Reason = “AU” or “MR”, October Count Week days should be zero.

**Example 8.**

A student stays within the district and attends South Elementary School through the first semester, not changing the relationship with the district in any way during this time. South Elementary School’s count week is October 1 through October 5. The first day of the school year for South Elementary is August 20. The record would contain:

<b>Element Name</b>	<b>Value</b>
<i>Effective Start Date Element</i>	20080820
<i>Effective End Date Element</i>	00000000
<i>School Year Attendance Days Element</i>	000.00
<i>School Year Excused Absence Element</i>	000.00
<i>School Year Unexcused Absence Element</i>	000.00
<i>Attending Building IRN Element</i>	IRN of South Elementary School
<i>October Count Week Attendance Days Element</i>	actual number of days
<i>October Count Week Excused Absence Days Element</i>	actual number of days
<i>October Count Week Unexcused Absence Days Element</i>	actual number of days

Appropriate values should be used in all other elements on the record.

**Example 9.**

This is a student who started the school year at the same school, is enrolled through September 21, and then moves out of the district. The record would contain:

<b>Element Name</b>	<b>Value</b>
<i>Effective Start Date Element</i>	20080820
<i>Effective End Date Element</i>	20080921
<i>School Year Attendance Days Element</i>	actual number of days
<i>School Year Excused Absence Element</i>	actual number of days
<i>School Year Unexcused absence Element</i>	actual number of days
<i>Attending Building IRN Element</i>	IRN of South Elementary School
<i>October Count Week Attendance Days Element</i>	0.00
<i>October Count Week Excused Absence Days Element</i>	0.00
<i>October Count Week Unexcused Absence Days Element</i>	0.00
<i>Withdraw Reason Element</i>	41

**Example 10.**

The same student attends school at South Elementary School since the first day of the school year, but the student switches to North Elementary on October 2. In this case, both a closed and an open record must be submitted.

The closed record would contain:

<b>Element Name</b>	<b>Value</b>
<i>Effective Start Date Element</i>	20080820
<i>Effective End Date Element</i>	20081001 (last day at South)
<i>School Year Attendance Days Element</i>	actual number of days
<i>School Year Excused Absence Element</i>	actual number of days
<i>School Year Unexcused absence Element</i>	actual number of days
<i>Attending Building IRN Element</i>	IRN of South Elementary School
<i>October Count Week Attendance Days Element</i>	actual number of days at South
<i>October Count Week Excused Absence Days Element</i>	actual number of days at South
<i>October Count Week Unexcused Absence Days Element</i>	actual number of days at South

The student remains at North Elementary for the rest of count week, so the open record would contain:

<b>Element Name</b>	<b>Value</b>
<i>Effective Start Date Element</i>	20081002 (first day at North)
<i>Effective End Date Element</i>	00000000
<i>School Year Attendance Days Element</i>	000.00
<i>School Year Excused Absence Element</i>	000.00
<i>School Year Unexcused Absence Element</i>	000.00
<i>Attending Bldg IRN Element</i>	IRN of North Elementary School
<i>October Count Week Attendance Days Element</i>	actual number of days at North
<i>October Count Week Excused Absence Days Element</i>	actual number of days at North
<i>October Count Week Unexcused Absence Days Element</i>	actual number of days at North

**Reporting Attendance Days at Yearend**

For yearend, every student with whom the district had a relationship during any day from the first day of the current school year to the last day of the current school year must report one or more records with the School Year Attendance Days, School Year Excused Absence Days, and School Year Unexcused Absence Days.

If the student's relationship with the district is unchanged from the first day of the school year to the last day of the school year, only one record will be reported.

If the student will continue the same relationship with the district the following school year, the Effective End Date should not be entered. The attendance calculation should include days through the last day of school for the building the student was attending.

If Sent Reason = “PS” or “NP” or “MR”, the record should include School Year attendance, excused and unexcused absence days for the duration of time that the record was effective. If the Sent Reason = “AU”, the School Year days for the duration of time that the record was effective should be zero.

**Example 11.**

Using the situation of the first example for October, assuming this student is expected back in the district next year, this record at yearend would contain

<b>Element Name</b>	<b>Value</b>
<i>Effective Start Date Element</i>	20080820
<i>Effective End Date Element</i>	00000000
<i>School Year Attendance Days Element</i>	actual number of days
<i>School Year Excused Absence Element</i>	actual number of days
<i>School Year Unexcused Absence Element</i>	actual number of days
<i>Attending Building IRN Element</i>	IRN of South Elementary School

Appropriate values should be used in all other elements on the record.

If the parent has already notified the district that the student is transferring to a district outside of Ohio after the last day of school, the record would look slightly different. The last day of school for South Elementary is June 6, 2009.

<b>Element Name</b>	<b>Value</b>
<i>Effective Start Date Element</i>	20080820
<i>Effective End Date Element</i>	20090606
<i>School Year Attendance Days Element</i>	Actual number of days
<i>School Year Excused Absence Element</i>	Actual number of days
<i>School Year Unexcused Absence Element</i>	Actual number of days
<i>Attending Building IRN Element</i>	IRN of South Elementary School
<i>Withdraw Reason Element</i>	40

***Determination of Attendance Days***

Determination of any attendance day is based upon the following factors:

1. Attendance days shall include in-school suspensions, school-sponsored field trips, and the number of days a student received instructional services from the school district while expelled or while serving an out-of-school suspension.
2. Pupils absent due to personal illness, legal excuse, religious holiday, illness in the home, truancy, or any other reason should not be counted as in attendance.
3. 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 after the date of such withdrawal.
4. To have a day counted as an attendance day, a student must be enrolled and in attendance that day or be on expulsion or suspension status and receiving instructional services from the school district.



- The daily attendance for a student attending school less than full time, such as half-day kindergarten or preschool, may not exceed that portion of the day in which he/she is scheduled to attend. Fractional days (to two decimal places) are permitted. This includes students receiving instructional services for less than full time while expelled or during an out-of-school suspension. This does not include students with a sent to percent of time that requires attendance to be reported. For example, if a student's percent of time is 50% and sent to percent of time is 50% sent to PSEO, then the student would be considered, in total, full time for attendance reporting.

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

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.

Fractional days, up to two decimal places, may be reported.

There are a number of different schedules under which preschool programs (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.

**Example 12.**

**Reporting School-Age Students in Yearend**

If the student percent of time is 20% and the student is enrolled in the district for 180 days, then the aggregate attendance and absence days would be equal to 36 ( $20\% * 180 = 36$ ). The sum of the student attendance and absence days could not exceed 36 for the year as reported during the Yearend (N) reporting period. If the student percent of time is 50% and the student is enrolled in the district for 180 days, the aggregate attendance and absence days would be equal to 90.

**Example 13.**

**Reporting Preschool Attendance in Yearend (N) Reporting**

If the student percent of time is 100%, then the sum of attendance and absence days would be as follows.

Number of days in operation	Sum of attendance and absence days
4 full days per week	144
5 full days per week	180

**Example 14.**

**Reporting Preschool Attendance in Yearend (N) Reporting**

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.

Number of days in operation	Sum of attendance and absence days
4 half days per week	72
5 half days per week	90

**Example 15.****Reporting Preschool Attendance at Yearend (N) Reporting**

If the student percent of time is 50% and the student is only receiving itinerant preschool special education services (not enrolled in a center-based special education or other preschool program), then the student will have an aggregate absence and attendance for the year as follows.

Number of days in operation	Sum of attendance and absence days
Itinerant services	36

**Excused Absence Days**

**General Information.** These days are recorded in the October Count Week Excused Absence Days or School Year Excused Absence Days depending on the reporting period and the context of the time frame of the record being submitted.

No student 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 have been in attendance.

Any student permanently withdrawn from school shall not be counted as absent 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 that he/she 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 (two decimal places). When a district is using the option of adding time to the school day to make up calamity days in excess of 10, the additional time is considered a part of that school day and partial day absences should be in proportion to the entire day.

An excuse for absence from school may be approved on the basis of any one or more of the following conditions (Rule 3301-69-02 (3301-51-13 rescinded effective 9/23/06) of the Ohio Administrative Code):

- a. **Personal illness.**  
The approving authority may require the certificate of a physician if he/she deems it advisable.
- b. **Illness in the family.**  
The approving authority may require a written statement from a physician and an explanation as to why the child's absence was necessary.
- c. **Quarantine of the home.**  
The absence of a child from school under this condition is limited to the length of quarantine as fixed by the proper health officials.
- d. **Death of a relative.**  
The absence arising from this condition is limited to a period of three days unless a reasonable cause may be shown by the applicant child for a longer absence.
- e. **Medical or dental appointment.**  
The approving authority may require a written statement from a physician or dentist and an explanation as to why the child's absence was necessary.
- f. **Observance of religious holidays.**  
Any child of any religious faith shall be excused if his absence was for the purpose of observing a religious holiday consistent with his truly held religious beliefs.
- g. **Emergency or other set of circumstances.**  
Circumstances which in the judgment of the superintendent of schools constitutes a good and sufficient cause for absence from school.
- h. **College visitation.**

The approving authority may require verification of the date and time of the visit by the college, university, or technical college.

**☀ October Count Week Attendance Days Element**

Record Field Number	FS260
Definition	The actual number of days a student is in attendance during October Count Week and between the effective dates on the record, inclusive.

**Valid Options**

- 0.01 – 5.00
- 0.00 Default

**Reporting Instructions.** Definitions and reporting instructions for School Year Attendance Days apply to the October Count Week Attendance Days. If there is no significant change in a student’s data in the Student Standing Record, this is the actual number of days the student was in attendance during October count week.

If there is a significant change in a student’s data and a new record is begun, the original record will count the days beginning with the first day of count week and will include the Effective End Date. If the significant change is not the withdrawal of the student from the district, the newly opened record will count the days from the Effective Start Date of the new record to the last day of the district’s count week.

**Example 16.**

<p><b>Reporting School-Age Students in October</b></p> <ul style="list-style-type: none"> <li>• If the student percent of time is 20%, then the student would have an aggregate of attendance and absence days for the week equal to one day.</li> <li>• If the student percent of time is 50%, then the student would have an aggregate of attendance and absence days for the week equal two and half (2.5) days.</li> </ul>
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**Example 17.**

<p><b>Preschool Student Attendance - October Reporting</b></p> <p>If the preschool student percent of time is 100%, then the student has an aggregate attendance and absence for the week dependent upon the days that the program is operated. See Reporting Kindergarten Percent of Time Table.</p>
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**Table 4. Preschool Student Percent of Time 100%**

Number of days in operation	Sum of attendance and absence days
4 full days per week (5 hrs per day or more)	4.0
5 full days per week (5 hrs per day or more)	5.0

If the student percent of time is 50% and the student is in a center-based preschool (regular or special education) program, the student will have an aggregate absence and attendance and for the week dependent upon the days that the program is operated.

**Table 5. Preschool Student Percent of Time 50% (Center-Based Program)**

Number of days in operation	Sum of attendance and absence days
4 half days per week	2.0
5 half days per week	2.5

If the student percent of time is 50% and the student is only receiving itinerant preschool special education services (not enrolled in a center-based special education, or other preschool program), then the student will have an aggregate and absence attendance for the week as follows.

**Table 6. Preschool Student Percent of Time 50% (Itinerant Only)**

Number days in operation	Sum of attendance and absence days
Itinerant services of at least 1 hour per week	At least 1.0

### **October Count Week Excused Absence Days Element**

Record Field Number	FS270
Definition	The number of days the enrolled student was absent for excused reasons in the district during October Count Week and between the effective dates on the record, inclusive.

#### **Valid Options**

0.01 – 5.00

0.00 Default

**Reporting Instructions.** If there is no significant change in a student’s data in the Student Standing Record, this is the actual number of excused absence days during October count week.

If there is a significant change in a student’s data and a new record is begun, the original record will count the excused absence days beginning with the first day of count week and including the Effective End Date. Unless the significant change is the withdrawal of the student from the reporting district, the newly opened record will count the excused absence days from the Effective Start Date of the new record to the last day of the district’s count week.

### **October Count Week Unexcused Absence Days Element**

Record Field Number	FS280
Definition	The number of days the student was absent in the district during October Count Week and between the effective dates on the record, inclusive, for any reasons not listed as excused, including truancy.

#### **Valid Options**

0.01 – 5.00

0.00 Default

**Reporting Instructions.** If there is no significant change in a student’s data in the Student Standing Record, this is the actual number of unexcused absence days during October count week.

If there is a significant change in a student’s data and a new record is begun (i.e., the student did not withdraw from the reporting district), the original record will count the unexcused absence days beginning with the first day of count week through the Effective End Date. The newly opened record will count the unexcused absence days from the Effective Start Date of the new record to the last day of the district’s count week.

### **School Year Attendance Days Element**

Record Field Number	FS320
Definition	The actual number of days a student is in attendance during the current

	school year and between the effective dates on the record, inclusive.
--	---

**Valid Options**

000.01 – 366.00  
 000.00 default

**Reporting Instructions.** An attendance 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 in attendance (i.e., make-up), then the attendance does not count. An attendance day should be counted when all students must be in attendance on the day in question. If there is a day on which only certain students are required to be in attendance (e.g., make-up), that day should not be included in the count.

School Year Attendance Days for a student are defined as the actual number of days the student was in attendance in the district OAC 3301-18-01(G)(1-5) during the time span of the record being submitted. At yearend, these days must encompass the first and last days of the student’s enrollment at the district in the current school year. If there has been no change in the student’s standing within the district during that time, this number will be counted on a single record and include the first and last day of school.

If there were changes to the student’s standing in the same district during the year, there will be two or more records during the reporting period. When a record closes, School Year Attendance Days shall be the count of the student’s days of attendance from the Effective Start Date to the Effective End Date, inclusive, of that specific record.

 **School Year Excused Absence Days Element**


Record Field Number	FS330
Definition	The number of days the enrolled student was absent for excused reasons in the district for the current school year and between the effective dates on the record, inclusive.

**Valid Options**

000.01 – 366.00  
 000.00 Default

**Reporting Instructions.** At year-end, these days must encompass the first and last days of the student’s enrollment at the district in the current school year.

If there has been no change in the student’s standing within the district during that time, this number will be counted on a single open record. If changes have occurred, days will be split between one or more closed records and one open record, assuming the student is still enrolled at the end of the school year.

 **School Year Unexcused Absence Days Element**

Record Field Number	FS340
Definition	The number of days the student was absent in the district during the current school year and between the effective dates on the record, inclusive, for any reasons not listed as excused, including truancy.

**Valid Options**

000.01 – 366.00  
000.00 Default

**Reporting Instructions.** At year-end, these days must encompass the first and last days of the student’s enrollment at the district during the current school year.

If there has been no change in the student’s standing within the district during that time, this number will be counted on a single open record. If changes have occurred, days will be split between one or more closed records and one open record, assuming the student is still enrolled at the end of the school year.

☀ **Attending Building IRN Element**

Record Field Number	FS160
Definition	The IRN of the building within the district that the student attends between the effective dates, inclusive, of the record being reported.

**Valid Options**

Six-digit IRN      Valid building IRN within the reporting district

**Reporting Instructions.** The Attending Building IRN should be that of a building within the hierarchy of the reporting district. It should be the building in which the student was enrolled during the duration of the record being reported. Any exceptions to this rule are explained earlier in this chapter under **SPECIAL REPORTING SITUATIONS, Building IRN Element**.

If the student is simultaneously educated in more than one building within the reporting district, only one building should be reported. If the student spends the greater majority of the day in one building, that IRN should be used for the record. If the student spends an equal amount of time in different buildings, the IRN should be the one determined by district policy.

If there is a change in the Attending Building IRN, the existing record for the student should be closed. A new Student Standing record must be opened and must contain the new Attending Building IRN.

If a student maintains the same relationship to the district but the Attending Building IRN is changed because of a student’s transfer within the same district, the new building the student is now attending must be in the hierarchy of the reporting district. This is a situation in which there is not a break in enrollment within the district. When determining effective dates and attendance and absence days for the records, the district must apply its local attendance policy addressing missed days for attendance days in the district calendar when the student was present in neither building. There should be no change in the student *How Received or Sent Reason Elements* since they define a relationship between districts and not between buildings.

If the building change is a result of the student’s withdrawal from the district, the current record should be closed by recording a value in the *Withdraw Reason Element*. In such a case, no new record will be opened.

☀ **District Relationship Element**

Record Field Number	FS140
Definition	The educational relationship between the student and the district.

**Valid Options**

- 1 The student is receiving instruction, in whole or in part, from the reporting district
- 2 The student is receiving services but no instruction from the reporting district
- 3 The student is receiving neither services nor instruction from the reporting district but the reporting district has an obligation to submit data on the student in EMIS

**Reporting Instructions.** There must be a value of “1”, “2”, or “3” submitted for each student record.

If the student is being instructed by the reporting district, the value of this element should be “1” even if the reporting district is also providing services. “1” should also be used if the student is being educated in a private facility, at district expense, and for students receiving instruction from staff reported as contracted from another EMIS reporting entity (i.e., reported via contract staff job records per Appendix A). In general, any student with a percent of time greater than zero in the *Student Percent of Time* and/or *Sent To Percent of Time Elements* will be reported with a “1”. Exceptions include students in the Autism Scholarship Program, who will be reported with a “3”.

If the student is receiving no instruction from the reporting district, but is receiving services, the value of this element should be “2”. Services, in this context, include activities such as - special education services only for students with disabilities, Title I services only, career assessment services only, and pre-school students evaluated for special education as part of their Part C to Part B transition, found to be ineligible, and not otherwise attending the district. If a student is only receiving transportation services and has no other relationship with the district, they are not reported in EMIS, and therefore would not be reported with a “2”. Students reported with a “2” will have zeros reported in the percent of time elements and will not have any courses reported.

If the student is receiving neither instruction nor services from the reporting district but the district has a fiscal or other responsibility for submitting the student record, this value should be “3”.

“3” should only be used if neither “1” nor “2” apply. “2” should only be used if “1” does not apply.

If the District Relationship is changed, the current student record should be closed. A new Student Standing Record must be opened and must contain the new District Relationship value.

 **Effective End Date Element**

Record Field Number	FS090
Definition	The last day, inclusive, that the set of all other values on this record are valid

**Valid Options**

- CCYYMMDD Year, Month, Day  
 00000000 Still an open record (default)

**Reporting Instructions.** An Effective End Date other than 00000000 will be reported in two situations:

- When an element on the FS Record that causes the current record to close and a new record to be opened has a change in value, and
- When a student withdraws from the district.

In the first situation, a new FS Record is opened that reflects the attributes of the student as of the new Effective Start Date. The Effective End Date and the Effective Start Date must be contiguous. For example, if a student's District Relationship changes on November 10, 2008, the Effective End Date for the FS Record showing the prior District Relationship must be November 9, 2008, even though this date is a Sunday, and the Effective Start Date on the new FS Record must be November 10, 2008. See the General Reporting Instructions for this record for a discussion of when a change in element value causes a record to close.

In the second situation, the Effective End Dates for the Student Standing (FS) and Student Attributes – Effective Date (FD) Records must match, and a Withdrawal Reason must be reported on the FS Record. See “Changes of Values in New Records” for additional information related to the closing of a record when a student withdraws.

See the “Open Versus Closed Records” section at the start of this record for a discussion of the meaning of open and closed records.

### **Effective Start Date Element**

Record Field Number	FS060
Definition	The first day, inclusive, that the set of all other values on this record are valid.

#### **Valid Options**

CCYYMMDD Year, Month, Day

**Reporting Instructions.** An Effective Start Date must be reported on all records. Students will have a new FS record with a new Effective Start Date in two situations:

- When an element on the FS record that causes a prior record to close and a new record to be opened has a change in value, and
- When a student is admitted to the district.

In the first situation, a new FS Record is opened that reflects the attributes of the student as of the new Effective Start Date. The Effective End Date and the Effective Start Date must be contiguous. For example, if a student's District Relationship changes on November 10, 2008, the Effective End Date for the FS Record showing the prior District Relationship must be November 9, 2008, even though this date is a Sunday, and the Effective Start Date on the new FS Record must be November 10, 2008. See the General Reporting Instructions for this record for a discussion of when a change in element value causes a record to close.

In the second situation, the Effective Start Date for the Student Standing (FS) and Student Attributes – Effective Date (FD) Records must match. A newly enrolled student's Effective Start Dates on FS and FD Records may be less than or equal to the Admission Date on the FS Record, but cannot be greater than the Admission Date.

See the Open Versus Closed Records section at the start of this record for a discussion of the meaning of open and closed records.

### **EMIS Student ID Number Element**

Record Field Number	FS050
Definition	The locally determined EMIS student ID.



**Valid Options**

Nine-digit ID used by the school district

**Reporting Instructions.** The EMIS ID is the district-determined number that is used by districts for student tracking. This number uniquely identifies each student within the district. The school district is responsible for assigning this number. The EMIS Student ID Number is for local use only and is not submitted to ODE.

Districts should not eliminate this number from their systems with the implementation of the SSID. The SSID is used for EMIS reporting purposes.

**☀ How Received Element**

Record Field Number	FS180
Definition	How the student arrived at the district.

**Valid Options**

- \* **Not Applicable**  
No other code applies, e.g., Student is a resident of the district and, if a preschool student, is receiving neither instruction nor services from the resident district.
- 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
- 6 **In-state Student Attending Nonpublic School**  
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 Student Residing with Grandparent** [Ref page 39](#)  
See ORC 3313.64.
- 8 **Non-resident Student in his/her Senior Year.**  
See ORC 3313.64.
- 9 **Non-resident, Open Enrollment Student: Inter-District**
- A **Non-resident Student -Parent is a District Employee**  
See ORC 3313.64.
- B **Non-resident Student Attending a Special Education Program**  
This includes students attending special education cooperative programs. These are not court placed students. Contract Career-Technical Special Education Students should be reported with How Received “2”
- C **Foster Placed Student or Court Placed Student with Relative**  
Students who are placed in foster care or placed by court with a relative. This includes court-placed students with and without disabilities. Also use for resident students who are court-placed within the resident district. Students placed in foster homes must be reported in EMIS by all districts involved.
- E **Preschool ECE Early Childhood Education Grant**  
Student is enrolled in an ECE program offered by the Local Education Agency (LEA). ECE is a preschool program designed to serve primarily 3-4 year-old children from income eligible families.
- F **Student receiving Career Assessment Services Only**  
Not enrolled in district, public student receives career assessment services only.
- G **Preschool Federal Head Start**

- Student is enrolled in a Federal Head Start program offered by the Local Education Agency (LEA). Federal Head Start is a preschool program primarily designed to serve 3-4 year-old children from income eligible families.
- I Student receiving non-instructional, supplementary or related services**  
The ESC, in the case of preschool students, or district is providing non-instructional support, supplementary, or related services to a resident or non-resident student. Examples include participation in special education –services. Do not use when the student is placed in a local/county institution for the neglected or delinquent.
- K Student Attending STEM district**  
How Received “K” is only to be used by STEM districts.
- L Community School Student Attending Resident District Career Tech Program**  
How Received “L” is only to be used by the resident district.
- M Student Attending Community School**  
See ORC §§ 3313.844 and 3314.01-11.
- N Preschool Other Funding**  
A preschool student who is receiving instruction but is not enrolled in an ECE, or the Federal Head Start Preschool Program. This includes, but is not limited to, locally funded preschool, preschool funded by parental payment, typically developing peers in a preschool special education unit funded course, and both itinerant and center-based instruction for students with disabilities.
- P Court-Placed Students, Excluding Foster Care**  
ALL court ordered institutional placements other than foster care (this includes juvenile detention centers, jails, and residential treatment centers). These include students both with and without disabilities. Use for resident students who are court-placed within the resident district.
- S Superintendent Agreement for Students**  
Non-resident student attending district based on District Superintendent agreement for the student well being (see ORC § 3313.64).
- T Students Placed in Institutions, Non-Court Ordered**  
All institutional placements that are not court ordered or foster care, such as those by parents. Also use for resident students who are placed in an institution within the district of residence.
- U Students Attending State supported schools (i.e., OSB, OSD)**  
How Received “U” is only to be used by these special state supported schools:
- Ohio School for the Deaf
  - Ohio School for the Blind
- V Pre-school, Evaluated Only, Found Ineligible**  
Preschool student’s transition conference with disability suspected, found not to have disability, not enrolled for instruction.
- 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).
- X Direct enrollment at JVSD**  
Student is directly enrolled in a JVSD and the legal district of residence for the student is in the jointure of the JVSD but the student does not enroll in the resident district, e.g., home-schooled student or student attending a non-public school.
- Y Placed in DYS**

How Received “Y” is only to be used by Department of Youth Services (DYS)

**Reporting Instructions.** Only one of the above options can be selected per student. From the reporting district’s perspective, this element describes the rationale for the student being educated or receiving services at the reporting district. It must always be used with a *How Received IRN Element*, defining the district from which the student was received.

The How Received code should be used from the perspective of the district, not the building. If more than one How Received code can be applied in a given situation, the default is the resident district unless the How Received code is “C”, “P”, “T”, or “L”.

If a How Received/How Received IRN is changed, the current student record should be closed. A new Student Standing Record must be opened and must contain the new How Received/How Received IRN. This change may also trigger a change in other elements such as Sent Reason and Percent of Time.

In order to meet federal reporting requirements for CTE, districts that educate contract career-technical special education students are required to report these students in the *How Received Element* with a “2”, instead of “B”. The resident/sending district reports the *How Received Element* with a “CT”. 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 *How Received Element* of “B”.

If a resident student is court-placed within his/her resident district (where parents reside), use “C” or “P” to indicate that the student has been court-placed. If a student is placed in an institution (not court ordered or foster care) placed within his/her resident district (where parents reside), use “T”.

In each of these instances, use the Resident IRN in the How Received IRN element.

**Reporting “How Received” for Preschool Students.** Students in ECE, regardless of the resident district are to have “E” reported for the *How Received Element*. Students in Federal Head Start, regardless of the resident district are to have “G” reported for the *How Received Element*.

Students in a specific preschool program (i.e., ECE, Head start) regardless of their resident district are to have the appropriate “*How Received*” option reported (i.e., “E”, “G”, or “N”). This would include both preschool students with and without disabilities. Due to program requirements, a student can enroll in either “E” or “G”. A student cannot be enrolled in more than one of these programs at a time. In addition, a student can be in either “E” or “G” and also be receiving special education services.

If a student is enrolled in special education and ECE, then “E” is reported for the *How Received Element*. If a student is enrolled in special education and Federal Head Start, then “G” is reported for the *How Received Element*.

Options “E”, “G”, and “N” are only valid for preschool students. These options take precedence over reporting the type of entity.

### **How Received IRN Element**

Record Field Number	FS190
Definition	The entity from which a student is received.

#### **Valid Options**

Six-digit code    Valid IRN

999999 Entity that is not part of an EMIS reporting entity and  
has no IRN  
\*\*\*\*\* Default

**Reporting Instructions.** This element is the IRN of the district from which the student came. Unless a student is court-placed within its resident district or is not coming from a non-public school and only receiving non-instructional, supplementary, or - special education services, the IRN must be different than the reporting IRN.

**Table 7.**

How Received Value	How Received IRN Required	How Received IRN org Type Allowed
*	N	Not applicable
2	Y	Traditional, Community
3	N	Not applicable
6	Y	Non-public entity or “999999” if non-public does not have an IRN
7, 8, A, S	Y	Traditional
9	Y	Traditional
B	Y	Traditional
C, P, T	Y	Traditional
E, G, N	N	Not applicable
F	Y	Traditional, Community
I	Y	Traditional
K	Y	Traditional
L	Y	Community
M	N	Not applicable
U	Y	Traditional, Community
V	N	Not applicable
W	Y	Traditional
X	N	Not applicable
Y	Y	Traditional

If the How Received IRN is changed, the current student record should be closed. A new Student Standing Record must be opened and must contain the new IRN.

 **Legal District of Residence Element**

Record Field Number	FS150
Definition	The six-digit IRN number of the city/municipal, local, or exempted village school district in which the parent(s) is a resident, if residing in-state.

**Valid Options**

Six-digit IRN                      Valid district IRN  
999999                                Student is not a resident of Ohio

**Reporting Instructions.** If the parent(s) resides out-of-state or is deceased and the student resides in-state with a guardian, then report the guardian’s district IRN.

A student who resides out-of-state with a parent(s), a guardian, or alone, is to have a “999999” reported as his/her *Legal District of Residence Element*.

A student who lives alone in-state is to be reported with the school district IRN in which he/she resides in the *Legal District of Residence IRN Element*.

JVSDs and the DYS must report a city, local, or exempted village IRN of the district in which the student resides. In a tri-district reporting situation, the JVSD/DYS always reports the IRN of the “true” district of residence in the *Legal District of Residence Element*.

#### **Example 18**

##### **Tri-District reporting situations**

A student is a resident of district “A”. He/she open enrolled into district “B”, and attended the JVSD. In this case, the JVSD reports the district IRN of district “A”.

A student who is living in a “home”, such as foster care, JDC (Juvenile Detention Center), or residential facility, the Legal District of Residence is based on where the parents resided at the time of placement, unless the court has designated another school district as financially responsible for the student.

Report the city, local, or exempted village district of residence IRN for nonpublic school students.

A student who is in a situation where parents have joint custody and reside in different districts, the Ohio Revised Code defines one parent as the custodial parent (ORC § 3313.64). The Legal District of Residence is where the custodial parent resides at the time of placement. The district that is educating the student should report the IRN where the custodial parent lives at the time of placement in the *Legal District of Residence IRN Element*.

***District of Residence for Students with Disabilities.*** (District responsible for payment of tuition/excess cost)

- 1) The school district determined by the court under §2151.35 (B)(3) of the Ohio Revised Code, or the school district as determined by the probate court of the county in which the student resides. If the court fails to designate a school district of financial responsibility, then precede through items (2) and (3) below.
- 2) The school district in which the student’s parents reside, or last known to have resided.
- 3) If the school district specified in (2) above cannot be determined, the last school district in which the student’s parents are known to have resided if the parents whereabouts are currently unknown.
- 4) If the student receiving special education has a parent who is incarcerated in a correctional facility, juvenile residential placement, or residential facility in accordance with ORC §3313.65, **AND** for whom a tuition obligation has not been previously established, **AND** the other parent is not known to reside in Ohio, the school district in which the student’s parent (natural or adoptive ) resided at the time of such placement is responsible for tuition.

***Grandparent Legislation.*** Effective July 20, 2004, HB 130 created two new conditions under which a grandparent can obtain “care, physical custody, and control” over a grandchild, without changing legal custody.

- The *first condition* occurs if the parent executes a Power of Attorney authorizing the grandparent full care, custody and control of a grandchild under the age of eighteen which allows the child to attend the district where the grandparent resides tuition free authorized by §§3109.51 to 3109.62 of the Ohio Revised Code.
- The *second condition* occurs if the grandparent executes a Caretaker Authorization Affidavit due to an inability to locate the child’s parents or the existence of a custody order that prevents contact between the child and the parent. This condition also authorizes the grandparent

full care, custody and control of a grandchild under the age of eighteen and allows the child to attend the district where the grandparent resides tuition free authorized by §§3109.65 to 3109.73 of the Ohio Revised Code.

In both of these cases the grandparents are considered the parent and the student is reported with a How Received code of “\*” by the district where the grandparent resides.

The existing grandparent rule authorized by §3313.64 of the Ohio Revised Code remains unchanged. In this particular circumstance, a student under the age of twenty-two, who is in the custody of the parent(s), resides with a grandparent and does *not* require special education can attend the district where the grandparent resides tuition-free as long as the Boards of Education of both districts agree that good cause exists for such attendance. These students should continue to be reported in the *How Received Element* with the option of “7 – Non-resident residing with grandparent (per ORC §3313.64)”. The Legal District of Residence is the parent’s district.

If a Resident IRN is changed, the current student record should be closed. A new Student Standing Record must be opened and must contain the new Resident IRN. The change of the Resident IRN may also trigger a change in the How Received or Sent Reason elements and the Percent of Time.

 **Percent of Time Element**

Record Field Number	FS120
Definition	The average percent of time, for the week, that the student participates in any instruction provided by a certified/licensed employee.

**Valid Options**

000-100

**Reporting Instructions.** The following are general guidelines to follow when reporting the *Student Percent of Time Element*. Calculate the percent of time based upon the time that the student was actually enrolled in the district during the timeframe of the Student Standing Record.

Include the following in the student percent of time:

- The amount of time the student is educated by employees of the reporting district.
- The amount of time the student is educated by contracted employees of the reporting district (with the exception of time spent receiving instruction through contract career-technical instruction).
- The amount of time in which the student, enrolled in the reporting district, is educated by staff employed by an ESC. This does not apply to preschool students.

Additionally, student percent of time includes the time the student is educated at entities other than the reporting district in the following situation.

- The reporting district is providing instructional services to students placed in a “Home” (i.e., institution, Juvenile Detention Center, etc.) within the reporting school district’s boundaries.

Do NOT include the Percent of Time in the following situations. Instead, report the percentage in the *Sent To Percent of Time Element* together with the Sent Reason and Sent to IRN fields.

- Instructional services for students with disabilities provided at chartered nonpublic schools, when placed in the nonpublic entity by the district as the most appropriate placement per the students IEP. The Sent To IRN is the IRN of the non-public entity or “999999”.
- Services for students participating in the Autism Scholarship Program. These students are reported with the “AU” Sent Reason. The Sent To IRN is the appropriate IRN or “999999” if

- that IRN is not known.
- Post-secondary institutions

Do **NOT** include in the *Student Percent of Time Element* or the *Sent To Percent of Time Element* the amount of time the student spent/is educated by the following entities.

- County Boards of Developmental Disabilities (BDDs)
- Entities providing contracted career-technical instruction
- A Pilot Program site

Student percent of time for students attending State Schools for the Blind and Deaf (OSB, OSD), or Department of Youth Services (DYS) are to be reported in the following manner.

- The OSB, OSD, or DYS each report the percent of time the student is being educated by an employee or contracted employee of the OSB, OSD, or DYS.
- The district sending the student to the OSB, OSD, or DYS reports the percent of time the student is being educated by an employee or contracted employee of the sending district. Most of the time the student percent of time will be 0% in this case.

Student percent of time for those students attending a JVSD are to be reported in the following manner.

- The JVSD reports the percent of time the student is being educated by the JVSD.
- The sending district reports the percent of time (if any) the student is being educated by the sending district.

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. If a student attends more than one district, then each district reports the amount of time, in the *Student Percent of Time Element*, the student spends at their district in relation to the total school day for the student.

**Example 19.**

**Student Attending Multiple Districts**

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%.

**Example 20.**

**Student Attending Multiple Buildings within the Same District**

Students are transported by bus, from several buildings within the same district, to a building housed within that district, for some type of program (i.e., gifted) for one day of the week, every week. Students are spending 80% of their time at one building and 20% of their time at the other building. The building IRN for each student should be the IRN of the building in which they spend the majority of their time. In this example, it would be the building IRN where they are 80% of the time. This is because the building IRN is a district-level element. Actually, the student spends 100% of his/her time within the same district.

**Reporting Kindergarten Percent of Time.** Below are general guidelines for reporting the percent of time for a student enrolled in kindergarten.

**Table 8. Reporting Kindergarten Percent of Time**

Number of Hours per Week	Student Percent of Time
More than 12.5 hrs and less than or equal to 17.5 hrs	50% - 69%
17.6 – 24.9	70% - 99%
25 hours or more	100%

**Reporting Preschool Student Percent of Time.** The *Student Percent of Time Element* is to be coded as 50% if the student attends less than 19 hours per week. The *Student Percent of Time Element* is to be coded 100% if the student attends 20+ hours per week.

**Table 9. Reporting Preschool Percent of Time**

Number of Hours per Week	Student Percent of Time
Less than 19 hours per week	50%
20+ hours per week	100%

**Reporting Post-Secondary Educational Option Percent of Time.** As a general guideline, a district with a student who attends a Post-Secondary Enrollment Option (PSEO) only (meaning the student does not attend a JVSD or Contract Career-Technical) is to report the percent of time that the district is educating the student in the Student Percent of Time. The time that the student is being educated at the Post-secondary institution should be reported in the Sent To Percent of Time.

For instance, if the student is attending a PSEO 100% of the time, then the district reports 0% in the *Student Percent of Time Element*, Sent Reason “PS”, and 100 in *Sent to Percent of Time Element*. Then ODE knows that the student is a PSEO student and through the funding calculations funds the district at 100% FTE for that student. See the tables below.

**Example 21.**

Student attends post-secondary institution ONLY.				
	Student Percent of Time at Each Entity	Each Entity Reports during October	Sent Reason	Sent To Percent of Time
Resident District	0%	0%	PS	100%
Post-Secondary	100%	Not reported in EMIS	Not reported in EMIS	

**Example 22.**

Student is educated at resident district and post-secondary institution.				
	Student Percent of Time at Each Entity	Report During October (K)	Sent Reason	Sent To Percent of Time
Resident District	20%	20%	PS	80%
Post-Secondary	80%	Not reported in EMIS	Not reported in EMIS	



If a Student's Percent of Time changes, the current student record should be closed. A new Student Standing record must be opened and must contain the new Student Percent of Time.

### ☀ **Sent Reason 1 Element**

Record Field Number	FS200
Definition	Reason a student is sent to another district.

### ☀ **Sent Reason 2 Element**

Record Field Number	FS230
Definition	Reason a student is sent to another district if the student is sent to a second district

#### **Valid Options**

<b>TS</b>	<b>Attending another district as a tuition student</b> This does NOT include non-resident special education or court-placement
<b>CT</b>	<b>Contract Career-Technical Education Participant</b>
<b>JV</b>	<b>Joint Vocational School District Program Participant</b>
<b>ES</b>	<b>Education Service Center Preschool program participant</b>
<b>PS</b>	<b>Post-Secondary Enrollment Options Program Participant</b>
<b>MR</b>	<b>BDD program participant</b>
<b>OS</b>	<b>State School (OSB or OSD) program participant</b>
<b>SE</b>	<b>Public District Providing Special Education to the Student</b> This does not include Educational Service Centers
<b>FP</b>	<b>Departments of Youth Services or Rehabilitation and Corrections Facility</b> that student is attending
<b>PI</b>	<b>Proprietary Institution Program Placement</b>
<b>FC</b>	<b>Foster Placement or Court Placed with a Relative</b>
<b>OE</b>	<b>Attending another district via Open Enrollment</b>
<b>CI</b>	<b>All Court-Ordered Institutional Placements other than foster care.</b> This includes both students with and without disabilities
<b>64</b>	Attending another district per ORC §3313.64(F)(1) (includes superintendent agreement, students following parent, residing with grandparent, senior attending, etc.)
<b>NI</b>	<b>Non-Court-Ordered or Foster Care Institutional Placement</b> Includes student placed in an institution by parent(s)
<b>CS</b>	<b>Cleveland Scholarship and Tutoring Program Participant</b> Students are only reported during the first year of participation in the program. (This option is only valid for Cleveland City School District.)
<b>T1</b>	<b>Title I Public School Choice Participant</b>
<b>AU</b>	<b>Autism Scholarship Program participant</b>
<b>NP</b>	<b>Non-public school placement at district expense</b>
<b>NA</b>	<b>No Sent Reason code applies, default</b>
<b>PP</b>	<b>Pilot Program Participant</b>
<b>CR</b>	<b>Resident District Career-Technical Education Participant</b> Sent Reason "CR" is only to be used by community schools.

#### **Reporting Instructions.**

1. In cases where a student is placed in a home (i.e., foster care, group home, juvenile detention center, or other residential facility), the district IRN in which the home is located is reported in the *Sent To IRN 1* or *Sent To IRN 2 Element*.

2. If the students are sent to a Department of Youth Services (DYS) institution, then the resident/sending district reports the IRN of the DHS in the *Sent To IRN 1* or *Sent To IRN 2 Element*.
3. In the case where a student is attending a chartered nonpublic school as part of the Cleveland Scholarship and Tutoring program (Only students in the Cleveland City School District are eligible for the Cleveland Scholarship and Tutoring Program.) the *Sent Reason 1* or *Sent Reason 2 Element* is reported with the option of “CS”.
4. Community schools are not permitted to be part of a “Jointure” with regards to JVSD/Career-Technical Education. Therefore, students enrolled in a community school who are attending a JVS are to be reported with a “CT” in the *Sent Reason 1* or *Sent Reason 2 Element*. Such students cannot be reported with a “JV”.

In addition, option “ES” is only valid for preschool students attending/receiving services from an employee of an ESC. School-age students are not to be coded with option “ES” in this element.

The *Sent Reason 1* and *Sent To IRN 1 Elements* should always be entered in tandem. If there is a *Sent Reason 1 Element*, the *Sent To IRN 1* should contain a valid IRN or “999999” when the entity does not have an IRN. Since a district may send a student to more than one alternative educational setting, the second set of elements allows such situations to be coded. The second set of elements should only be used if the first set of elements is already being used.

If a *Sent Reason 1* or *Sent Reason 2* is changed, the current student record should be closed. A new Student Standing record must be opened and must contain the new *Sent Reason* and *Sent To IRN 1* or *Sent Reason 2* and *Sent To IRN 2*. This change may also trigger a change in other elements such as the Percent of Time.

 ***Sent To IRN 1 Element***

Record Field Number	FS210
Definition	The district to which a student is sent

 ***Sent To IRN 2 Element***

Record Field Number	FS240
Definition	The district to which a student is sent if the student is simultaneously being sent to a second district

***Valid Options***

Six-digit code	Valid IRN
999999	Entity that is not part of an EMIS reporting entity and that has no IRN
*****	Default

***Reporting Instructions.*** If the reporting district is sending the student for instruction or services to another entity, a valid value should be entered in the *Sent To IRN 1 Element*.

If sent to and EMIS reporting entity that has a district level IRN, use the district IRN instead of the IRN of a specific building in the district. If the student is being sent to an entity that does not have a valid OEDS IRN, the reporting district should enter “999999”.

Please note the difference between the use of “\*\*\*\*\*” and “999999”; “\*\*\*\*\*” should be used when the student is not being sent anywhere.

If the reporting district is sending the student for instruction or services to a second institution and has entered values in the *Sent To IRN 1 Element* for the first institution, a valid option should be entered the *Sent To IRN 2 Element*.

If a *Sent To IRN 1 Element* or *Sent To IRN 2 Element* is changed, the current student record should be closed. A new Student Standing record must be opened and must contain the new *Sent Reason 1 Element* and *Sent To IRN 1 Element* or *Sent Reason 2 Element* and *Sent To IRN 2 Element*. This change may also trigger a change in other elements such as the *Sent To Percent of Time*.

### ☀ *Sent To Percent of Time 1 Element*

Record Field Number	FS220
Definition	The average percent of time, for the week, that the student participates in any instruction provided by an employee at a non-EMIS reporting entity.

### ☀ *Sent To Percent of Time 2 Element*

Record Field Number	FS250
Definition	The average percent of time, for the week, that the student participates in any instruction provided by an employee at a non-EMIS reporting entity.

#### **Valid Options**

- 01- 100
- 000 Default

**Reporting Instructions.** The sum of the *Student Percent of Time Element* (FS120) and the *Sent to Percent of Time Elements* (both) for a student may not be greater than 100.

*Sent to Percent of Time 1 Element* must be used when the *Sent To IRN 1 Element* is a non-EMIS reporting entity and the time at that entity is not included in the regular *Student Percent of Time Element* (FS120).

For October reporting, if Sent Reason = “PS” or “NP”, the record should include October Count Week attendance, excused and unexcused absence days if the Student Standing record overlaps the Attending Building’s count week. If Sent Reason = “AU” or “MR”, October Count Week days should be zero.

For yearend reporting, if Sent Reason = “PS” or “NP” or “MR”, the record should include School Year attendance, excused and unexcused absence days for the duration of time that the record was effective. If Sent Reason = “AU”, the School Year days should be zero.

This element, with a *Sent Reason 2 Element* and a *Sent To IRN 2 Element*, allows a reporting district to point to a second district to which they are sending a student. This element must be used when the *Sent To IRN 2 Element* is a non-EMIS reporting entity.

When a student attends both a JVSD and a post-secondary institution, one can be recorded using the *Sent Reason 1 Element*, *Sent To IRN 1 Element*, *Sent To Percent of Time 1 Element* and the other can be recorded using the *Sent Reason 2 Element*, *Sent To IRN 2 Element*, *Sent To Percent of Time 2 Element*. For the JVSD, the *Sent To Percent of Time Element* should be zero, since the JVSD is an EMIS reporting

entity. For the post-secondary institution, the *Sent To Percent of Time Element* should reflect the amount of time the student is spending at that institution.

Do **NOT** include in the *Sent To Percent of Time Element* the amount of time the student spent/is educated by the following entities.

- County Boards of Developmental Disabilities (BDDs)
- Entities providing contracted career-technical instruction
- A Pilot Program site

**Example 23.**

Student Attends Resident District, JVSD, and Post-Secondary Institution			
	Student Percent of Time at Each Entity	Element and number	Sent Reason
<b>Resident District</b>	<b>10%</b>	Student Percent of Time: 10%	
<b>Post-Secondary</b>	<b>50%</b>	Sent To Percent of Time 1: 50%	Sent Reason 1: PS
<b>JVSD</b>	<b>40%</b>	Sent To Percent of Time 2: 0%, 40% is reported when the JVSD submits its data	Sent Reason 2: JV
<b>Total Student % of Time</b>	<b>100%</b>	Resident District Record: 60% JVSD Record 40%	

**Example 24.**

Student Attends both a JVSD and Post-Secondary Institution			
	Student Percent of Time at Each Entity	Element and value	Sent Reason
<b>Resident District</b>	<b>0%</b>	0%	
<b>Post-Secondary</b>	<b>50%</b>	Sent To Percent of Time 1: 50%	Sent Reason 1: PS
<b>JVSD</b>	<b>50%</b>	Sent To Percent of Time 2: 0%--50% is reported by the JVSD	Sent Reason 2: JV
<b>Total Student % of Time</b>	<b>100%</b>	Resident District record 50%, JVS record 50%	

**Example 25.**

Student Attends Both a Contract Career-Technical and a Post-Secondary Institution			
	Student Percent of Time at Each Entity	Element and number	Sent Reason
Resident District	0%		
Post-Secondary	70%	Sent To Percent of Time 1: 70%	Sent Reason 1: PS
Contract-Career Technical	30%	Sent To Percent of Time 2: 0%-30% is reported by the Contract Career Entity	Sent Reason 2: CT
Total Student % of Time	100%	Resident District record 70%, Contract Career record 30%	

If a student were to attend a post-secondary institution and another entity other than a JVSD or Contract Career-Technical, then follow the reporting instructions for the student who attends a JVSD/Contract Career-Technical and a PSEO, replacing the JVSD/Contract Career-Technical with the “other entity” and use the appropriate Sent Reason.

If any Percent of Time is changed, the current student record should be closed. A new Student Standing Record must be opened and must contain the new Percent of Time. The change of the Percent of Time may also trigger a change in other elements in this record, such as *How Received* or *Sent Reason Elements*.

### ☀ **State Student ID (SSID) Element**

Record Field Number	FS110
Definition	The state assigned unique identifier.

**Valid Option**

Nine-character alphanumeric as assigned by the SSID System

**Reporting Instructions.** This is required for all students.

If the SSID is changed, the current student record should be closed. A new Student Standing Record must be opened and must contain the new SSID.

### ☀ **Tuition Type Element**

Record Field Number	FS130
Definition	This element defines the manner in which the student is paying tuition to the reporting district.

**Valid Options**

- D Direct pay tuition student
- N Non-tuition student (default)
- T Tuition student

**Reporting Instructions.** This element is used whenever a student is enrolled in the reporting district by way of a tuition payment. The student may be a resident of another Ohio traditional public school district or attending from an out-of-state school district.

When this element is used, the reporting district should enter a How Received value of “\*” and not enter a How Received IRN value. The Resident IRN will provide the connection to the district from which the student came.

If the Tuition Type is changed, the current student record should be closed. A new Student Standing record must be opened and must contain the new Tuition Type.

### **Withdrawal Reason Element**

Record Field Number	FS100
Definition	The reason for the most recent withdrawal from the school district.

#### **Valid Options**

- \*\* **Not Applicable, Default**  
Student did not withdraw and was not truant.
- 36 **Withdrew from Preschool**  
Preschool student has withdrawn from the preschool program (for any reason).
- 37 **Withdrew from Kindergarten**  
Kindergarten student has withdrawn because it has been deemed to be in the best interest of the student if he/she waits one more year until starting his/her kindergarten experience; may only be used by students with a grade level of KG.
- 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, i.e., Ed Choice students.
- 43 **Transferred to Home Schooling**  
Superintendent’s approval 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. The resident district should not withdraw ANY students placed into the Department of Youth Services.
- 46 **Transferred out of the United States**
- 47 **Withdrew Pursuant to Yoder vs. Wisconsin**  
Only use 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**  
Superintendent Approval on file.
- 73 **Over 18 Years of Age**
- 74 **Moved**  
Not known to be continuing.
- 75 **Student Completed Course Requirements**

- 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.
- 99 **Completed High School Graduation Requirements**  
Student completed course requirements and passed the appropriate statewide assessments required for high school 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 high school graduation.

**Reporting Instructions.** If a student withdraws from a district, it does not necessitate adding a new FS record for the day of withdrawal. The district should enter a withdrawal reason and Effective End Date on the existing open Student Standing record. See “Changes of Values in New Records” for additional values that need to be reported on this record.

Students reported as withdrawn during the Yearend (N) reporting period are not required to be reported in the following October (K) reporting period.

However, if a student withdrew over the summer (not previously reported as withdrawn in Year-end), then he/she should be reported in October (K) as withdrawn prior to the first day of the following school year.

**Returning Withdrawals.** In cases where a student was a dropout (withdrawal reasons 71-75) and returns the following reporting period, the district no longer reports the previous year withdrawal date and reason during the current reporting period. The Department will review the prior period’s data to adjust the district’s dropout rate and not count the student as a dropout.

**Reasons Not to Withdraw.** In situations where the Legal District of Residence is not providing instruction, but another Ohio public school district (another Ohio public school district includes exempted village, city, local, JVSD, post-secondary institution, ESC, and DYS) is, the student is not withdrawn from the Legal District of Residence. Examples include, but are not limited to, Open Enrollment, Special Education Cooperative Agreement, Superintendent Agreement, etc.

**Court-Placed Students in a Home.** Students who are court-placed in a home (foster care, group home, juvenile detention center, or other residential facility; “home” does not include the Department of Youth Services) and are receiving instructional services from the district in which the home is located are not to be reported as withdrawn by the district of residence. The district in which the home is located enrolls the student. Once the student is released from the home, the district in which the home is located reports the student as withdrawn back to the resident district with the appropriate 40-52 option.

**JVSDs and Career-Technical Centers.** In situations where a student is attending a JVSD and/or contract career-technical center, both the resident/sending district and the career-technical district (JVSD or contract career-technical center) are required to report this element.

**Graduating Students.** Students who have completed course requirements for credit toward graduation and have passed the appropriate statewide assessments required for graduation are required to be reported with a withdrawal code of “99”.

In situations where a resident student attends a different district 100% of the time (such as open enrollment, superintendent's agreement, grandparent's legislation), at the time of graduation the resident district withdraws this student using a withdrawal code of "41". In these cases, the resident district is not issuing a diploma to the student and therefore does not report the *Diploma Date Element* or *Diploma Type Element*. The *Effective End Date Element* is required to be reported by both districts and is reported with the date of the student's last day of school.

It is the responsibility of the district issuing the diploma to report the withdrawal code of "99" and to complete the *Diploma Date Element*, *Diploma Type Element*, and *Withdrawal Date Element* for these students.

When a student is attending a JVSD, ESC, or Post-Secondary Institution, because the resident district is issuing the diploma, the resident district is responsible for reporting the graduating student with the "99" *Withdrawal Reason Element*, the *Diploma Date Element*, *Diploma Type Element*, and *Effective End Date Element*. When a student attends a JVSD, the JVSD is responsible for reporting the *Effective End Date* and the *Withdrawal Reason Elements*.

**Dropout Students.** Only withdrawal codes "71-75" are included in the dropout counts used to calculate the graduation rate for districts. When a withdrawal code of "71-75" is reported in the *Withdrawal Reason Element*, the option "DR" is required to be reported in the *Grade Level Next Year Element* for that student.

Withdrawal code options "40-52" and "99" are not included in the district's dropout count.

Similarly to the graduating student reporting instructions, when a student is a dropout it is the responsibility of the district that would have issued the diploma to report the appropriate dropout code.

In situations where a resident student attends a different district 100% of the time (such as open enrollment, superintendent's agreement, grandparent's legislation) at the time of a student dropout, the educating district reports the student with a withdrawal code of "71-75". In these cases, the resident district reports the appropriate "41" withdrawal code.

When a student is attending an ESC or post-secondary institution, because the resident district would have issued the diploma had the student not dropped out, the resident/educating district is responsible for reporting the dropout student with the appropriate "71-75" withdrawal code, the *Diploma Date Element*, the *Diploma Type Element*, and the *Effective End Date Element*.

In most cases, when a student drops out of a JVSD, both the JVSD and the resident district are responsible for reporting the dropout information. However, if a student is expelled from the JVSD, his/her resident district may or may not expel him/her. In this situation, the JVSD is responsible for reporting the student expulsion (as "expelled") and the resident district reports the appropriate withdrawal code depending on whether the student is or is not also expelled from the resident district.

**Reporting a GED Student.** Ohio law does not recognize the GED as an Ohio graduation diploma. Therefore, a student who receives a GED instead of an Ohio graduation diploma is not considered a graduate and is not counted in the graduation rate. The GED is offered through the Adult Education system. He/she must exit the K-12 education system in order to pursue a GED. When this happens, the district is required to withdraw the student. The student is exiting the district without receiving an Ohio diploma and is therefore considered a dropout. These students are to be reported with the appropriate dropout code ("71-75").



**Withdrawing a Kindergarten Student.** If a kindergarten student is withdrawn from school by parental choice because the parent feels that the student is not developmentally ready for kindergarten, and the student is not withdrawn in order to attend another district, the district should use option “37” to withdraw the student.

**Educational Choice Scholarship Pilot Program.** Non-special education students who have been granted scholarships and participate under this program are to be withdrawn from the public school using code “42”.

Special education students with disabilities who are participating in this program are to be reported per the instructions for special education students attending a non-public school.

**Table 10. Reporting Options Withdrawal Element**

REF #	Reporting Entity	Reporting Situation	Withdrawal Codes NOT Counted as Dropouts	Withdrawal Codes that ARE 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, 41, 45, 46 <a href="#">REF: 62</a>	71, 72, 73, 74, 75 <a href="#">REF: 62</a>
2	Legal District of Residence	Student is still a legal resident of your district BUT is no longer being provided instruction /services by a public school district	36, 37, 42, 43, 47, 48, 51, 52 <a href="#">REF: 62</a>	71, 72, 73, 74, 75 <a href="#">REF: 62</a>
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 instruction or services to the student	40, 41, 42, 43, 45, 46, 47, 48, 51, 52 <a href="#">REF: 62</a>	71, 72, 73, 74, 75 <a href="#">REF: 62</a>
4	Legal District of Residence or Educating District	Student has completed graduation requirements	99 <a href="#">REF: 62</a>	NA

**Students Attending a Community School or Non-district STEM School.** Students who leave/dropout from a community school or non-district STEM school and do not return to the resident district for instruction should be reported with the appropriate dropout code “71-75”.

When a resident student transfers to a community school or non-district STEM school, the resident district should follow the normal withdrawal procedure; withdraw the student using the appropriate withdrawal date and a withdrawal code of “41”.

If the student returns to the resident district, the resident district should use the same procedure and coding that they would use for any student returning to the district.

A non-district STEM school is a STEM school that is not considered a building of a district. If a STEM school is a building of a district, then students from outside the STEM’s district who attend the school do so through open enrollment and are not withdrawn.

**Department of Youth Services Reporting.** Students who leave/dropout from DYS and do not return to the resident district for instruction are to be reported in the following manner.

- DYS reports the appropriate dropout code “71-75”

AND

- Legal District of Residence withdraws the student and reports a withdrawal code of “45”.

**Open Enrollment Reporting.** Students who open enroll into another Ohio public school district, dropout during the year, and do not return to the resident district for instructional purposes should be reported in the following manner

- Resident school district reports the student with a withdrawal code of “41”

AND

- The district in which the student was open enrolled reports the student with one of the following withdrawal codes “71-75”, as appropriate to the student.

If a Withdraw Reason is entered, the current student record should be closed. No new record needs to be opened for this student by this reporting district since the use of a Withdraw Reason indicates that the student is terminating the relationship with this district.



**☀ Withdrawn To IRN Element**

Record Field Number	FS360
Definition	The IRN of the city, local, exempted village school district, community school, ESC, STEM District or nonpublic school into which the student will be enrolling.

**Valid Options**

*****	Default
Six-digit code	Valid district or nonpublic school IRN
999999	Entity that does not have an IRN

**Reporting Instructions.** This element will be reported with a non-default value (a value other than “\*\*\*\*\*”) only when the Withdrawal Reason element is reported with a value of ‘41’, ‘42’ or ‘45’ and the withdrawal date is after the last day of school for the prior school year. Report the IRN of the city, local, exempted village school district, community school, ESC, STEM District or nonpublic school the student enrolled in when the student withdrew from your district. If the nonpublic school does not have a valid IRN, report 999999. ESCs and JVSDs should always report the default (“\*\*\*\*\*”) for this element. For FY12 reporting, if the IRN is not recorded in your student data system for a particular student, the default value may be reported.

## 2.3.4 STUDENT ATTRIBUTES – EFFECTIVE DATE RECORD (FD)

### *General Guidelines*

Many elements on this record were reported on the Student Demographic (GI) and Student Attendance (GK) records in FY08.

Report at least one Student Attributes – Effective Date Record for each student reported in EMIS. For students who have changes in elements reported on this record, multiple records may be required. The open/closed concept related to the Student Standing (FS) record also applies to this record. Please see the discussion in the general guidelines of that record for additional information.

As with the FS record, closing an FD record requires opening a new FD record with an Effective Start Date of the next calendar day unless closing the FD record was due to a student withdrawing as reported on an FS record. In this case, the Effective End Date for both records must match, but in general, a change that would cause an FS record to close and a new FS record to open would not also cause an FD record to close and a new FD record to open. FS and FD records with matching Effective Start Dates will usually occur when a student is admitted into the district.

The reporting time frame for the FD record is identical to the reporting time frame for the FS record, with one important exception. If a student enrolled in a district during October Count Week has a change in his or her disability condition between the end of October Count Week and December 1, an FD record reflecting that change must be reported during the October reporting period. Districts may report updated FD records that reflect changes to all elements through the end of the October reporting period, but reporting the changes to disability condition through December 1 is mandatory.

The data that comes to ODE in each record should reflect element values that are true for the student during the time frame between the Effective Start Date and the Effective End Date, inclusive, of the Student Attributes-Effective Date record. These data should not extend into future potential changes to the student’s data. No element in the record should contain projected values.

Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

### *Student Attributes- Effective Date Data Elements*

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

#### *Attendance Pattern Element*

Record Field Number	FD100
Definition	The pattern of attendance which a student attends on a weekly basis.

#### *Valid Options*

FE	Full Day, Every Day
FO	Full Day, Every Other Day
HE	Half Day, Every Day
HO	Half Day, Every Other Day
AS	Alternative Schedule
NA	Not Applicable

**Reporting Instructions.** This element may change between the first and last day of the school year. If this occurs, the current FD record must be closed and a new FD record opened. Changes in this element between school years do not require the FD record with the prior value to be closed and a new FD record opened, but districts may choose to do so if this approach is easier for the district’s software to implement.

Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

Report the option that best describes the attendance pattern for each preschool or kindergarten student receiving instructional services in the reporting district.

The “NA” option can be reported for students in grades 1-13 and 23. It may also be reported for preschool and kindergarten students who are reported by the district but are not receiving any instructional services.

The “AS” option is only to be reported for kindergarten students who attend on an alternative schedule more than 12.5 hours per week and less than 25 hours per week. This option should only be reported for a preschool student when he/she does not fit one of the other options. Attendance Pattern option HO Half Day, Every Other Day is not valid for Kindergarten.

**Kindergarten Operating Standard Requirements.** One day is equivalent to 5 hours of instructional time. Per the Operating Standards, kindergarten students are required to attend 180 days at 2.5 hours per day (or 90 days at 5 hours per day), or an equivalent of 450 hours per year.

 **Disability Condition Element**

Record Field Number	FD130
Definition	Describes the disability of a student at or below 22 years of age who has been officially identified with a disability by an ETR (Evaluation Team Report), an IEP (Individualized Education Program), and one of the valid disability condition options.

**Valid Options**

- \*\* Not Applicable
- 01 Multiple Disabilities (other than Deaf-Blind)
- 02 Deaf-Blindness
- 03 Deafness (Hearing Impairment)
- 04 Visual Impairments
- 05 Speech and Language Impairments
- 06 Orthopedic Impairments
- 08 Emotional Disturbance (SBH)
- 09 Cognitive Disabilities (Formerly Mental Retardation or Developmentally Handicapped)
- 10 Specific Learning Disabilities
- 12 Autism
- 13 Traumatic Brain Injury (TBI)
- 14 Other Health Impaired (Major)
- 15 Other Health Impaired (Minor)
- 16 Developmental Delay

**Reporting Instructions.** A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

City, local, and exempted village school districts, community schools and Joint Vocational School Districts (JVSDs) are required by the Individuals with Disabilities Education Act (IDEA) and chapter 3323 of the Ohio Revised Code (ORC) to report data for students with disabilities who are receiving special education and - special education services in accordance with an IEP. The data reported are used to determine the amount of Federal Special Education Part-B IDEA grant funds (formerly VI-B), special weighted funding and also for State Preschool Unit funding for districts.

Students not identified with a disability should be reported with an “\*\*\*”.

Students who have exited special education (RETR), students who have been identified with a disability whose parent refuses all services on the IEP (IIEP OR RIEP), and students with an IEP whose parents withdraw consent for services (CIEP) should be reported with an “\*\*\*”. In these situations, the district should open a new FD record to report the changes. For more information about reporting special education events for these situations, please refer to the Date Type Element (GE100) and Outcome ID Element (GE120) in the Student Special Education Record (GE).

Any student reported with a Disability Condition of “16” must be a preschool student (grade level PS). All kindergarten students regardless of age are to be reported with any disability condition not equal to “16 Developmental Delay”.

IEPs prepared by public and community schools must be completed and signed by the Federal Child Count date [usually December 1] in order for the student to be eligible for weighted funding and preschool unit funding.

If a student is enrolled in a district during the October Count Week and has an ETR that goes into effect after October Count Week (i.e., November 30 is the effective ETR date) but on or before the Federal Child Count date [usually December 1], then the district would need to make sure their October (K) database shows both a closed FD record as of the day before the disability condition changed, and a new FD record with an Effective Start Date of the day the disability changed and an updated Disability Condition Element to reflect the disability condition on the effective ETR.

If a school age student was *not* enrolled during October Count Week (for example, enrolled on November 7), then he/she would not be funded during October (K) reporting.

Students with a grade level of PS who are enrolled and have not withdrawn by December 1 are not excluded from the October aggregations and this data does come through to ODE during October.

**Autism Scholarship Program.** All students, including preschool students, who participate in the Autism Scholarship Program, are required to be reported with a disability condition during the October (K) and Yearend (N) reporting periods. For additional information about reporting students participating in the Autism Scholarship Program, please see the Autism Scholarship Program instructions in the Reporting Student Data section of Chapter 2.

### **Disadvantage Element**

Record Field Number	FD110
Definition	Identifies the student who meets the definition of economic and/or academic disadvantage.

#### **Valid Options**

- \* Not Applicable
- 1 Economic Disadvantage
- 2 Academic Disadvantage (reported for career-technical students only)
- 3 Both Economic and Academic Disadvantage (reported for career-technical students only)

**Reporting Instructions.** A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

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 students meets the definition(s) of Economic and/or Academic Disadvantage.

If *Preschool Poverty Level Element* is submitted for a preschool student, then the *Disadvantage Element* must also be reported.

**Note.** Districts/buildings that use Provision 2 or 3 of the school lunch program are to code all students in the building/district as 1-Economic Disadvantage, even though the student may not be income eligible.

**Economic Disadvantage Reporting Instructions.** Students who meet any of the following conditions must be reported as Economically Disadvantaged in the *Disadvantage Element*:

- **Eligibility for Free or Reduced-Price Lunch.** Students who are known to be eligible to receive the free or reduced-price lunch; a program through the United States Department of Agriculture (U.S.D.A) National School Lunch Program. Eligibility for free or 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. A student with an approved application on file for a free or reduced-price lunch is qualified to be reported to ODE as economically disadvantaged.
- **Resident of a Household in which a Member is Eligible for Free or Reduced-Price Lunch.** Students who have not submitted an application for free or reduced-price lunch or who have not been directly certified as eligible but reside in a household in which a member (e.g., sibling) is known to be eligible for free or reduced-price lunch via an approved application or through direct certification.
- **Public Assistance.** 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.
- **Title I Application.** Students whose parents or guardians have completed a Title I student income form and meet the income guidelines specified.

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 income guidelines for free and reduced price meals are updated annually and published by the United States Department of Agriculture (U.S.D.A.) and the Ohio Department of Education, Office of Safety, Health, and Nutrition.

Family income figures are derived from federal poverty guidelines as reported in the Federal Register. For additional information regarding Family Income figures, see the following website: <http://www.fns.usda.gov/cnd/governance/notices/iegs/IEGs.htm>.

**Academic Disadvantage Reporting Instructions.** Academic Disadvantage is only to be reported for career-technical students.

When reporting Academic Disadvantage, report this option only for students enrolled in Career-Technical Education (CTE) workforce development courses and Career Based Intervention (CBI) courses.

CTE s, also known as Work and Family Life, are also CTE courses, but there is no need to report Academic Disadvantage for a student enrolled solely in these CTE courses.

Academic Disadvantage is reported only for career-technical students and refers to a student who is having academic problems that are not due to an identified disability condition. A career-technical student should be reported as academically disadvantaged if he/she:

- 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

A student officially identified as having a disability condition through the administration of an ETR (Evaluation Team Report) and is receiving special education and special education services in accordance with an IEP (Individual Education Program) is reported with the appropriate option in the *Disability Condition Element*, and not as academically disadvantaged in this element.

**Reporting Both Economic and Academic Disadvantage.** A career-technical student should be reported as both economically and academically disadvantaged if he/she meets the criteria of both of the above definitions.

 **Effective End Date Element**

Record Field Number	FD070
Definition	The last day, inclusive, that the set of all other values on this record are valid.

**Valid Options**

- CCYYMMDD Year, Month, Day
- 00000000 Still an open record (default)

**Reporting Instructions.** An Effective End Date other than 00000000 will be reported in two situations:

- When an element on the FD record that causes the current record to close and a new record to be opened has a change in value, and

- When a student withdraws from the district.

In the first situation, a new FD record is opened that reflects the attributes of the student as of the new Effective Start Date. The original Effective End Date and the new Effective Start Date must be contiguous. For example, if a student’s LEP status changes on November 10, 2008, the Effective End Date for the FD record showing the prior LEP status must be November 9, 2008, even though this date is a Sunday, and the Effective Start Date on the new FD record must be November 10, 2008. See the General Reporting Instructions for this record for a discussion of when a change in element value causes a record to close.

In the second situation, the Effective End Dates for the Student Standing (FS) and Student Attributes – Effective Date (FD) Records must match, and a Withdrawal Reason must be reported on the FS Record.

See the Open Versus Closed Records section at the start of the Student Standing record for a discussion of the meaning of open and closed records.

 **Effective Start Date Element**

Record Field Number	FD060
Definition	The first day, inclusive, that the set of all other values on this record are valid.

**Valid Options**

CCYYMMDD Year, Month, Day

**Reporting Instructions.** An Effective Start Date must be reported on all records. Students will have a new FD Record with a new Effective Start Date in two situations:

- When an element on the FD record that causes a prior record to close and a new record to be opened has a change in value, and
- When a student is admitted to the district.

In the first situation, a new FD Record is opened that reflects the attributes of the student as of the new Effective Start Date. The original Effective End Date and the new Effective Start Date must be contiguous. For example, if a student’s LEP status changes on November 10, 2008, the Effective End Date for the FD Record showing the prior LEP status must be November 9, 2008, even though this date is a Sunday, and the Effective Start Date on the new FD record must be November 10, 2008. See the General Reporting Instructions for this record for a discussion of when a change in element value causes a record to close.

In the second situation, the Effective Start Date for the Student Standing (FS) and Student Attributes – Effective Date (FD) Records must match. A newly enrolled student’s Effective Start Dates on these records may be less than or equal to the Admission Date on the FS Record, but cannot be greater than the Admission Date.

See the Open Versus Closed Records section at the start of this record for a discussion of the meaning of open and closed records.



### ☀ **EMIS Student ID Number Element**

Record Field Number	FD050
Definition	The locally determined EMIS student ID.

#### **Valid Options**

Nine-digit ID used by the school district

**Reporting Instructions.** The EMIS ID is the district-determined number that is used by districts for student tracking. This number uniquely identifies each student within the district. The school district is responsible for assigning this number. The EMIS Student ID Number is for local use only and is not submitted to ODE.

Districts should not eliminate this number from their systems with the implementation of the SSID. The SSID is used for EMIS reporting purposes.

### ☀ **Foreign Exchange Student Graduation Plan Element**

Record Field Number	FD190
Definition	The foreign exchange status of a student as it relates to the student's graduation plans.

#### **Valid Options**

- \* Not applicable (Student is not a foreign exchange student)
- L Foreign exchange student plans to graduate in Ohio but leave the United States after graduation
- N Foreign exchange student does not plan to graduate in Ohio
- S Foreign exchange student plans to graduate in Ohio and stay in the United States after graduation

**Reporting Instructions.** This element determines which OGT subjects must have a test record reported. The value of this element will be “\*” for all district resident students. For students coming into the district from another county as a foreign exchange student an option other than “\*” must be reported.

A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

### ☀ **Homeless Status Element**

Record Field Number	FD150
Definition	Students who lack a fixed regular and adequate night-time residence and have a primary night-time residence indicated in the valid options.

#### **Valid Options**

- \* **Not Applicable**
- A **Shelter**  
A student living in a shelter, transitional housing, or awaiting foster care. Shelters are supervised facilities, public or privately operated, designed to provide temporary living accommodations. Transitional housing is temporary accommodation

for homeless individuals and families provided as a step to permanent housing. Residents of transitional housing continue to be considered homeless until they move into permanent housing. Awaiting foster care placement occurs whenever state or local child welfare agencies are working to place the student.

**B Unsheltered**

A student living in cars, parks, public spaces, campgrounds, unsupervised temporary trailers, abandoned buildings, substandard housing, bus or train stations, or similar settings, i.e., who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings. In these cases, the unsheltered accommodation is not a fixed, regular, and adequate nighttime residence.

**C Doubled-Up**

A student who is sharing housing with other families or individuals because of a loss of housing, economic hardship, or other similar situations. A doubled-up accommodation should be a fixed, regular, and adequate nighttime residence.

**I Hotel/Motel**

A student temporarily living in hotels or motels because he or she lacks adequate permanent housing.

**Reporting Instructions.** A change in this element requires that the current FD Record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

All homeless students must have a primary nighttime residence classified into one of these four categories. There are no options for Other or Unknown.

 **Homeless Unaccompanied Youth Element**

Record Field Number	FD160
Definition	A homeless student not in the physical custody of a parent or guardian.

**Valid Options**

- \* Not Applicable (Only to be used if “\*” was reported in the *Homeless Status Element*)
- N No
- Y Yes

**Reporting Instructions.** Students meeting the definition Homeless Unaccompanied Youth include, but are 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 change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

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The *Homeless Unaccompanied Youth Element* refers to a particular type of homeless student and the *Homeless Status Element* refers to the living conditions of a homeless student.

 **Immigrant Status Element**

Record Field Number	FD200
Definition	Per Section 3301 (6) of the Elementary and Secondary Education Act, an immigrant student is a student who <ul style="list-style-type: none"> <li>a) is age 3 through 21;</li> <li>b) was not born in any State; and</li> <li>c) has not been attending one or more schools in any one or more States for more than 3 full academic years.</li> </ul>

**Valid Options**

N No  
Y Yes

**Reporting Instructions.** Per Section 9101 (39) of ESEA, a State is defined as each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas. Per Section 9101 (30), the outlying areas include the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.

A change in this element requires that the current FD Record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record. Given the definition of this element, the only time there should be a true change in the value of this element is when a student who was previously reported as an immigrant reaches three years in school in one or more States.

Foreign Exchange students are not to be reported as Immigrant students.

 **Limited English Proficiency (LEP) Status Element**

Record Field Number	FD170
Definition	The Limited English Proficiency status of a student.

**Valid Options**

N **No**  
The student is not Limited English Proficient.

Y **Yes**  
Limited English Proficient student who has been enrolled in U.S. schools for more than 180 school days

**OR**

L **LEP – Enrolled in U.S. Schools for First Time**  
A recently arrived Limited English Proficient student who has been enrolled in US schools for **no** more than 180 school days

**AND**

**Not** previously exempted from taking the spring administration of either of the State’s English language arts assessments (reading or writing).

**M LEP – Trial-Mainstream**

A student considered to be in a Trial-Mainstream period. A student remains in the trial-mainstream period until he/she is reclassified from LEP.

**Reporting Instructions.** A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

**Option M.** Criteria for considering a student to be in the Trial Mainstream period are established by ODE’s approved LEP accountability plan. LEP/ELL staff in the district should have this information or obtain it from the Lau Resource Center at ODE.

**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, when calculating 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.

 **Migrant Element**

Record Field Number	FD180
Definition	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 fisherman, and who, in the preceding 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

**Reporting Instructions.** A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

### ☀ **Preschool Poverty Level Element**

Record Field Number	FD120
Definition	The poverty level of the preschool student’s family, as determined by Federal Poverty Guidelines.

#### **Valid Options**

A	0-100%
B	101-125%
C	126-150%
D	151-175%
E	176-185%
F	186-200%
G	201+
N	Not a preschool student
P	Parent income information not requested or provided

**Reporting Instructions.** This element may change between the first and last day of the school year. If this occurs, the current FD record must be closed and a new FD record opened. Changes in this element between school years do not require the FD record with the prior value to be closed and a new FD record opened, but districts may choose to do so if this approach is easier for the district’s software to implement.

Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

**Option N.** Report this option whenever the student is NOT enrolled in preschool.

**Option P.** This option can be reported for:

- A preschool student whose education is not supported by state funds.
- A preschool student with a disability enrolled in either a state-funded Early Childhood Education program or in at state-funded Preschool Special Education center-based unit.

A student without disabilities who is coded with the option “P” does not count towards the “funded number”.

The *Disadvantage Element* still needs to be reported for these preschool students.

### ☀ **State Equivalent Grade Level Element**

Record Field Number	FD090
Definition	The grade level in which the student will be included for reporting purposes.

#### **Valid Options**

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 graduation test and is attending school.

- 23 Student is under age 22, has a disability, has completed graduation requirements, and has not yet received a diploma.

**Reporting Instructions.** The determination of grade-level placement can most easily be done for new students by a transcript received from the previous school. When transcripts are not available from the previous school district or are unknown, the school district, according to district policy, can test the student and determine the grade level. By State Board rule, the superintendent is given the ultimate authority to determine the appropriate grade-level placement of the student.

This element may change between the first and last day of the school year. If this occurs, the current FD record must be closed and a new FD record opened. Changes in this element between school years do not require the FD record with the prior value to be closed and a new FD record opened, but districts may choose to do so if this approach is easier for the district’s software to implement.

Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

The *State Equivalent Grade Level Element* must be reported for all students. Even if the district considers a student locally to be ungraded, the district must still choose a valid option for state reporting.

**Special Education Students.** Special Education students who have completed their graduation requirements, but have not received a diploma and whose IEP team has determined that the student has not completed all IEP goals that would result in Fair and Appropriate Public Education (FAPE) should be reported through EMIS with a “23” in this Element.

Receiving a diploma is defined as the designation of a student as a graduate by the school district’s board.

**Matching Grade Levels among EMIS Reporting Entities.** The superintendent is given the ultimate authority to determine the appropriate grade-level placement of the student; however, when there is a mismatch between two EMIS reporting entities regarding the grade level for a specific student, the district that has the responsibility of issuing the diploma to the student (or would be issuing a diploma to the student if the student were to remain in continuous education at that district until 12th grade) determines the official grade level of this student. The other EMIS reporting entity is responsible to report (match) the grade level of the district responsible for issuing the diploma.

For example, if a student is attending a JVSD and a resident district, the resident district is responsible for issuing the diploma, and the JVSD should match the grade-level assigned by the resident district.

In the cases when a student attends a DYS, because students can graduate from the DYS, the resident district should match the grade level assigned by the DYS when reporting these students to EMIS.

 **Student being served by a 504 Plan Element**

Record Field Number	FD140
Definition	Student who is identified 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.

**Valid Options**

- N No. Student is not being serviced by a 504 plan (default)
- Y Yes. Student is being served by a 504 plan

**Reporting Instructions.** A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

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.

## 2.3.5 STUDENT ATTRIBUTES – NO DATE RECORD (FN)

### General Guidelines

Most of the elements on this new record type were reported in FY08 on either the Student Demographic (GI) or Student Attendance (GK) records. Unless noted otherwise, all reporting instructions remain unchanged. Note that in some reporting periods, very little data will be reported on this record, as most elements are not included in all reporting periods. See Appendix I for a summary of elements by reporting period.

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

### Career-Technical Students Who Graduate

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

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

### Student Attributes – No Date Data Elements

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



NEW

#### Elements Added to Record

- *CORE Graduation Requirement Exemption Code*
- *Military Compact Graduation Alternative Count Element*

#### ☼ Accountability IRN Element

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

#### Valid Options

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

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

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



building.

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

 **CORE Economics and Financial Literacy Requirement Met**

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

**Valid Options**

- Y- District has determined that student has met this requirement
- N- District has not determined that student has met this requirement

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

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

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

 **CORE Fine Arts Requirement Met**

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

**Valid Options**

- Y- District has determined that student has met this requirement
- N- District has not determined that student has met this requirement

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

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

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

 **CORE Graduation Requirement Exemption Code**

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

**Valid Options**

- \* Student has not opted out of Ohio Core requirements (default)
- 1 Student opted out of the Ohio Core requirement as described in 3313.603(D) (parent waiver)



- 2 Student is attending drop-out prevention and recovery program with an approved waiver from ODE and student has opted out of the Ohio Core requirements as described in 3313.603(F) (dropout-prevention and recovery program)
- 3 Student’s IEP requires substantial modifications to curriculum; student receiving diploma by meeting IEP goals instead of by meeting CORE requirements.

**Reporting Instructions.** Option “\*” should be used for the students who have not opted out of Ohio Core requirements and for student who began 9<sup>th</sup> grade prior to July 1, 2010. For more information about the opt-out options refer to Section 3313.603 (D) and (F) of the Ohio Revised Code. These elements are to be reported during the October and Graduate reporting periods beginning in the school year that the student meets the exemption. Continue to report the exemption until the student withdraws or chooses to forego the exemption and graduate under the Ohio Core requirements.

 **CTE Program of Concentration Element**

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

**Valid Options**

\*\* Student is not a concentrator in any CTE program

**Agricultural and Environmental Systems**

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

**Arts and Communication**

- B0 Media Arts
- B1 Performing Arts
- B2 Visual Design and Imaging

**Business and Administrative Services**

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

**Construction Technologies**

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

**Education and Training**

- E0 Early Childhood Education
- E1 Teaching Professions

**Engineering and Science Technologies**

- F0 Biomedical Science
- F1 Energy Science
- F2 Engineering Science
- F3 Engineering Technology
- F4 Power Transmissions
- F5 Telecommunications

**Finance**

- G0 Accounting
- G1 Financial Services

**Government and Public Administration**

- H0 Government and Public Administration

**Health Science**

- J0 Biotechnology
- J1 Clinical Health Care Services
- J2 Community Health Aide
- J3 Dental Assistant
- J4 Dental Lab Technology
- J5 Diagnostic Pathway
- J6 Exercise Science/Sports and Recreation Healthcare
- J7 Health Information Management Services
- J8 Health Support Pathway
- J9 Health Unit Coordinator
- JA Home Health
- JB Medical Assistant
- JC Medical Lab Technology
- JD Nurse Assisting
- JE Optometric Occupations
- JF Patient Care Technician

JG Pharmacy Technician  
JH Phlebotomy  
JJ Practical Nursing  
JK Surgical Technology  
JL Therapeutic Pathway

**Hospitality and Tourism**

L0 Culinary and Food Service Operations  
L1 Lodging  
L2 Travel and Tourism

**Human Services**

M0 Barbering  
M1 Cosmetology  
M2 Family and Community Services  
M3 Vocational Job Training

**Information Technology**

N0 Information Support and Services  
N1 Interactive Media  
N2 Network Systems  
N3 Programming and Software Development

**Law and Public Safety**

P0 Career Paths for the Law Profession  
P1 Criminal Justice  
P2 Criminal Science Technologies  
P3 Emergency Medical Technician—Secondary  
P4 Firefighter Training  
P5 Private Security

**Manufacturing Technologies**

R0 Automation and Robotics  
R1 Electronics  
R2 Integrated Systems Technologies  
R3 Manufacturing Design and Development  
R4 Manufacturing Occupations  
R5 Precision Machining  
R6 Welding and Cutting

**Marketing**

S0 Acquisition and Logistics  
S1 Entrepreneurship  
S2 High School of Business  
S3 Marketing Communications  
S4 Marketing Management

**Transportation Systems**

T0 Aircraft Maintenance  
T1 Auto Collision Repair  
T2 Auto Specialization

- T3 Auto Technology
- T4 Aviation Occupations
- T5 Ground Operations
- T6 Maritime Occupations
- T7 Medium/Heavy Truck Technician
- T8 Power Equipment Technology

**Reporting Instructions.** This element is to be reported in the Yearend (N) reporting period.

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

The Office of Career-Technical Education will develop guidance to help districts determine how to identify the correct CTE Workforce Development Program Code to report for each CTE Concentrator. FY2011 guidance will be published as an appendix of *Career-Technical Education Programming and EMIS Reporting* on the Ohio Department of Education Website (Career-Technical Education section).

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

 **Diploma Date Element**

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

**Valid Options**

- 00000000 Not Applicable
- CCYYMMDD Year, Month, Day

**Reporting Instructions.** A diploma date of June 8, 2008, is to be reported as 20080608.

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

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

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

### **Diploma Type Element**

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

#### **Valid Options**

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

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

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

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

### **Exempted from Physical Education Graduation Requirement**

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

#### **Valid Options**

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

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

### **Fiscal Year that Student Began Ninth Grade Element**

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

#### **Valid Options**

- 0000 Not Applicable
- CCYY Fiscal Year

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

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

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

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

 **Grade Level, Next Year Element**

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

**Valid Options**

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

**Reporting Instructions.** This element is required for all students. Seniors who have been retained are to be reported with a “12” in this element. “DR” must be reported with withdrawal reasons 71-75.

 **Limited English Proficient Reclassification Date Element**

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

**Valid Options**

- 000000 – Not Applicable
- CCYYMM – Date

**Reporting Instructions.** If a student has met the criteria for reclassification and is reclassified from LEP status to “no longer LEP”, then the year and month which the student was reclassified is reported in the *Limited English Proficient Reclassification Date Element* during the Yearend (N) reporting

period.

Alternatively, if an LEP student has not met all three criteria by the end of the school year and is not reclassified, then this element is reported with “000000” during the Yearend (N) reporting period.

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

Report the year and month in which a student is reclassified from LEP. This element is to be reported during the Yearend (N) reporting period for the school year in which the student was reclassified. In addition, the date in which the student was reclassified remains a part of this record and must be reported in subsequent years during the Yearend (N) reporting period.

A student who is reclassified in spring of FY 2008 is to be reported with the year 2008 and month in which he/she is reclassified. For instance a student reclassified in March 2008 would be reported with a reclassification date of 200803.

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

 **Majority of Attendance IRN Element**

Record Field Number	FN220
Definition	The IRN of the building or district where a student is continuously enrolled from the end of October Count Week through the spring test administration date, designated as follows: <ul style="list-style-type: none"> <li>• March 19 for all grades except 3-8</li> <li>• March 19 for all Alternate Assessments (both OGT and Achievement)</li> <li>• May 10 for grades 3-8 (except students taking the Alternate Assessment)</li> </ul>

**Valid Options**

\*\*\*\*\*

Six-digit IRN

Not Applicable

Valid Building/District IRN

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

Continuously enrolled means that the student did not withdraw from the district after October Count Week and re-enroll in the same district prior to May 10 for grades 3-8 (except students taking the Achievement Alternate Assessment) and March 19 for all other grades (including students taking the Achievement Alternate Assessment). For the remainder of these reporting instructions the term “MOA enrollment” means continuous enrollment from the October Count Week through May 10 for grades 3-8 (except students taking the Achievement Alternate Assessment) and March 19 for all other grades (including students taking the Achievement Alternate Assessment).

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



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

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

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

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



**Military Compact Graduation Alternative Count Element**

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

**Valid Options**

- 0 Student is not using the military compact alternative criteria to meet Ohio graduation requirements.
- 1-5 The number of Ohio graduation assessments that the student is not required to pass in Ohio to graduate.

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

**Non-Attending Reason Element**

Record Field Number	FN060
Definition	The reason for counting an enrolled student who was absent from school for the entire week of the district’s count week.

**Valid Options**

- \* Not Applicable
- 1 Personal Illness
- 2 Illness in the Family
- 3 Quarantine of Home
- 4 Death of Relative
- 6 Observance of Religious Holiday
- 7 Emergency or set of circumstances which in the judgment of the superintendent of school’s constitutes a good and sufficient cause for absence from school.
- 8 Medical or Dental Appointment
- 9 College Visitation

**Reporting Instructions.** These reasons are the only valid legal reasons OAC § 3301-69-02(B)(2)) 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 non-attendance.

### ☀ **OGT Graduation Alternative Element**

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

#### **Valid Options**

- 0 Not used
- 1 Used for one test not yet passed

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

### ☀ **Retained Status Element**

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

#### **Valid Options**

- \* Student was not retained at the end of the previous school year.
- 1 Student was retained at end of the previous school year and is still retained.
- 2 Student was retained at the end of the previous school year, but advanced because of successful completion of summer school.
- 3 Student was retained at the end of the previous school year, but advanced at parent request.
- 4 Student was retained at the end of the previous school year, but advanced for a reason other than completion of summer school or parents’ request.

**Reporting Instructions.** If a student was retained at the end of the previous school year report a valid option for the student in this element during the current October (K) reporting period.


### ☀ **Tech Prep Completer Element**

Record Field Number	FN280
Definition	Indicates if a student completed a Tech Prep program.

#### **Valid Options**

- Y- Student has completed a Tech Prep Program
- N- Student has not completed a Tech Prep Program

**Reporting Instructions.** This element is to be reported in the Yearend (N) reporting period only. Option ‘N’ may be used for students who are enrolled in a Tech Prep program but have not met the completer requirement as well as for students who are not enrolled in a Tech Prep program. A student must be a concentrator in a program (FN290 not equal to \*\*) before being a completer in that program.

 **Updated December 1 IEP Outcome Element**

Record Field Number	FN270
Definition	Least Restrictive Environment (LRE) outcome as of December 1 for a student whose IEP currently on file with ODE does not reflect the current LRE for a student with a disability.

**Valid Options**

\*\*\*\*

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

**IEDP IEP Resulted in Due Process**

**IEINS IEP Complete – Not Served**

**IEPR IEP Complete – Parental Refusal**

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

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

**IE14 Special education outside the regular class at least 21% of the day and no more than 60% of the day.**

This may include placement in:

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

**IE15 Special education outside the regular class more than 60% of the day.**

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

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

**IE16 Public Separate School**

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

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

mainder of the school day.

This does not include:

- Students being educated at a Community School.

**IE17 Private Separate School**

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

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

**IE18 Public Residential Facility**

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

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

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

**IE19 Private Residential Facility**

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

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

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

**IE20 Homebound/Hospital**

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

- Hospital programs;
- Homebound programs.

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

- IE38 A student with a disability placed in a state-approved nonpublic school by a public school district and receives services through an IEP.**
- IE39 A student with a disability who was enrolled by his/her parent(s) or guardian(s) in a regular parochial or other state-approved nonpublic or private school and whose basic education is paid for through private resources and who receives special education and special education services at public expense from an LEA under a Services Plan.**  
 Include children whose parents chose to home school them but who receive special education and special education services at the nonpublic school at public expense. Do not include children who are placed in private schools by the LEA.
- IE51 Regular Early Childhood Program 10 or More Hours per week and most services in EC program**  
 Children attending a regular early childhood program at least 10 hrs per week and receiving the majority of special education and special education services in the regular early childhood program.
- IE53 Regular Early Childhood Program Less Than 10 Hours per week and most services in EC program**  
 Children attending a regular early childhood program less than 10 hrs per week and receiving the majority of special education and special education services in the regular early childhood program.
- IE55 Regular Early Childhood Program 10 or More Hours per week and most services not in EC program**  
 Children attending a regular early childhood program at least 10 hrs per week and receiving the majority of special education and special education services in some other location.
- IE56 Regular Early Childhood Program Less Than 10 Hours per week and most services not in EC program**  
 Children attending a regular early childhood program less than 10 hrs per week and receiving the majority of special education and special education services in some other location.
- IE60 Pre-School – Special Education Program – Separate Class**  
 A special education program where a special education student is in a class with 51% or more students with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.
- IE62 Pre-School – Special Education Program – Separate School**  
 A special education program in which a student receives all of his/her special education and special education services in an educational program in public or private day schools designed specifically for children with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.
- IE64 Pre-School – Special Education Program – Residential Facility**  
 A special education program in which a student receives all of his/her special education and special education services in a publicly or privately operated residential school or in a residential medical facility on an in-patient basis. Do not report if student is also enrolled in Regular Early Childhood Program.
- IE70 Pre-School–Home**  
 A program in which a child receives all of his/her special education and special education services in the principle residence of the child’s family or caregivers and who did not attend an early childhood program or a special education program provided in a special class, separate school, or residential fa-

cility. Included are children who receive special education BOTH at home AND at a service provider location.

**IE72 Pre-School – Service Provider Location**

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

**Reporting Instructions.** This element is only reported in the October reporting period for those students with a change in their Least Restrictive Environment (LRE) since their most recent IEP as of December 1. In general, the LRE will not change without a new IEP being completed and reported, but there are some cases, especially with IEPs reported in the prior year that are still in effect on December 1, where the LRE could change. Examples include but are not limited to a student whose parent originally consented to services but pulled the student from services prior to December 1 and situations where an expelled student is given an alternative placement that will be in effect on December 1. In addition, for a preschool student (especially for those who are part time,) a parental placement in a private preschool program could change the LRE for that student.

When completing the Federal December Child Count, ODE will review the LRE on the latest reported IEP event effective as of December 1 (including IEPs reported in the prior yearend and IEP events reported in the current October reporting period) and the value of this element. The value of this element will take precedence. For this element to be valid for the Federal December Child Count, the student must already have an IEP reported to ODE that is valid on December 1 (e.g., December 1 is between the reported Outcome Beginning and End dates on a IEP that was reported to ODE in the prior yearend or in the current reporting period.) If no reported IEP is valid on December 1, then the value in this element will be ignored.

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

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

**Valid Option**

Nine-character alphanumeric as assigned by the SSID System

**Reporting Instructions.** This is required for all graduates during the G reporting period.

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

For a summer graduate, report the same SSID that appears on the latest Student Standing (FS) Record from yearend. In most cases, this will be an open record, but could be a closed record with a withdrawal reason if the student withdrew before graduating and later re-enrolled in summer school to complete graduation requirements. If a summer graduate was not enrolled at all in the prior school year (e.g., a student withdraws in June 2008, does not attend any days in the 08-09 school year, but graduates in the

summer of 2009), then the student would be reported with the Graduation Only (GP) Record and would not have an FN record reported in the G reporting period.

## 2.4 STUDENT ASSESSMENT RECORD (FA)

### *General Guidelines*

Starting in FY12, most statewide assessments will no longer be reported as separate assessment record types. These statewide tests will be reported using a common format for most assessments, the Student Assessment Record. Please note that the Graduation-ONLY Test Record (GP) cannot be reported using this format.

This record replaces the reporting of the following student test records:

Preschool assessments:

- GB Preschool Assessment
- GS Preschool ASQ/SE Assessment
- GM Preschool ECO Assessment

Kindergarten assessment:

- GO Kindergarten Assessment KRA-L

LEP assessment:

- GF Ohio Test of English Language Acquisition (OTELA)

Ohio Accountability/LRC assessments:

- GA Ohio Achievement Assessment
- GX Ohio Graduation Test

Career Technical assessments:

- GY CTE Student Assessment
- GU CTE Industry Assessment

The Student Assessment Record will contain the same two character identifier that was used to report the previous test records. Districts are required to report one record per student for each student-assessment type-assessment area/subject-assessment date combination. Therefore, if a given assessment has multiple areas/subjects, multiple Student Assessment Records will be required to be reported.

### *Test Formats and Accommodations*

Students can take state assessments in one of the following formats:

- Standard format (STR) or Standard format (STR) with one of the following accommodations:
  - 504 if indicated in the student's 504 plan,
  - LEP if the student meets the criteria established for LEP students,
  - IEP.
- Alternate assessment (ALT). Currently, the only state-reported assessments with an Alternate form are the Ohio Achievement Assessment (OAA) and Ohio Graduation Test (OGT).

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. The test format reported for any testing record should be the actual format of the assessment that was administered to the student.

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, then that student must take the alternate assessment in all subject areas tested. For subject/grade level tests in which a standards-based alternate assessment is administered, a RAW score is reported in the Score Element.



A school district may determine that it is appropriate for a student to take any of the standard state assessments with IEP or 504 Plan accommodations. In such cases, it is the responsibility of the school district to document what accommodations, if any, will be provided to the student when tested. The documentation of accommodations can be:

- included in each student’s IEP, or
- documented in writing for any student who was evaluated under section 504

Accommodations must meet all the following criteria, as defined by rule 3301-13-03 (H):

1. 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;
2. 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;
3. 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
4. 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.

All LEP students are allowed the use of a dictionary or extended time for taking the statewide assessments. The *Type of Accommodation Element* refers to additional LEP accommodations beyond the use of a dictionary or extended time, such as the use of a translator.

### ***Student Situations***

***Retained Students.*** For information regarding the administration of Statewide Assessment Tests to retained students, please contact the Office of Assessment through the ODE Call Center at: (877) 772-7771 and ask to be connected to the Office of Assessment. Rules for the KRA-L are noted in the section below on that assessment.

***Career-Technical Students.*** JVSDs should only report OGT and OAA testing results for students who enroll directly into the JVSD without enrolling in the resident district. These students are typically non-public or home schooled students. School districts that are educating contract career-technical students will not need to report OGT and OAA testing results for these students. All Career Technical providers would report the CTE assessments relevant to each student’s program enrollment.

***DD Students.*** Resident districts report results from the standard (STR) tests or alternate assessment (ALT) results for students that attend DDs unless noted otherwise.

***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 which attend and are in their buildings.

***Home-Schooled Students.*** Home-schooled students who are taking a CORE curriculum course(s) at the public school are required to take the corresponding statewide 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 re-

sults, for adult students.

**Students Exempt from Consequences.** 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 from meeting the passing standard on one or more of the required graduation tests. 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, a Student Special Education Graduation Requirement Record (FE) is required to be reported. The record is reported whenever an IEP determination is made to continue an exemption, add an additional assessment area for an exemption, or cancel a prior exemption from the consequences of any graduation test.

If after the initial administration, 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 graduation tests, the student will need to take and pass the subject test(s) identified by the IEP team in order to meet graduation requirements. A new Student Education Graduation Requirement record must be reported indicating the IEP event and date when this determination was made.

### **Reporting Assessment Records**

Statewide assessment results are required to be reported for each student (in a tested grade level) by the district in which he/she was enrolled during a required test administration. If a student enrolled during a required test administration is required to test and was not tested, or was tested but test scores were not available in time for EMIS reporting, then the district is required to submit the required test records with the applicable option in the *Score Not Reported Element*.

Test records are not required if the student was not enrolled in the district during any test administration period.

**Who Reports OAA, OGT, OTELA, and KRA-L Test Results.** If multiple EMIS reporting entities are providing instructional services, providing special education services, and/or required to report the same student, then the entity required to report the assessment record is determined by the value of the District Relationship Element (FS140) or the value of either of the Sent Reason Elements (FS200 or FS230) on the Student Standing records from each reporting entity.

A student with a District Relationship of ‘1’ during any part of the testing window is required to have the appropriate assessment record(s) reported by the district reporting this relationship; for Career Technical students refer to the Career-Technical Students section above. In addition, a student who has a Sent Reason of ‘CT – Contract Career-Technical Education Participant’, ‘JV- Joint Vocational School District Program Participant’, ‘MR – DD program participant’, ‘OS – State School (OSB or OSD) program participant’, or ‘PI - Proprietary Institution Program Placement’ and is enrolled in the district during any part of the testing window is required to have the appropriate assessment record(s) reported.

Since an individual student may have multiple Student Standing records reported, it is possible for more than one entity to meet the above criteria (e.g., the student moved during the testing window). In this case, both districts would have to report the assessment record(s) unless noted otherwise.

**Student mobility.** If the student takes at least one “subject” test at the district and then moves before taking the other “subject” tests, then the district reports a test record for the student for that subject, reporting the score(s) for the “subject” test(s) taken. The district reports a “J Student moved in or out of the district” option in the *Score Not Reported Element* on the test records for the other subject test(s) not taken in the district.

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 Ohio Administrative Code (OAC) 3301-13-01. Districts are required to immediately send the results as part of the official student record. The sending school or district must provide the test results to the receiving school or district upon request.

### **Contact Information**

The EMIS manual is not intended to be a comprehensive resource for all issues related to state assessments. For additional information beyond the scope of EMIS reporting, please contact the appropriate ODE office listed below.

**Office of Assessment.** 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 the Ohio Achievement Assessment (OAA), Ohio Graduation Test (OGT), or Ohio Test of English Language Acquisition (OTELA).

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.

**Office of Early Learning and School Readiness.** Please contact the Office of Early Learning and School Readiness, formerly, the Office of Early Childhood Education (ECE), for questions and additional information regarding the administration, legislation, test implementation dates, scoring standards and up-to-date information regarding the Preschool Assessment (Get It! Got It! GO!), Preschool Assessment (ASQ/SE), Student Preschool ECO Assessment (ECO), and the Kindergarten Readiness Assessment – Literacy (KRA-L).

**Office of Career-Technical Education.** Please refer to the Office of Career Technical Education (CTE) web site for additional information on rules and legislation, test implementation dates, scoring standards and up-to-date information on CTE Assessments. Information about the CTE Technical Assessments and Career Paths for the Teaching Professions Portfolio Assessment is located on the Ohio Department of Education’s web site.

The following section gives guidelines for reporting each of the assessments via the Student Assessment Record. The end of the section contains the reporting rules for the specific elements on the Student Assessment Record.

### **Preschool Assessments (GB, GM, GS)**

Preschool Early Learning Assessments are usually required to be administered twice during the academic year: in the first half of the school year (fall) and also in the second half of the school year (spring). Results from the fall administrations are to be reported only during the October (K) reporting period. Results from the spring administrations should be reported during the Yearend (N) reporting period.

Each preschool assessment requires a different number (GB-3, GM-6 and GS-1) of Student Assessment Records to fully report the assessment. The following chart summarizes the Assessment Areas that must be reported, one per Student Assessment Record, to report a specific preschool assessment for a single reporting period.

Assessment Type(s)	Required Assessment Area Code(s)	Area Code Description
GB (GGG)	ALLT	Alliteration
	PCNM	Picture Naming
	RHYM	Rhyming
GM (ECO)	E	Social-Emotional Skills
	EPRG	Social-Emotional Skills Progress
	K	Acquiring and Using Knowledge and Skills
	KPRG	Acquiring and Using Knowledge and Skills Progress
	T	Taking Appropriate Action to Meet Needs
	TPRG	Taking Appropriate Action to Meet Needs Progress
GS (ASQ/SE)	03 or 04 or 05 or 30	See Assessment Area Code chart

**Scoring Test Results.** Because the preschool assessments are not scored by an outside scoring company, and are both administered and scored at the local level, the district or ESC is responsible for entering the scores on these records.

Per ORC § 3301.0714 [o] and EL&SR policy, parents may request that results of preschool assessments not be reported to the state. In this case, report “\*\*\*” as the Score and “R” as the Score Not Reported reason for each of the required Assessment Area Codes above.

**Students at multiple reporting entities.** If multiple EMIS reporting entities are providing instructional services, providing special education services, and/or required to report the same student, then the entity required to report the assessment record is determined by the value of the District Relationship Element (FS140) on the Student Standing records from each reporting entity. In general, the entity with the lower value in this element is required to report the testing record.

For example, if one entity is providing instruction (a value of “1”) and another entity is providing services only (a value of “2”), only the instructing entity must report the Student Assessment Record. If more than one entity has the lowest value and one of the lowest entities is the student’s resident district, then only the resident district reports the testing record. If more than one entity has the lowest value and none of the lowest entities is the student’s resident district, then all of the lowest entities must report a testing record.

Since an individual student may have multiple Student Standing records reported, it is possible for more than one entity to report a student as receiving instruction from the resident district during the testing window (e.g., the student moved during the testing window). In this case, both resident districts would have to report a Student Assessment record. For districts with multiple values for the District Relationship Element (FS140) for the same student during a testing window, the lowest value for that reporting entity will be used in the cross-district determination of reporting responsibility.

**Reporting Test Results for ECO and ASQ/SE.** All preschool students with a disability are required have ECO and ASQ/SE assessment records reported twice annually.

Any preschool child with a disability enrolled for one or more days between the first day of

school and December 1 will have test records reported during the October (K) reporting period. Likewise, if a preschool child is enrolled one or more days after December 1 assessment records will be reported during the Yearend (N) reporting period.

Each assessment may be administered more than twice a year for ongoing monitoring of child progress and effectiveness of interventions. If an assessment is administered multiple times between July 1 and December 1, the following applies:

- For a newly enrolled child, only the first set of scores is reported to EMIS.
- For a child enrolled the previous year, report the score from the most recent assessment (or last score) as of December 1.

If an assessment is given multiple times between December 2 and yearend, the following applies:

- For a newly enrolled child, only the first set of scores is reported to EMIS.
- For a child enrolled prior to December 2 who has fall scores reported in the October (K) reporting period, report the final score as of May 15.

### ***GGG (GB) General Guidelines***

The GGG (Get It! Got It! Go!) is required to be administered twice during the academic year: at the beginning of the school year (fall) and also at the end of the school year (spring).

***Scoring Instructions.*** Report a valid numeric score, in some cases this may be 0, for each section of the test for which the student is able to answer sample items.

Valid score ranges for each section of the test are as follows:

000-096	Picture Naming Score
000-048	Rhyming Score
000-040	Alliteration Score

The first section that is administered is the picture naming section. If the student is unable to answer the sample items in this section of the test, then he/she is not administered any of the three sections of the test. In this case, “\*\*\*” is to be reported as the Score for all three assessment areas and “U” is reported for the Score Not Reported.

If the student is able to answer the sample items in the picture naming section, then report the score he/she received on the picture naming section as the Picture Naming Score. At this point, the student is given sample items in the next section(s) (either rhyming or alliteration, in any order) of the test. If the student is not able to answer the sample items, then report a “\*\*\*” in the corresponding score element for the section for which he/she was not able to answer the sample items. Report “U” for the Score Not Reported reason. If the student was able to answer sample items in either the rhyming or alliteration sections, then report the student’s score on the corresponding assessment record.

It is possible that the student is not able to answer sample items in the rhyming section but is able to answer the sample items in the alliteration section (or vice versa). Therefore, it is possible to report a numeric score in the Picture Naming Score, “\*\*\*” in the Rhyming Score, and a numeric score in the Alliteration Score.

***Assessment of Students without Disabilities.*** All preschool students without disabilities, ages 3-5 as of December 1, enrolled in a preschool program funded or administered by the Office of Early Learning and School Readiness (EL&SR) are required to be assessed using this instrument.

Programs funded or administered by the Office of Early Learning and School Readiness include:

- Ohio’s Early Childhood Education Programs, formerly “State Funded Public Preschool Grantee’s”
- State Funded Special Education Preschool Teacher Units

It is optional to assess and report students from other preschool programs.

A GGG assessment record is required for typically developing peers enrolled in a state funded preschool special education center-based class at a public school district, ESC, or JVSD.

A typically developing peer enrolled at the DD in a center-based preschool special education teacher unit is required to be administered the preschool assessment (Get it, Got it, GO!). However, his/her preschool assessment results are not reported through EMIS. Typically developing peers are students without a disability condition who are enrolled in a center-based special education class with students with disabilities.

**Assessment of Students with Disabilities.** All preschool students with disabilities age 3-5 by December 1 who receive preschool education and/or special education services are required to be assessed regardless of the funding source or type of service provided. In addition, all preschool students who only receive preschool special education itinerant services or only special education services are required to be assessed

**Board of DD Students.** For a preschool special education student attending a County Board of DD, the results of the assessment are to be reported by their resident school district.

**Student Mobility.** Student mobility does not apply to children with disabilities. All disabled students are reported regardless of the funding source of the district/building where they began, or moved to during the school year. Both the previous and current district/building are responsible for reporting the score as assessed by the district/building that had the child during the test administration window.

The following section applies to children without disabilities.

**1. State Funded District into State Funded District**

If a student moves from one district/ESC that was allocated state funds for a preschool program(s) into another district/ESC also allocated state funds for a preschool program(s) during the test administration window, then both districts are required to submit GGG assessment records. The new district should obtain and report the results from the prior district’s administration unless the student had not yet been tested in the first district. In this case, the new district would test the student and report those results and the prior district would still report a test record because the student was enrolled during the test administration.

**2. Non-State Funded District into State Funded District**

If a student moves from a district that is not allocated any of the state funds mentioned above for a preschool program(s) during a test administration into a district/ESC that is allocated state funds for one of the preschool program(s), then the state funded district/ESC is required to report GGG assessment records. The non-state funded district has no responsibility to report GGG assessment records.

**3. State Funded District into Non-State Funded District**

If a student moves from a district that is allocated any of the state funds mentioned above for a preschool program(s) during a test administration, into a district that is not allocated any state funds for a preschool program(s) as mentioned above, then the district/ESC that was al-

located the state funds for the preschool program(s) is responsible for reporting GGG assessment records. The non-state funded district does not have any responsibility to report GGG assessment records.

### ***ECO (GM) General Guidelines***

All preschool students with a disability are required to be assessed using the Early Childhood Outcome (ECO) Assessment instrument. The ECO is a record of progress on specific outcomes as required by federal law. The ECO is to be administered at least twice during the academic year: at the beginning of the school year (fall) and at the end of the school year (spring).

Same-aged, typically developing peers enrolled in the same preschool special education program may also be assessed but these scores will not be reported in EMIS.

Over the course of enrollment in preschool, the data reported should include information about when the child entered preschool special education and when they exited preschool special education.

The final ECO summary would be completed at the end of the preschool experience or, i.e., when exiting preschool.

The school district and/or ESC providing the preschool special education service is required to submit the ECO assessment records for students enrolled in these programs.

If children are being served by a DD, the district of residence responsible for placement submits the ECO Record for students enrolled in these programs.

***Scoring Information.*** The scores on Social-Emotional Skills, Acquiring and Using Knowledge and Skills, and Taking Appropriate Action to Meet Needs assessment areas refer to the level of age appropriate functioning exhibited by the child on a scale from 1 to 7. The scores for the related Progress assessment areas will be F, N, or Y based on whether the child has shown any new skills or behaviors since the last ECO assessment.

### ***ASQ/SE (GS) General Guidelines***

All preschool students with disabilities, ages 3-5 as of December 1, enrolled in a preschool special education center-based program or receiving itinerant services or receiving only special education services, and all students enrolled in a state-funded Early Childhood Education (ECE) program are required to be assessed using this instrument.

Same-aged, typically developing peers enrolled in the preschool special education program may also be assessed, but these scores will not be reported in EMIS unless the student is being counted as an eligible student under the reporting entity's ECE program (How Received [FS180] is E.)

***Test Administration Windows.*** The ASQ/SE (Ages & Stages Questionnaire/Social Emotional) is to be administered at least twice during the academic year for students with disabilities: once at the beginning of the school year (fall) and once at the end of the school year (spring). Students without disabilities in ECE programs are only required to be assessed during the fall window.

Preschool students without disabilities enrolled in an ECE program are required to have an ASQ/SE Test Record reported during the October (K) reporting period if the student was enrolled for one or more days between the first day of school and December 1.

**Scoring Information.** Note that the maximum possible score varies by the assessment area (form) given:

Assessment Area	Score Range
30 Months	0-435
3 Year	0-465
4 or 5 Year	0-495

**Reporting Requirements.** The school district and/or ESC providing the preschool special education program is required to submit the ASQ/SE assessment record for students enrolled in these programs. The ECE grantee (school district or Educational Service Center receiving funds from ODE) is required to submit the record for students enrolled in the ECE program, including on behalf of any subcontracted programs.

**Determining Assessment Area (Form) to Use.** The Assessment Area (or form) of the assessment to use is determined by the student's age in months at the time of assessment. Note that once a student reaches 5 years and 6 months of age (66 months), there is no longer a form of the assessment that can be given. Any child who will be 6 as of December 1 or older than 65 months at any time during the school year should have a final assessment by 65 months of age.

For younger students, the 30 Month form may not be given by the district. Since a student must be age 3 by December 1 to be reported as a preschool student with a disability, districts will give the 3 Year form to the youngest students enrolled in their program. The option for a 30 Month score is provided in case the Early Intervention/Help Me Grow under the Ohio Department of Health provides a 30 Month score during the transition process for students moving from Part C to Part B of special education. If a 30 Month score is reported, EMIS will also expect a preschool transition conference date (PSTC) to be reported for the student (see the [Special Education Record](#) for information on this date).

If a child is 3 years old as of December 1 and transitioned from Help Me Grow (Department of Health), assessment results from Help Me Grow (if available) are reported. The date of assessment administration can be before July 1. If this date is before July 1, only the 30 month record is reported. If there are no results from Help Me Grow, the district administers the assessment and reports the results.

### **Kindergarten Readiness Assessment- Literacy (GO)**

Traditional Ohio public school districts and community schools are required to administer the Kindergarten Readiness Assessment – Literacy (KRA-L) to kindergarten students. The assessment may be administered to a student prior to the student's enrollment in kindergarten, but in no case shall the results of the readiness assessment be used to prohibit a student from enrolling in kindergarten.

All kindergarten students enrolled no later than October 1 are required to take the KRA-L, with a few exceptions:

- LEP students who have been enrolled in US schools for no more than 180 school days,
- Students with disabilities who are deaf and/or blind, and
- Students who have been retained in kindergarten and were therefore assessed in the prior year.

The KRA-L is both administered and scored by district personnel. There is no third party testing company which scores the assessment and then sends the results back to the district. Therefore, the raw score from each student's assessment needs to be entered on the Student Assessment Record by school district personnel.



The Student Assessment Record for KRA-L is reported only during the October (K) reporting period.

- Traditional public school districts and community schools are required to submit a Student Assessment Record for each kindergarten student enrolled during the test administration window and October Count Week.
- If a kindergarten student takes the KRA-L in one district and then moves to a different district prior to October Count Week, then the district in which the student is enrolled during October Count Week is responsible for reporting the Student Assessment Record for that student.

As a general guideline, if a student was administered a KRA-L two or more times, the results of the first administration are required to be reported.

If a kindergarten student receives most of or all of his/her instruction at the Educational Service Center or the County Board of DD, then the district of residence is responsible for reporting the record.

If a student is not required to be tested but still takes the test, such as a recently arrived LEP student who has been enrolled in US schools for no more than 180 school days, then a record should be submitted with a valid score and the appropriate accommodations (if any).

Retained kindergarten students are not required to be administered the KRA-L. Therefore, school districts are not to submit a Student Assessment Record for students who are retained. Students reported with the option of “1” in *Retained Status Element*, found on the Student Attributes- No Date Record, are considered retained and therefore, ODE is not expecting a Student Assessment Record for these students. For all other options reported in the *Retained Status Element* for students with a grade level of kindergarten, a KRA-L Record is required to be reported.

### ***Ohio Test of English Language Acquisition (GF)***

Results from the Ohio Test of English Language Acquisition (OTELA) administered during spring of the current school year are reported during the Yearend (N) reporting period on the Student Assessment Record.

Student Assessment Record(s) are required to be submitted for each student with a “Y”, “M” or “L” option reported on the LEP Status Element on the Student Attribute – Effective Date Record for any day within the testing window.

Districts are required to submit one Student Assessment Record for each OTELA assessment area/subject (Listening, Reading, Speaking and Writing) for each student. Therefore, four assessment records for each student are required to be submitted to ODE during the Yearend (N) reporting period.

Report the scale score of each test area/subject in the Score Element (FA240). If the required student did not test for a particular required Assessment Area then report the reason in the Score Not Reported Element (FA235).

### ***Ohio Achievement Assessments (GA)***

The results for all Ohio Achievement Assessments are only reported during the Yearend (N) reporting period. Student Assessment Record(s) should be reported for all students enrolled during any test administration in the current school year. Report a separate Student Assessment Record per student, per test date, per test subject for all tested grade levels.

For a grade three reading student, a Student Assessment Record must be submitted if the student

was enrolled during the fall test administration window and he/she is required to take the “STR” format. If the student passes the fall assessment, the third grade Reading spring assessment is optional, and therefore is only reported if the student completed the assessment.

Scaled scores will be reported for all standard assessments – (*STR*) *Required Test Type Element*. Raw scores will be reported for all alternate assessments - (*ALT*) *Required Test Type Element*.

### ***Ohio Graduation Test (GX)***

Beginning with the Class of 2007, the Ohio Graduation Tests (OGT) are required for graduation. All five tests (Reading, Math, Writing, Science, and Social Studies) are required to be administered to 10th grade students. Twelfth and eleventh-graders are required to continue to take tests for any of the five subjects not yet passed or exempted from consequences.

The reporting district(s) must submit a separate Student Assessment Record per student, per test date, per test subject.

As a general guideline, report the subject test record(s) until the student passes the subject test(s). With the exception of summer graduates, all Student Assessment Record(s) for OGT tests will be reported during the Yearend (N) reporting period.

Scaled scores will be reported for all standard assessments – (*STR*) *Required Test Type Element*. Raw scores will be reported for all alternate assessments - (*ALT*) *Required Test Type Element*.

If for whatever reason a student is not tested during a required administration (fall and spring), a record for each subject the student should have taken is to be submitted by the district for the most recent test administration for which he/she was enrolled. The appropriate option is to be reported in the *Score Not Reported Element* for these situations.

The optional summer administration of the OGT is required to be reported by the district where the student is first enrolled at the beginning of the school year. Therefore, in situations where a student takes the OGT in the summer in one school district, and then enrolls in a different school district at the beginning of the next school year, the new district where the student is enrolled reports the results during the Yearend (N) reporting period. In this case, the only responsibility of the district where the student took the OGT over the summer is to share the test results with the new district where the student enrolls.

***Summer Graduates.*** OGT assessment records should be reported for students who were enrolled in the district the previous school year and graduate as a result of taking and passing the summer administration of the OGT. These students would be students that were enrolled in the district the previous school year, took the summer administration of the OGT and graduated from the district prior to the start of the new school year. Report OGT results for these graduates during the Graduation (G) reporting period; all other summer administration results should be reported during the following Yearend (N) reporting period.

***Reporting Test Records for First Time 10th Graders.*** Assessment records are to be reported for each student enrolled during the test administration in the current school year.

Districts are required to submit one Student Assessment Record for each subject (reading, math, writing, science, and social studies) for each student enrolled in 10th grade for the first time. Therefore, five assessment records for each student are required to be submitted to ODE during the Yearend (N) reporting period.

**Reporting Test Records for Non-First Time Test Takers.** Districts are required to submit assessment records for all non-first time test takers in situations where these students have yet to pass one or more subjects of the OGT. It is optional to report prior year test results. As a general guideline, report an assessment record for each subject until the student passes the test unless the student is exempted from passing the test on the latest IEP.

When submitting previous year test results, use current year values for Fiscal Year (GA020).

If a student is not tested during a required administration (fall and/or spring) a record for each test the student should have taken is to be submitted by the district for the most recent test administration for which the student was enrolled. The appropriate option is to be reported in the *Score Not Reported Element* for these situations.

### ***CTE Industry Assessment (GU)***

Industry assessments are technical assessments developed by industry associations or state licensing agencies. Many students in CTE Workforce Development programs are not required to take an industry assessment. Students may take an industry assessment either while still enrolled in the CTE program or after completing the CTE program. If a student takes an industry assessment while still enrolled in a CTE program, the district should report the industry assessment during the Yearend (N) reporting period. If a student takes an industry assessment after completing the CTE program, but before the next March (D) reporting period, the district should report the industry assessment during the March (D) reporting period.

If an industry assessment was reported during the Yearend (N) reporting period, do not report that same assessment during the March (D) reporting period, unless the student re-took the assessment.

A student who is eligible to be reported during the March (D) reporting period is a student who has been reported as a CTE Concentrator and the student left school during the previous school year. These students will be extracted from the ODE database and districts will not be able to add additional students for the March (D) reporting. Therefore, for the March (D) reporting period, CTE Industry Assessments will only be able to be reported for students that already exist in the March (D) database. If a student has not been extracted into the March (D) database by ODE a CTE Industry Assessment will not be able to be reported for the student.

A record is to be reported for all students who have been reported as a CTE Concentrator and who took an industry assessment that is listed as an option for Assessment Area. If a student takes the same industry assessment more than once, only report the results from the last assessment. If a student takes more than one industry assessment, report all assessments that the student takes. If a student took an industry assessment but was not reported as a CTE Concentrator, do not report a record for the student.

### ***CTE Student Assessment (GY)***

The State Board of Education has approved career-technical performance measures that require school districts to assess students in workforce development programs with a CTE 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.

CTE Technical Assessment records should be reported by the district that employs the CTE Workforce Development instructor during the Yearend reporting period. Most students will only have a single record reported, but if a student is in multiple programs, multiple records may be reported.

Note that with the exception of students enrolled in the 350011 Teaching Professions course, a record is only reported if the assessment is completed. Therefore, nearly all students will have this assessment type reported with a Score Not Reported value of “\*”. All students in the 350011 course are expected to have an assessment reported with an Assessment Area of “14TP”; if a student did not complete a portfolio, report a Score Not Reported value of “F”.

### Reporting Instructions

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

### ☀ Assessment Area Code

Record Field Number	FA205
Definition	A one to four character code that identifies the test or subject area of the assessment administered.

### Valid Options

Assessment Area Code	Area Code Description	Valid Assessment Type(s)
03	3 Years (33-41 months of age)	GS (ASQ/SE)
04	4 Years (42-53 months of age)	
05	5 Years (54-65 months of age)	
30	30 Months (27-32 months of age)	GS (ASQ/SE)
ALLT	Alliteration	GB (GGG)
C	Social Studies	GA (OAA) GX (OGT)
E	Social-Emotional Skills	GM (ECO)
EPRG	Social-Emotional Skills Progress	
K	Acquiring and Using Knowledge and Skills	
KPRG	Acquiring and Using Knowledge and Skills Progress	
LIST	Listening	GF (OTELA)
M	Mathematics	GA (OAA) GX (OGT)
PCNM	Picture Naming	GB (GGG)
R	Reading	GA (OAA) GF (OTELA) GO (KRA-L) GX (OGT)
RHYM	Rhyming	GB (GGG)
S	Science	GA (OAA) GX (OGT)
SPKG	Speaking	GF (OTELA)
T	Taking Appropriate Action to Meet Needs	GM (ECO)
TPRG	Taking Appropriate Action to Meet Needs Progress	

Assessment Area Code	Area Code Description	Valid Assessment Type(s)
W	Writing	GA (OAA) GF (OTELA) GX (OGT)
14TP	Teaching Professions – Portfolio Score	GY (CTE Tech)
01EA	Accounting	
02EA	Administrative Office Technology	
02MA	Administrative Office Technology	
03MC	Agribusiness and Production Systems	
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	
05DA	Agricultural/Industrial mechanical Technician	
05MC	Agricultural and Industrial Equipment	
07EA	Heating, Ventilation, Air-Conditioning and Refrigeration	
08DA	Animal Management Technician	
08MC	Animal Science and Management	
09EA	Auto Collision Technician	
09MC	Ground Transportation Collision	
10DA	Auto Mechanics	
10MC	Ground Transportation Automotive	
12EA	Building and Property Maintenance	
13EA	Business Administration and Management	
13MC	Business Administration and Management	
15EA	Carpentry	
15MA	Carpentry	
16FA	Early Childhood Education and Care	
18EA	Visual Communications Art	
18MA	Visual Communications	
18MC	Visual Design and Imaging	
19DA	Commercial Photography	
19MC	Media Arts	
23EA	Dental Assistant	
23MA	Dental Assistant	
24EA	Diesel Mechanics	
24MC	Ground Transportation Truck	
25HA	Diversified Health Occupation	
26EA	Drafting	
26MA	Drafting	
27EA	Electrical Trades	

Assessment Area Code	Area Code Description	Valid Assessment Type(s)
27MA	Electrical Trades	GY (CTE Tech)
27MB	Electrical Trades	
28EA	Electronics	
28MA	Electronics	
30FA	Entertainment Marketing	
34EA	Food Management, Production and Service	
36MC	Marketing Management	
37MC	Integrated Marketing Communications	
38EA	Graphic Communications	
38MA	Graphic Communications	
39DA	Natural Resources and Forest Industry Worker	
39DB	Natural Resources and Resource Conservation	
40EA	Hospitality and Facility Care Services	
40FA	Hospitality	
41DA	Travel and Tourism Marketing	
42EA	Industrial Maintenance	
43FA	Criminal Justice	
44EA	Precision Machine Technologies	
45DA	Masonry	
46DA	Meat Processor	
47FA	Medical Assistant	GY (CTE Tech)
53DA	Horticulture core and Floriculture and Greenhouse Worker	
53DB	Horticulture core and Turf and Landscape Worker	
53DC	Horticulture core and Nursery and Garden Worker	
53MC	Horticulture	
56DA	Power Equipment Technology	
56MC	Ground Transportation Power Equipment	
59EA	Welding	
70MA	Core Information Technology	
71MA	Information Support and Services	
72MA	Network Systems	
73MA	Programming and Software Development	
74MA	Interactive Media	
80MC	Information Technology Basic	
81MC	Information Support and Services	
82MC	Network Systems	
83MC	Programming and Software Development	
84MC	Interactive Media	
100	HVAC - National Construction Career Test - National Center for Construction Education and Research	
140	NATEF End of Program Test - National Automotive	

Assessment Area Code	Area Code Description	Valid Assessment Type(s)
	Technician Education Foundation (NATEF)	
150	Heavy Equipment construction	
160	Carpentry Level One - National Construction Career Test - National Center for Construction Education and Research	
170	Masonry - National Construction Career Test	
180	Student Electronics Technician (SET) Exam - Electronics Technicians Association International (ETA)	
190	Electrical Trades - National Construction Career Test	
195	Building Technology - National Construction Career Test	
200	Schools Excelling through National Skills Education (SENSE) Level 1 Test - American Welding Society)	
260	Welding- National Construction Career Test - National Center for Construction Education and Research	
270	Woodlinks Certification	
350	Engineering Science – Project Lead the Way	
400	Certified Ohio Dental Assistant (CODA) -Examination	GU (CTE Indust)
420	National Council Licensure Examination for Licensed Practical /Vocational Nurses (NCLEX-PN) - Ohio Board of Nursing	
440	Nurse Assistant - State Tested Nurse Aide Examination (STNA) Ohio Department of Health	
470	National Healthcare Foundation Skills Assessment - National Consortium for Health Science and Technology Education	
480	ProStart Certificate of Achievement Final Assessments-National Restaurant Association Education Foundation	
540	Barber License Examination Ohio State Barber Board	
560	Cosmetology License Examination Ohio State Board of Cosmetology	
580	Print ED Certification The Graphic Arts and Research Foundation	
610	Air-Conditioning & Refrigeration Institute (ARI) Certificate of Completion, Exam Industry Competency Exam (ICE) - Partnership for Air-Conditioning, Heating and Refrigeration Accreditation (PAHRA)	GU (CTE Indust)
620	Heating, Electrical, Air-Conditioning Technology Certificate of Achievement - HVAC Excellence	
630	Fire Fighter II Certification - Ohio Emergency Medical Services	
640	EMT Basic National Registry Certificate - Ohio Emergency Medical Services	
650	NATEF End of Program Test-Paint and Refinishing - National Automotive Technician Education Foundation (NATEF)	

**Reporting Instructions.** The Assessment area value must be a valid Assessment Area Code for the reported Assessment Type Code (FA060). Assessment areas that do not require all 4 available characters may be reported with either leading or trailing spaces.

 **Assessment Type Code**

Record Field Number	FA060
Definition	Identifies the type of assessment that is the source of the data on the record submitted to ODE.

**Valid Options**

- GA Ohio Achievement Assessment (OAA)
- GB Preschool Assessment (GGG)
- GF Ohio Test of English Languish Acquisition (OTELA)
- GM Preschool ECO Assessment (ECO)
- GO Kindergarten Readiness Assessment (KRAL)
- GS Preschool ASQ/SE Assessment (ASQ/SE)
- GU CTE Industry Assessment
- GX Ohio Graduation Test (OGT)
- GY CTE Technical Assessment

 **Grade Level of Student at Time of Test**

Record Field Number	FA220
Definition	The grade level of the student at the time the reported assessment was administered.

**Valid Options**

- PS, KG-12, 13, 23
- \*\* Not Applicable (GU and GY Assessment Types only)

 **Required Test Type**

Record Field Number	FA215
Definition	The type of test/form of the assessment reported on the record.

**Valid Options**

- STR Standard (regular)
- ALT Alternate Assessment (Standards-based alternate assessment) as required by IEP (GA and GX Assessment Types only)

**Reporting Instructions.** If a test is given in only one format report “STR”. If an “ALT” is reported for a Special Education student then all areas for that assessment on that date must be reported as ALT.

 **Score**

Record Field Number	FA240
Definition	A three character field containing the score on the reported assessment.

**Valid Options**

- 000-999 Range of Numeric Scores



F	First Assessment - This record represents the first ECO assessment for this student, so progress is not relevant (GM Assessment- EPRG, KPRG, and TPRG Assessment Areas only)
N	No - The student has not shown any new skills or behaviors related to the assessment area (GM Assessment- EPRG, KPRG, and TPRG Assessment Areas) or Student did not pass the CTE Industry Assessment (GU Assessment Type)
P	Student passed the CTE Industry Assessment (GU Assessment Type only)
Y	Yes - The student has shown new skills or behaviors related to the assessment area (GM Assessment- EPRG, KPRG, and TPRG Assessment Areas only)
***	No Score to Report

**Reporting Instructions.** An assessment taken that results in a score of zero must be reported with a *Score Not Reported* value of “\*”. An assessment without a score to report (\*\*\*) must be reported with a value other than “\*” in the *Score Not Reported* element.

The score can be numeric or non-numeric as required based on the Assessment Type and Assessment Area codes.

Non-numeric scores that do not require all 3 available characters may be reported with either leading or trailing spaces.

Numeric scores that do not require all 3 available characters may be reported with either leading zeros or leading spaces, but in both cases, the actual score must be right-justified within the element.

**Example 26.**

**Reporting Scores Less Than 100**  
 A score of 6 may be reported as either “006” or “ 6”.  
 A score of 0 may be reported as either “000” or “ 0”.

Decimal points are assumed and should not be reported in this element. Currently, the only assessments where a score with an implied decimal is reported are raw scores from Required Test Type-Alternate Assessments for the Ohio Graduation Test and Ohio Achievement Assessment.

**Example 27.**

**Reporting ALT Scores**  
 A raw score of 26.5 is to be reported as 265. A raw score of 15 is to be reported as 150.

On ALT assessments, do not report the entry score provided by the testing provider. For the Reading and Writing ALT Assessment Areas, report the Total Raw Score/ELA on both test records.

 **Score Not Reported**

Record Field Number	FA235
Definition	Identifies the reason why the student did not take the required assessment and/or does not have a score to report.

**Valid Options**

- \* Option Not Applicable, Student took the test.

A	Medical Reason
B	Parent Refusal
C	Student Refusal
D	Suspension/Expulsion
E	Truancy
F	Other (reason not listed)
I	Students who have taken the test, but the test was, for good cause, invalidated by the Ohio Department of Education or the school district
J	Student moved in or out of district before test administered
K	Not required in this district due to part-time student status, home school, nonpublic school and not enrolled in course for this assessment/subject area
L	Student has a disability condition and is deaf and/or blind and is not required to take the test
M	Medical Emergency – Circumstances beyond the Local Education Agency’s control prevent a student from being assessed at any time during the testing window due to a significant medical emergency (e.g., student is hospitalized due to an accident). Ongoing medical conditions are not considered medical emergencies.
N	Accelerated Student, No Subject Test at Accelerated Grade
O	Student Older than Maximum Age for ASQ/SE Assessment
P	Due to Timing of Alternate Assessment Determination
R	Parents request results not be reported to the state
S	Non-Scorable Assessment (only valid for that Standards-Based Alternate Assessment)
U	Unable to answer sample items

**Reporting Instructions.** The “J” option may be used for students who are enrolled at the beginning of the test administration window but move out of the district before the “subject” test is administered. It may also be used for students who move into the district at the very end of the administration window and there is not enough time to test the student in all required areas. Please refer to the assessment information on the ODE website for further information.

If a recently arrived LEP student has not been enrolled in U.S. schools for more than 180 school days and has not previously been exempt from a State’s spring test administration, the student is not required to take the State’s English language arts assessments (reading/writing). If an LEP student enrolls during the spring administration on or after March 19th for the Ohio Graduation Tests or on or after May 10th for the Ohio Achievement Assessments, that spring administration will not count as this single exemption for testing recently arrived LEP students, unless the student was enrolled in an Ohio school during a prior year prior to the March 19th or May 10th dates. However students reported as “L” during the October (K) reporting periods who will have over 180 school days in U.S. schools as of the first day of a spring test administration window, will be required to be assessed in the State’s English language arts assessments during that spring test administration.

Option “P” is only valid for a student who enrolls on or after the last day designated for the submission of the collection of evidence to the scoring contractor and

- has an IEP and is required to take an alternate assessment, or
- has an IEP with alternate assessment determination made prior to the spring test administration.

According to the Ohio Administrative Code (OAC 3301-13-04) waivers must be requested for all students required to take the OAA (GA) and OGT (GX) assessments who did not take one or more of the tests (or alternate assessment if designated in the student’s IEP). This element will be used for this legisla-

tive mandate.

ORC § 3301.0714, section [o] indicates that “no district shall be required to report to the department the results of any diagnostic assessment administered to a kindergarten student if the parent of that student requests the district not to report those results.” This law is also applied to the preschool assessments managed by the Office of Early Learning and School Readiness. Report option R when a parent makes this request.

Not all Score Not Reported values can be used with each Assessment Type. The following table lists which Score Not Reported values can be used with each Assessment Type:

Assessment Type	Subset of valid Score Not Reported options
GA	*, A, B, C, D, E, F, I, J, K, M, N, P, S
GB	*, A, B, C, D, F, J, L, R, U
GF	*, A, B, C, D, E, F, I, J
GM	*, A, B, D, F, J, R
GO	*, A, B, C, D, E, F, J, K, L, R
GS	*, A, B, D, F, J, O, R
GU	*
GX	*, A, B, C, D, E, F, I, J, K, M, P, S
GY	*, F (F only used for 14TP Assessment Area)

 **Test Date**

Record Field Number	FA210
Definition	The date the test was administered.

**Valid Options**

YYYYMM    Year, Month

**Reporting Instructions.** If a test was not taken, report the date of the test that would have been administered. For example, a test which was taken on March 15, 2012, is to be reported in the following format: 201203.

The year (YYYY) value reported in this element is the year that corresponds to the month reported for current school year administrations. For example, an assessment given in FY12 would typically be reported with 2011 for June-December and 2012 for January-May. Only the OGT (GX) will ever have results reported with previous years. When reporting OGT results from prior years, results from any prior year assessment window can be reported in Yearend or Graduate reporting periods as needed.

The following table summarizes the administration window for each Assessment Type and the corresponding month (MM) values that can be reported in this element. For Assessment Windows marked with \*, see the ODE web site Testing area for the specific assessment window dates for each year.

Assessment Type	Assessment Window	Valid Month values
GA	Fall (N reporting): Third grade STR reading only October*	Always October (10)
	Spring (N reporting): ALT test type, September until March*	Always March (03)
	Spring (N reporting): STR test type, late April-early May*	April (04) – May (05)

GB	Fall (K reporting): First day of school – November 14	July (07) – November (11)
	Spring (N reporting): March 23 – May 1	March (03) – May (05)
GF	Spring (N reporting): January through March*	January (01) – March (03)
GM and GS	Fall (K reporting): First day of school – December 1	July (07) – December (12)
	Spring (N reporting): December 2 – May 15	December (12) – May (05)
GO	Fall (K reporting): four weeks prior to the first day of school – October 1	June (06) – October (10)
GU	Reported in N and D: actual assessment dates will vary	Always January (01) of year reported, regardless of year taken
GX	Summer prior to current school year (N reporting): June – July*, non-summer graduates	June (06) – July (07)
	Fall (N reporting): October-November*	October (10) – November (11)
	Spring (N reporting): STR test type in March*, and ALT test type September until March*	Always March (03)
	Summer after current school year (G reporting): June – July*, summer graduates only	June (06) – July (07)
GY	Reported in N: actual assessment dates will vary	Always January (01) of year reported, regardless of year taken

 **Test Grade Level**

Record Field Number	FA200
Definition	The grade level of the assessment administered.

**Valid Options**

\*\* , PS, KG, 03-12

**Reporting Instructions.** The following table summarizes the possible Test Grade Level values for each Assessment Type. Note that for the OAA (GA), values above 08 are only relevant in the acceleration situations described below.

Assessment Type	Valid Test Grade Level values
GA	03, 04, 05, 06, 07, 08, 09, 10, 11, 12
GB, GM and GS	PS
GF, GU and GY	**
GO	KG
GX	10

If a student is accelerated in a subject that exists at the student’s grade level on the OAA (GA), as reported on the Student Attributes – Effective Date Record, but there is no such OAA subject test available at the accelerated grade level, report the test grade level of the non-existent test, e.g., student is a 4th

grader accelerated to 5th grade in writing: report 05 in the *Test Grade Level Element* and report option “N” in the *Score Not Reported Element*.

**☀ Type of Accommodation**

Record Field Number	FA225
Definition	Identifies if accommodations were provided to the student when taking the assessment.

**Valid Options**

- \*\* Not Applicable, student did not take the assessment being reported or accommodations not reported on assessment taken
- NO Student did not receive accommodations on the standard assessment (STR) or took an alternate assessment (ALT)
- Y1 Student took the standard (STR) format of the assessment with 504 plan accommodations
- Y2 Student took the standard (STR) format of the assessment with IEP accommodations
- Y3 Student took the standard (STR) format of the assessment with LEP accommodations other than the use of a dictionary and/or extended time

**Reporting Instructions.** The following table summarizes the possible Type of Accommodation values for each Assessment Type.

Assessment Type	Valid Test Grade Level values
GA and GX	any
GB	**, NO, Y2
GF and GO	**, NO, Y1, Y2
GM, GS, GU and GY	**

## 2.4.1 STUDENT PRESCHOOL ASQ/SE ASSESSMENT RECORD (GS)

For reporting instructions on the GS record type, please see the new Student Assessment Record (FA) general reporting instructions and the reporting instructions for that record specific to Preschool Assessments (GB, GM, GS).

The element listing and details are still included for this record, as there are some changes in the options and structure for some elements.

This record is valid for FY12 October reporting only. It will not be supported for FY12 Yearend reporting and will not be included as a record type in future manuals. For FY12 Yearend and future reporting, this assessment must be reported with the new Student Assessment Record (FA).

### *Student Preschool ASQ/SE Data Elements*

The following portion of this section discusses each of the data elements within the Student Preschool ASQ/SE Test Record. The elements are organized alphabetically.

#### **Required Test Type Element**

Record Field Number	GS215
Definition	The format of the test the student is required to take.

#### **Valid Option**

STR Standard (regular)

#### **Score Element**

Record Field Number	GS240
Definition	Total score for the assessment.

#### **Valid Options**

\*\*\* Not Applicable – student did not take test  
 PNO Parents request results not be reported to the state  
 000-495 Valid range of actual scores

**Reporting Instructions.** Note that the maximum possible score varies by the level of assessment given:

Level of Assessment	Score Range
30 Months	0-435
3 Year	0-465
4 or 5 Year	0-495

#### **Score Not Reported Element**

Record Field Number	GS235
Definition	Identifies the reason the student did not take a required test and/or does not have a score to report.

#### **Valid Options**

\* Not Applicable  
 A Medical Reason  
 B Parent Refusal

- D Suspension/Expulsion
- F Other (reason not listed)
- J Student moved in or out of district before test administered
- O Student Older than Maximum Age for ASQ/SE Assessment

**Reporting Instructions.** The “J” option may be used for students who are enrolled at the beginning of the test administration window but move out of the district before the “subject” test is administered. It may also be used for students who move into the district at the very end of the administration window and there is not enough time to test the student in all required areas. Please refer to the assessment information on the ODE website for further information.

 **Test Date Element**

Record Field Number	GS210
Definition	The date the test was administered.

**Valid Options**

YYYYMM      Year, Month

 **Test Level Element**

Record Field Number	GS200
Definition	The level of the test being taken.

**Valid Options**

- 30      30 Months (27-32 months of age)
- 03      3 Years (33-41 months of age)
- 04      4 Years (42-53 months of age)
- 05      5 Years (54-65 months of age)

**Reporting Instructions.** The level (or form) of the assessment to use is determined by the student’s age in months at the time of assessment. Note that once a student reaches 5 years and 6 months of age (66 months), there is no longer a form of the assessment that can be given.

For younger students, the 30 Month form may not be given by the district. Since a student must be age 3 by December 1 to be reported as a preschool student with a disability, districts will give the 3 Year form to the youngest students enrolled in their program. The option for a 30 Month score is provided in case the Early Intervention/Help Me Grow under the Ohio Department of Health provides a 30 Month score during the transition process for students moving from Part C to Part B of special education. If a 30 Month score is reported, EMIS will also expect a preschool transition conference date (PSTC) to be reported for the student (see the [Special Education Record](#) for information on this date).

## 2.4.2 STUDENT PRESCHOOL ECO ASSESSMENT RECORD (GM)

For reporting instructions on the GM record type, please see the new Student Assessment Record (FA) general reporting instructions and the reporting instructions for that record specific to Preschool Assessments (GB, GM, GS).

The element listing and details are still included for this record, as there are some changes in the options and structure for some elements.

This record is valid for FY12 October reporting only. It will not be supported for FY12 Yearend reporting and will not be included as a record type in future manuals. For FY12 Yearend and future reporting, this assessment must be reported with the new Student Assessment Record (FA).

### *Student Preschool ECO Data Elements*

The following portion of this section discusses each of the data elements within the Student Preschool ECO Record. The elements are organized alphabetically.

#### **Assessment Area Element**

Record Field Number	GM200
Definition	Identifies which outcome summary assessment area is being reported.

#### **Valid Options**

- E Positive Social-Emotional Skills
- K Acquiring and Using Knowledge and Skills
- T Taking Appropriate Action to Meet Needs

**Reporting Instructions.** All three assessment areas must be reported every submission.

#### **Progress Element**

Record Field Number	GM245
Definition	Identifies if student made progress.

#### **Valid Options**

- \* Not Applicable - student was not assessed
- F First Assessment - This record represents the first ECO assessment for this student, so progress is not relevant
- N No - The student has not shown any new skills or behaviors related to the assessment area
- Y Yes - The student has shown new skills or behaviors related to the assessment area

**Reporting Instructions.** Progress element refers to whether the child has shown any new skills or behaviors since the last outcomes summary.



☀ **Required Test Type Element**

Record Field Number	GM215
Definition	The format of the test the student is required to take.

**Valid Options**

STR Standard (regular)

☀ **Score Element**

Record Field Number	GM240
Definition	Total score for the assessment.

**Valid Options**

\* Not Applicable-student was not assessed  
 P Parents request results not be reported to the state  
 1-7 Valid range of actual scores

**Reporting Instructions.** Score refers to the level of age appropriate functioning exhibited by the child on a scale from 1 to 7.

☀ **Score Not Reported Element**

Record Field Number	GM235
Definition	Identifies the reason the student did not take a required test and/or does not have a score to report.

**Valid Options**

\* Not Applicable  
 A Medical Reason  
 B Parent Refusal  
 D Suspension/Expulsion  
 F Other (reason not listed)  
 J Student moved in or out of district before test administered

**Reporting Instructions.** The “J” option may be used for students who are enrolled at the beginning of the test administration window but move out of the district before the “subject” test is administered. It may also be used for students who move into the district at the very end of the administration window and there is not enough time to test the student in all required areas. Please refer to the assessment information on the ODE website for further information.

☀ **Test Date Element**

Record Field Number	GM210
Definition	The date the test was administered.

**Valid Options**

YYYYMM Year, Month

## 2.4.3 STUDENT PRESCHOOL GGG ASSESSMENT RECORD (GB)

For reporting instructions on the GB record type, please see the new Student Assessment Record (FA) general reporting instructions and the reporting instructions for that record specific to Preschool Assessments (GB, GM, GS).

The element listing and details are still included for this record, as there are some changes in the options and structure for some elements.

This record is valid for FY12 October reporting only. It will not be supported for FY12 Yearend reporting and will not be included as a record type in future manuals. For FY12 Yearend and future reporting, this assessment must be reported with the new Student Assessment Record (FA).

### *Preschool Assessment Test Data Elements*

The following portion of this section discusses each of the data elements within the Student Preschool Assessment Record. The elements are organized alphabetically.

#### **Raw Score Elements**

##### **Picture Naming**

Record Field Number	GB240
Definition	The total score achieved by the student in the “Picture Naming” section of the test.

##### **Rhyming**

Record Field Number	GB250
Definition	The total score achieved by the student in the “Rhyming” section of the test.

##### **Alliteration**

Record Field Number	GB260
Definition	The total score achieved by the student in the “Alliteration” section of the test.

##### **Valid Options**

***	Not Applicable - Student did not take the test
PNO	Parents request results not reported to the state (ORC § 3301.0714, [o])
UNS	Unable to answer sample items
000-096	Report the actual score of the student for the corresponding section

Valid score ranges for each section of the test are as follows:

000-096	Picture Naming Score (GB240)
000-048	Rhyming Score (GB250)
000-040	Alliteration Score (GB260)

Scores should be reported as follows:

45	as 045
5	as 005

**Reporting Instructions.** Report a valid numeric score, in some cases this may be 0, for each section of the test for which the student is able to answer sample items.

The first section that is administered is the picture naming section. If the student is unable to answer the sample items in this section of the test, then he/she is not administered any of the three sections of the test. In this case, the “UNS” option is to be reported in *Picture Naming Score Element* and “\*\*\*” in the *Rhyming Score Element* and *Alliteration Score Element*. Report an “\*” in the *Score Not Reported Element*.

If the student is able to answer the sample items in the picture naming section, then report the score he/she received on the picture naming section in the *Picture Naming Score Element*. At this point, the student is given sample items in the next section(s) (either rhyming or alliteration, in any order) of the test. If the student is not able to answer the sample items, then report a “UNS” in the corresponding score element for the section for which he/she was not able to answer the sample items. Report an “\*” in the *Score Not Reported Element*. If the student was able to answer sample items in either the rhyming or alliteration sections, then report the student's score in the corresponding element for that section.

It is possible that the student is not able to answer sample items in the rhyming section but is able to answer the sample items in the alliteration section (or vice versa). Therefore, it is possible to report a numeric score in the *Picture Naming Score Element*, a “UNS” in the *Rhyming Score Element*, and a numeric score in the *Alliteration Score Element*.

#### **Required Test Type Element**

Record Field Number	GB215
Definition	The format of the test the student is required to take.

#### **Valid Options**

STR Standard (regular)

#### **Score Not Reported Element**

Record Field Number	GB235
Definition	Identifies the reason the student did not take a required test and/or does not have a score to report.

#### **Valid Options**

- \* Not Applicable
- A Medical Reasons
- B Parent Refusal
- C Student Refusal
- D Suspension/Expulsion
- F Other (reason not listed)
- J Student moved in or out of district before test administered
- L Student has a disability condition and is deaf and/or blind and is not required to take the test

**Reporting Instructions.** The “J” option may be used for students who are enrolled at the beginning of the test administration window but move out of the district before the “subject” test is administered. It may also be used for students who move into the district at the very end of the administration window and there is not enough time to test the student in all required areas. Please refer to the assessment information on the ODE website for further information.

### ☀ **Test Grade Level Element**

Record Field Number	GB200
Definition	Identifies the grade level of the test administered.

#### **Valid Options**

PS    Preschool

### ☀ **Test Date Element**

Record Field Number	GB210
Definition	The date the test was administered.

#### **Valid Options**

YYYYMM    Year, Month

**Reporting Instructions.** If a test was not taken, report the date of the test that would have been administered.

If the portions of the assessment were administered over multiple days, report the day the student began the first portion of the assessment.

A test taken on March 15, 2008, is to be reported in the following format: 200803.

### ☀ **Type of Accommodation Element**

Record Field Number	GB230
Definition	Identifies accommodations the student received when taking the standard format of the test.

#### **Valid Options**

\*\*    Not applicable; only used if the student did not take the test  
 No    No, student did not take the test with accommodations  
 Y2    Yes, student took the test with IEP accommodations

**Reporting Instructions.** If a score is reported in the *Raw Score Element*, then “\*\*” cannot be reported in the *Type of Accommodations Element*.

## 2.4.4 KINDERGARTEN READINESS ASSESSMENT – LITERACY RECORD (GO)

For reporting instructions on the GO record type, please see the new Student Assessment Record (FA) general reporting instructions and the reporting instructions for that record specific to Kindergarten Readiness Assessment - Literacy (GO).

The element listing and details are still included for this record, as there are some changes in the options and structure for some elements.

This record is valid for FY12 October reporting only. It will not be supported for FY12 Yearend reporting and will not be included as a record type in future manuals. For FY12 Yearend and future reporting, this assessment must be reported with the new Student Assessment Record (FA).

### ***KRA-L Test Data Elements***

The following portion of this section discusses each of the data elements within the KRA-L Record. The elements are organized alphabetically.

#### ***☼ Required Test Type Element***

Record Field Number	GO215
Definition	The format of the test the student is required to take.

#### ***Valid Options***

STR Standard (regular)

#### ***☼ Score Not Reported Element***

Record Field Number	GO235
Definition	Identifies the reason the student did not take a required test and/or does not have a score to report.

#### ***Valid Options***

\* Not Applicable  
 A Medical Reasons  
 B Parent Refusal  
 C Student Refusal  
 D Suspension/Expulsion  
 E Truancy  
 F Other (than listed above)  
 J Student moved in or out of the district before test administered  
 K Not required in this district due to part-time student status, home school, nonpublic school  
 L Student has a disability condition and is deaf and/or blind and is not required to take the test

***Reporting Instructions.*** The “J” option may be used for students who are enrolled at the beginning of the test administration window but move out of the district before the “subject” test is administered. It may also be used for students who move into the district at the very end of the administration window and there is not enough time to test the student in all required areas. Please refer to the assessment information on the ODE website for further information.

### ☀ **Subject Element**

Record Field Number	GO205
Definition	The subject of the test administered.

#### **Valid Option**

R Reading

### ☀ **Test Date Element**

Record Field Number	GO210
Definition	The date the test was administered.

#### **Valid Options**

YYYYMM Year, Month

**Reporting Instructions.** If a test was not taken, report the date of the test that would have been administered.

A test taken on September 15, 2007, is to be reported in the following format: 200709.

### ☀ **Total Score Element**

Record Field Number	GO240
Definition	The total score achieved by the student.

#### **Valid Options**

\*\*\* Not Applicable - Student did not take the test  
 PNO Parents request results not reported to the state  
 000-029 Valid Score (No decimal points)

**Reporting Instructions.** ORC § 3301.0714, section [o] indicates that “no district shall be required to report to the department the results of any diagnostic assessment administered to a kindergarten student if the parent of that student requests the district not to report those results.”

Therefore, if a student takes the test, but the parent does not want results reported to the state, the district would report “Total Score” = PNO - Parents request results not be reported to the state.

A score of 15 is reported as 015.

### ☀ **Type of Accommodation Element**

Record Field Number	GO225
Definition	Identifies accommodations the student received when taking the standard format of the test.

#### **Valid Options**

\*\* Not Applicable (only used if the student did not take the test)  
 NO No, student did not take the test with accommodations  
 Y1 Yes, student took the test with 504 plan accommodations  
 Y2 Yes, student took the test with IEP accommodations

**Reporting Instructions.** If a score is reported in the *Total Score Element*, then “\*\*\*” cannot be reported in the *Type of Accommodations Element*.

These record types are no longer reported in EMIS. All of the assessments that were previously reported with these record types are now reported on the new Student Assessment Record (FA).

## 2.5 STUDENT COURSE RECORD (GN)

### *General Guidelines*

It is mandatory to report all courses separately for students in grades K-12. Therefore, a separate Student Course Record will have to be reported for every course in which the student is participating, even if two or more courses are being taught by the same teacher.

The only exceptions are the preschool courses. These are still to be reported as self-contained courses.

In situations where school districts are contracting with Educational Service Centers and/or other EMIS reporting entities, the school district is responsible for reporting Student Course Records, with the exception of preschool courses. The school district will report the Student Course Records and the Staff Course Master Records of the staff teaching the students at the ESC.

In general, all students that have at least one Student Standing Record reported with a Student Percent of Time (FS120) that is greater than zero should have courses reported or have the preschool itinerant program code (220100) reported. In addition, students that have any Student Standing Record reported with a Sent to Percent of Time (FS220 or FS250) greater than zero for the following Sent Reasons (FS200 or FS230) should have courses reported for the student:

- PS – Post Secondary Enrollment Option Program Participant,
- PI – Proprietary Institution Program Placement, and
- NP – Non-public school placement at district expense.

During the October (K) reporting period, report the Student Course Records and Staff Course Master Records for ALL courses in accordance with the instructions 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.

Courses taken during the summer (after the last day of the school year and prior to the start of the following school year) are not reported to the Ohio Department of Education.

See Appendix C for a complete list of course subject codes and definitions.

### *Reporting Preschool Courses*

As indicated above, preschool courses are to be reported as self-contained courses. Do not report a separate course record for each course/subject in which the preschool student is participating, such as reading, math, etc. The following self-contained course codes are applicable for preschool students/teachers:

180050	Early Childhood Education (Ages 0-2)
180108	Preschool program in a self-contained classroom, this includes course related to ECE, Federal Head Start, and other local programs.
180280	Preschool program funded with Title I funds.
196095	Early Education of the Handicapped (Ages 3-6)

***Reporting Special Education Preschool Courses.*** Students who are receiving center-based preschool special education services are to be scheduled with a Local Classroom Code of a special education teacher with a course subject code of 196095 and a Student Population of D8 or DP. The following students may also be scheduled into a class with the course code of 196095.

- Regular or “Typically Developing Peers” in the same class as preschoolers with disabilities, being taught by a preschool special education teacher, should be scheduled with the same Lo-



cal Classroom Code of the preschool special education teacher found on that staff's Master Course Record. The course code should be 196095.

Students receiving preschool special education itinerant services are reported with a program code (220100) for itinerant services. If the student is receiving preschool itinerant services and also center-based services, then both a Student Course Record (showing the local classroom code of the special education teacher) and also a Student Program Record, with the itinerant services program code and the itinerant teacher's state ID, are to be reported for the student.

**Reporting Regular Preschool Courses.** Each non-disabled student reported with a "PS" in the *Grade Level Element* is required to have at least one Student Course Record reported with an appropriate local classroom code. All regular preschool courses are to be reported with a Student Population of PR. It is possible that a non-disabled preschool student is enrolled in a center-based special education course (196095 course code) as a typically developing peer (as noted above). If this typically developing peer is not "dually enrolled" into another preschool class (such as a locally funded preschool class), then this is the only course code that is required for him/her. If he/she is dually enrolled into another class, such as a locally funded preschool class, then he/she is reported with two Student Course Records: one with the local classroom code of the 196095 course code and one with the local classroom code of the 180108 course code.

A student enrolled in the Early Childhood Education grant program is required to be scheduled into the "180108" course. Only those students who are scheduled into this preschool course (and who meet the income eligibility requirements and admission requirements) will count towards the grantee's preschool child count. The number of students scheduled into this course is used to determine the state-funded Early Childhood Education Grant head count as of December 1. This head count is the baseline for the Early Childhood Education Grant allocation for the following school year. Please note: that the Early Childhood Education head count is different from the federal December Child Count for students with disabilities.

**Dually Enrolled Students.** Any student who is dually enrolled into two preschool programs (e.g., courses 196095 and 180108) is required to be scheduled into both preschool courses and should have two Student Course Records reported for him/her.

### **Reporting Course Records for Students Without Disabilities, K-12**

A separate Student Course Record must be submitted for each course/subject in which the student is taught. This includes courses that are taught by the same teacher and courses that are taught by different teachers.

#### **Example 28.**

If Mrs. Smith, a Kindergarten teacher, is teaching math, reading, science, and social studies to the same group of students, in the same building, at roughly the same time, then a separate Student Course Record, with a unique Local Classroom Code for each subject, would be reported for math, reading, science, and social studies. In this case, four Student Course Records would be reported for each student in Mrs. Smith's kindergarten class.

In addition, the Staff Course Master Record for Mrs. Smith would have the respective Local Classroom Codes, the appropriate subject codes as indicated in Appendix C, and the appropriate course type(s). For more information on reporting course information on the Staff Course Master Record see Chapter 3.

Students who are non-disabled and are receiving temporary home instruction are considered to be enrolled and in attendance for the school district. Therefore, a Student Course Record is to be reported for each subject in which the student is enrolled, with the appropriate *Local Classroom Code Element* of the teacher of record (teaching the class), as if the student was actually in the class.

A Student Course Record is not required for students who receive supplemental instruction from a Remedial Specialist (position code 204) or a Tutor (position code 208).

### ***Reporting Student Course Records for Students With Disabilities, K-12***

A separate Student Course Record is required to be reported for each course/subject for which a student is taught. This includes courses that are taught by the same teacher and those that are taught by different teachers.

Course records for students with disabilities are to be reported for each course/subject using the local classroom code of the teacher teaching that subject/course. The actual subject codes of these courses are found in Appendix C and are to be coded on the Staff Course Master Record.

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, then the *Student Population Element* on the Course Master Record into which the student is scheduled must indicate Special Education (SE or SP).

If no program or curriculum modifications are made for a student, then the *Student Population Element* on the Course Master Record into which the student is scheduled should reflect the regular course (RG).

A Student Course Record is not required to be reported for students with disabilities who are pulled out of the regular classroom in order to receive supplemental special education services such as tutoring, speech and language, etc. This includes students who are being taught by staff with a position code of “212 – Supplemental Services Teaching Assignment – Special Education”.

School-age students with disabilities receiving home instruction are to have one course record per course, reported with the local classroom code of the teacher. This teacher should be reported with “HI” and the appropriate subject code in the *Delivery Method* and *Subject Code Elements* on his/her Staff Course Master Record.

### ***Career-Technical Students – Satellite Courses***

A Student Course Record is required to be reported by the district that employs the instructor for career-technical students enrolled in satellite courses (including GRADS courses). In addition to the course records, the district that employs the instructor must also report GI, FS, FD and FN Records.

### ***Gifted Students***

One Student Course Record should be reported for each course/subject taught to a student. Course records for students who are gifted are to be reported for each course using the *Local Classroom Code Element* of the teacher teaching that subject/course. The actual subject codes of these courses are found in Appendix C and are to be coded on the Staff Course Master Record. In addition, the appropriate gifted Student Population (Gx) is to be reported on the Staff Course Master Record for which a gifted instructor is considered to be the teacher of record. This includes submitting a Student Course Record for students who are gifted and receiving instruction in the arts.

No Student Course Record is reported for students receiving supplemental gifted instruction provided by the gifted intervention specialist. However, students receiving such services need to report a Student Program Record with the appropriate gifted supplemental code in the *Program Code Element*.

***Educational Option Delivery***

A Student Course Record is submitted for each student who is enrolled in courses that are offered for graduation credit and are also delivered through an Educational Option Delivery Method such as:

- Correspondence Courses/On-Line
- Interactive Distance Learning (see special instructions)
- Educational Travel
- Independent Study, etc.

The Course Record is reported with the appropriate local classroom code of the staff member responsible for monitoring the student in such courses. Report the appropriate course type for Educational Option value of YS on the Staff Course Master Record of the staff member responsible for monitoring students in these situations.

If the Interactive Distance Learning Course is offered for graduation credit, then report a Student Course Record with the appropriate *Local Classroom Code Element* for each course being offered through this method. The Staff Course Master Record with the *corresponding Local Classroom Code Element* for Interactive Distance Learning courses is to be reported with the appropriate Delivery Method (ID) and Educational Option (YS) values as appropriate.

***Educational Service Centers***

With the exception of preschool courses the Educational Service Center reports neither the Student Course Record nor the Staff Course Master Record for students attending the ESC. It is the sending district’s responsibility to report a Student Course Record and a Staff Course Master Record for students and staff who are educated by employees of the ESC.

As in past years, ESCs will continue to submit Student Course Records and Staff Course Master Records for preschool students for which they were allocated a preschool special education unit.

***Student Course Data Elements***

The following portion of this section discusses each of the data elements within the Student Course Record. The elements are organized alphabetically. The Student Course and Staff Course Master Records are tied together through the Fiscal Year, District IRN, and Local Classroom Code.

***☀ Course Enrollment End Date Element***

Record Field Number	GN170
Definition	Last day of a student’s enrollment in a course where course dates are required.

***Valid Options***

- |          |  |
|----------|--|
| 00000000 | Student enrolled in course through the Course End Date (CN290) or reporting student’s enrollment date not required (default) |
| CCYYMMDD | Year, Month, Day (value must be within current fiscal year: July 1 - June 30)  |

**Reporting Instructions.** Only required for student course enrollments where timeframe of course enrollment is critical to a funding determination or other state or Federal reporting or processing requirement and the end date of a student’s enrollment is different than the end date (CN290) of the course (e.g., the student dropped the course before it ended ). The only courses where a difference between a student enrollment and course end date must be reported are the preschool 196095 course and all Career Technical Education courses.

If “00000000” is reported in this element, the value for the Course End Date (CN290) will be used for this element for this student.

This element, in combination with the Course End Date (CN290) element, will be used to determine students who previously would have been coded as “inactive” on the Course Status (GN090) element.

If available in a district’s data system, enrollment dates may be reported for all students in a course, but any reported dates must be valid dates (i.e., reporting 20090132 would cause a Student Course record to fatal) and must be within the boundaries of the start and end dates on the related Course Master record.

 **Course Enrollment Start Date Element**

Record Field Number	GN160
Definition	First day of a student’s enrollment in a course where course dates are required.

**Valid Options**

00000000	Student enrolled in course from the Course Start Date (CN280) or reporting student’s enrollment date not required (default)
CCYYMMDD	Year, Month, Day (value must be within current fiscal year: July 1 - June 30)

**Reporting Instructions.** Only required for student course enrollments where timeframe of course enrollment is critical to a funding determination or other state or Federal reporting or processing requirement and the start date of a student’s enrollment is different than the start date (CN280) of the course (e.g., the student started the course late ). The only courses where a difference between a student enrollment and course start date must be reported are the preschool 196095 course and all Career Technical Education courses.

If “00000000” is reported in this element, the value for the Course Start Date (CN280) will be used for this element for this student.

If available in a district’s data system, enrollment dates may be reported for all students in a course, but any reported dates must be valid dates (i.e., reporting 20090132 would cause a Student Course record to fatal) and must be within the boundaries of the start and end dates on the related Course Master record.

 **District IRN Element**

Record Field Number	GN040
Definition	The state assigned six-digit information retrieval number (IRN) of the district.

**Valid Options**

Six-digit IRN

Valid school district IRN

**Reporting Instructions.** The IRN of the school district that is reporting the student’s course(s) is reported in this element.

☀ **High School Credit Earned Element**

Record Field Number	GN150
Definition	Indicates if a student earned high school credit for the course.

**Valid Options**

Y The student received credit for the course as reported on the course master

N The student did not receive credit for the course

P The student received the credit as reported in the *Partial/Override Credit Element*

**Reporting Instructions.** For courses that do not have high school credit associated with the course the district would report a “Y” in this element and would report zeros in the *High School Credit Element* on the Course Master Record.

If a student receives the same high school credit that was reported for the course, report a “Y” in this element. If a student receives high school credit for a course but the amount of credit awarded is different than what was reported on the Course Master Record, report a “P” in this element and report the amount of credit awarded to the student in the *Partial/Override Credit Element*.

If high school credit is offered for a course but a student does not receive credit for the course, report an “N” in this element. This would include situations where the student does not complete the course or does not pass the course.

☀ **Local Classroom Code Element**

Record Field Number	GN080
Definition	The code used by the local school district that uniquely identifies a specific classroom (i.e., period and section) within a district.

**Valid Option**

Alphanumeric code

Local district classroom code

**Reporting Instructions.** A classroom is defined per teacher, period, subject, and building. The local classroom code is completely defined by the school district. It must match between the Student Course and Course Master files.

If a coding system does not exist at a building or district, the school district will need to create a unique number that uniquely identifies each classroom.

If a classroom is eliminated during the year, then no other classroom can use this unique identifier for the Yearend (N) reporting period.

New Local Classroom Codes may be reported during the Yearend (N) reporting periods to identify classes added after the October reporting period.

Local Classroom Codes can be changed for succeeding school years.

### ☀ **Partial/Override Credit Element**

Record Field Number	GN152
Definition	Indicates the amount of high school credit that the student received for the course.

#### **Valid Options**

0.00 – 9.99

**Reporting Instructions.** This element is linked to the *High School Credit Earned Element* and a credit amount should only be reported in this element when the option of “P” is reported in the *High School Credit Earned Element*. When the option of “P” is reported in the *High School Credit Earned Element* ODE will use the amount of credit that is reported in this element instead of the credit reported on the Course Master Record for this course. This element is used to report the amount of credit a student is awarded when the credit is different than what is reported on the Course Master Record.

If a software vendor or district chooses to, they may report all high school credit earned through this element; in this case the option of “P” must be used for all students that earn high school credit.

**Note.** The credit assigned to the course must still be reported on the Course Master for all courses that may be taken for high school credit.

## 2.6 STUDENT PROGRAM RECORD (GQ)

### *General Guidelines*

A Program Record is to be reported for all programs/services the student is participating in and/or receiving. The number of programs in which a student can participate is unlimited. Student program codes are reported during the designated reporting periods by the appropriate entities. If the student is in the program and then withdraws from the district during the year, the program code for the student is still reported.

***ESCs Not Required to Submit Student Data.*** With the exception of preschool student data, Educational Service Centers are not required to report student data. Therefore, ESCs are not required to report a Student Program Record for school-age students receiving and/or participating in programs/services from an ESC employee(s). This includes those ESC services for which a school district contracts. It is the sending/resident district's responsibility to report the appropriate student program records for those students receiving services from an ESC employee.

***Summer School Program Codes.*** Only the resident district reports the required summer data. If a student attends summer school programs in another district or entity, the resident district should request the information from the provider and report the summer program data for that student.

Only the Academic Intervention and Title I summer program codes are reported for summer program activity.

### *Major Program Code Groupings*

***Education Option Program Codes.*** Experiences or activities that may be provided in accordance with board policy to supplement the regular school program are considered Educational Options. These options may be used as additional curricular tools to expand, enrich, and improve students' experiences and perspectives. If the educational option is a course that will provide credit toward graduation, use one of the course types instead of a program code.

***Early College High School Program Codes.*** These program codes are to be used for students who are participating in Ohio Department of Education (ODE) approved Early College High School Programs. The program code should be reported by the district that will issue the student diploma.

***Closing the Achievement Gap Program Code.*** This program code is to be used for students who are participating in Closing the Achievement Gap Program approved in the FY10-11 budget (House Bill 1.) The program code should be reported by the district where the student is participating in the program.

***205xxx Codes for Gifted Intervention Services not provided by Gifted Intervention Specialists.*** The 205XXX program codes include settings in which supplemental gifted programs and services are provided to gifted students by staff other than the Gifted Intervention Specialist (GIS). Gifted services/programs provided within these settings must be differentiated according to each student's needs and contained in the student's Written Education Plan (WEP). These services are reported on the Student Program Record. The 205XXX program codes do not need to be linked to a staff member, therefore an employee ID is NOT required to be reported. Courses taught by a GIS who is considered the teacher of record are to be reported with the appropriate gifted option in the Course Type Element and the appropriate subject code in the Subject Code Element on the Staff Course Master Record.

***Gifted Education Services Provided by Gifted Intervention Specialists.*** Settings in which supplemental gifted programs and services are provided to gifted students by the GIS. The GIS is not consid-

ered the “teacher of record” and does not assign grades. Gifted Services/ programs provided within these settings must be differentiated according to each student’s needs and contained in the student’s WEP. These services are required to be linked to the GIS and should be reported on the Student Program Record with the employee ID of the GIS. Courses taught by GIS’s who are considered the teacher of record should continue to be reported with the appropriate gifted options in the Course Type Element and the appropriate gifted subject codes in the Subject Code Element on the Staff Course Master Record.

**Seniors to Sophomores.** The program code should be reported by the district that will issue the student diploma.

**Special Education Services.** Report the appropriate code as indicated on the student’s IEP. Transportation, developmental, corrective, and other supportive services as are required to assist a student with a disability condition to benefit from special education. This includes those services described in Rule 3301-51-05 of the Ohio Administrative Code. These services are required to be reported if contained in the student’s IEP. Multiple special education service program codes may be reported for a student with a disability condition. With the exception of preschool, only the resident/sending district is responsible for reporting special education service program codes. In cases where the Educational Service Center (ESC) is allocated a preschool special education unit, the ESC is required to report the appropriate special education service program codes for students with preschool disabilities.

**Itinerant Services.** These codes are reported during the October (K) and Yearend (N) reporting periods, and the “220100” program code is used for preschool special education state unit funding. This code is reported for any preschool student who receives preschool itinerant services. In the case of preschool special education itinerant services, the entity that is allocated the special education itinerant teacher unit is responsible for reporting the itinerant services program code on the Student Program Record. In addition, the Employee ID Element is required to be reported with the ID of the staff member providing the itinerant services to that child. Preschool special education unit funding is dependent upon the Employee ID Element being completed for itinerant services. Courses are to be reported for preschool students who are receiving preschool center-based services.

**Title 1.** Title 1 program codes are to be reported by the sending/resident district for students where Title 1 services/programs are applicable.

A nonpublic student who receives 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 School-wide Programs.

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 School-wide Program, since eligibility criteria is not required to be applied to individual students. However, Title I funded buildings with schoolwide programs are required to report student program records for students where the following apply:

- Students court-placed in institutions for neglected and delinquent youth (“234001” or “234002”)
- Students served in Title I Supplemental Kindergarten (“233200”)
- Nonpublic Students served with Title I funds

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



mental 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. Students may be reported with both an academic intervention program code (formerly student intervention code) and a Title I program code. However, academic intervention services (formerly called student intervention) are not the same as the services provided by Title I. Academic intervention is required by law (Senate Bill 1) and therefore must be funded by non-Title I funds. Title I funds can only be used for services that are supplemental to, or in addition to, these intervention services.

**Title I – Summer School Subject Areas.** Title I funds can only be used to supplement intervention requirements mandated by state law, such as HB 3. Title I Supporting Area codes (232xxx) can only be reported for those students who have also been reported with a Title I Summer School Subject Area code (231xxx).

**Title I – Supporting Areas.** Report areas in which Title I funded support services were provided either by Title I funded personnel or through Title I funded services. Please note that Title I Supporting Area codes “232XXX” can only be reported for those students who also have also been reported with a Title I Summer School Subject Area Code “231XXX”.

**Limited English Proficiency.** These programs include elementary and secondary school programs, including activities at the preschool level, to meet the educational needs of children of limited English proficiency. The programs provide structured English language instruction, with respect to the years of study to which the program is applicable, and instruction in the student’s native language to the extent necessary to allow a student to achieve competence in English. The instruction must incorporate the cultural heritage of these students and of other children in American society. The instruction must, to the extent necessary, be in all courses or subjects of study that will allow a student to meet grade promotion and graduation standards.

**Note.** One of the following four program codes (235012, 235013, 235014, or 235015) must be marked for every Limited English Proficient (LEP) student.

**Immigrant Education Program.** Supplementary educational services for immigrant children enrolled in elementary and secondary public and nonprofit private schools. “Immigrant children” refers to children who were not born in the United States and who have been attending schools in one or more states for less than three complete academic years.

**Work Experience and Career Exploration Program (WECEP).** The WECEP program code “305007” is required to be reported for a student if the answer to all of the following questions is “Yes”. If the answer to any of the following questions is “No”, do not report the WECEP program code.

- Is/was the student enrolled in a Career-Based Intervention program (subject code = 252525)?
- Is/was the student working?
- Is/was the student paid for working?
- Is/was the student 14 or 15 years of age?

For October (K) reporting, report the WECEP program code if the student is 14 or 15 years of age during the *October Count Week* only.

During Yearend (N) reporting, report the WECEP program code if the student was reported during October (K) reporting, or if the student turned 14 after the October Count Week.

The program provides for a course of study and actual job experience for students ages 14 and 15. School classes include academic courses stipulated by state requirements for graduation as well as instruction in job-related employability skill development with individualized or remedial instruction where needed.

***Career-Technical Academic Intracurricular Programs.*** A combination of subject matter and experiences, usually not provided in a regular class, designed for pupils who wish to pursue satisfying individual/group interest in various career areas.

***Extracurricular/Intracurricular Programs.*** Report for Grade Levels 7-12. Student activities under the guidance or supervision of qualified adults that are designed to provide opportunities for pupils to participate in such experiences on an individual basis, in small groups, or in large groups at school events, public events, or a combination of these for purposes such as motivation, enjoyment, and skill improvement. In practice, participation usually is not required and credit usually is not given. When participation is required, or credit given, the activity generally is considered to be a curricular course. Also included here are civic and social-oriented activities organized primarily to provide for pupil participation in experiences that relate to citizen involvement and school service.

***Academic Extracurricular Programs.*** A combination of subject matter and experiences, usually not provided in the regular class, designed for pupils who wish to pursue satisfying individual/group interests and study in specific aspects of the subject matter provided in a regular class. Frequently emphasized are opportunities for pupils that will enrich their regular classroom experiences and personal lives.

***School-Related Services.*** Included here are civic and social-oriented school-related activities organized primarily to provide for pupil participation in experiences that relate to governmental bodies, citizen involvement, and school service.

***Athletics and Related Programs.*** Athletics and sports are activities offered to students on a voluntary basis that provide opportunities for developing physical and mental fitness in competitive situations. Students are offered opportunities to improve their knowledge, attitudes, and judgments useful to enjoyment, citizenship, health, and safety. These activities are usually planned for enriching the regular classes and lives of the students.

***Interscholastic Athletics.*** School-sponsored activities, under the guidance and supervision of the local school district staff, that provide opportunities for students to pursue various aspects of physical education. Athletics normally involve competition between schools.

***Previous Dropout.*** The previous dropout program codes (500001 and 500002) can only be used if the student meets the following criteria:

- The student dropped out and returned to the district after the designated time period to be considered a “returning withdrawal” AND
- The student drops out again.

These dropout program codes cannot be used for a student upon his/her return. The appropriate dropout program code can only be reported when the district reports the student with at least a second withdrawal date and withdrawal code of 71-75 and this is at least the second time that the student has dropped out.

Use of the dropout program codes is valid only when a student returns after the defined time period for a “returning withdrawal” and drops out again. For students who drop out and return within the defined time period for a “returning withdrawal”, previous dropout program codes cannot be used when the student drops out again.

**Academic Intervention Programs.** For purposes of EMIS reporting, the Ohio Department of Education has defined academic intervention services (formerly called student intervention services) as supplemental instructional services that are based on reliable educational research and systematically offered to all students who are struggling with grade-level academic content. Supplemental instruction includes, but is not limited to, services such as tutoring, extended day instruction, additional classroom teachers/aides, summer school, etc. It does not refer to the additional help that is regularly provided on an ad hoc basis in the normal course of teaching. Clarification for Academic Intervention Program Codes is provided below in the Guidelines for Assigning Academic Intervention Codes.

***Guidelines for Assigning Academic Intervention Codes***

A. First, for a student to be coded as receiving “Academic Intervention” both of the following conditions must be met:

1. The student receiving the intervention is at risk of not scoring at least proficient on one or more of Ohio’s Achievement Tests (or the Ohio Graduation Test), or has already scored at less than proficient on one or more of these tests.

**OR**

The student in an underachieving accelerated learner.

2. The interventions received by the student are designed to reduce the non-academic or academic barriers to that student’s academic achievement. (For example, reducing non-academic barriers might include strategies that target a specific student’s problems with discipline, truancy, or mobility.)

B. If both of the above are true, then two of the following three conditions also need to be true:

1. The intervention is in addition to the regular classroom activities conducted during the course of the school day or school year. (Summer school activities would meet this condition if at least one of the two conditions below is also true.)
2. The intervention extends beyond the school’s normal course offerings and is unlikely to occur in the course of routine teaching and learning pedagogy (including those learning activities called for in IEPs).
3. The student does not receive grades or credit accrual for the learning activities taking place within the intervention.

The following table gives general guidance regarding the reporting period(s) in which Student Program Records are to be reported to ODE.

**Table 11. Program Code Schedule**

Student Program Code(s) Categories	Program Series	Reporting Period	
		Oct (K)	Yearend (N)
Educational Options	115XXX		√
The Metro School	121001	√	√
Seniors to Sophomores	120020	√	√
Early College High School	120010	√	√
Chartered Non-public or Private School	160110	√	√
Gifted Education Programs	205XXX 206XXX	√	√
Alternative Placement for Students with Disability Conditions	211001	√	√
Special Education Service Codes for Students with Disability Conditions	215XXX	√	√
Preschool Itinerant Services	220100	√	√
Academic Intervention – Summer	151490	√	
Academic Intervention – Regular School Year	152330		√
Title I Subject Areas	231001- 231010		√
Title I Subject Areas – Summer School	231101- 231110	√	
Title I Supporting Areas	232001- 232007		√
Title I Supporting Areas – Summer School	2321XX	√	
Title I Services	233XXX		√
Title I Students Attending Neglected or Delinquent School	2340XX		√
Title I Students Attending Neglected or Delinquent – Summer School	2341XX	√	
Limited English Proficiency (ESL)	235XXX	√	√
Emergency Immigrant Education Program	240XXX		√
Career Technical Programs Note: 305003 Career Assessment is only reported at yearend.	305XXX	√	√
CTE Single Parent Subgroup	305010		√
Academic/Extracurricular programs and services	405XXX		√
Academic Intracurricular Descriptions	410XXX		√
School-Related Service	415XXX		√
Athletics and Related Programs/Interscholastic Athletics	420XXX		√
Previous dropout codes	50000X	√	√

***Student Program Data Elements***

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

### ☀ **Employee ID Element**

Record Field Number	GQ070
Definition	Unique code assigned to the staff member.

#### **Valid Options**

A valid nine-character code.

**Reporting Instructions.** If the resident/educating district is contracting with an ESC or another EMIS reporting entity for a staff member to provide this program, then the educating/resident district is required to report the Credential ID or the state assigned Z ID of the staff member (employed by ESC/EMIS reporting entity) providing the program. The *Employee ID Element* for non-contracted staff will be the local number assigned to the employee by the district and reported on the Staff Demographic Record (CI).

**What to Report.** This element is required to be reported with the following program codes:

- 305003 Career Assessment program code
- 206XXX Gifted program codes
- 220100 Preschool Itinerant Services program code

If not reporting one of the above program codes, do not report the *Employee ID Element*.

### ☀ **Program Code Element**

Record Field Number	GQ060
Definition	The program in which a student participates and/or receives services.

#### **Valid Options**

Six-digit code As defined in Appendix E

**Reporting Instructions.** Report the appropriate program code for all programs and services in which a student participates. Valid program code options can be found in Appendix E.

If the programs listed do not exactly match the service being provided, select the one which best describes the program.

**Community Schools.** Community schools, not the resident school district, are responsible for reporting the appropriate program records for students who are enrolled in a community school; this includes both start-up and conversion community schools.

**JVSDs.** The district employing the staff member who operates the program must report Student Program Records for students participating in Career-Technical Programs.

**DYS and Ohio State Schools for the Blind and Deaf.** These entities are responsible for reporting the appropriate program records for students who are enrolled and receiving such services/programs.

### ☀ **Program Enrollment End Date Element**

Record Field Number	GQ110
Definition	Last day a student is enrolled in a program where dates are required.

**Valid Options**

00000000	Reporting student's enrollment date not required or, if required, the program enrollment is still ongoing (default)
CCYYMMDD	Year, Month, Day (value must be within current fiscal year: July 1 - June 30)

**Reporting Instructions.** Only required for program enrollments where timeframe of enrollment is critical to a funding determination or other state or Federal reporting or processing requirement. The only program where a program enrollment end date must be reported is the preschool itinerant 220100 program code.

If available in a district's data system, enrollment dates may be reported for all students in a program, but any reported dates must be valid dates (i.e., reporting 20110132 would cause a Student Program record to fatal) and must be within the current fiscal year (20110701 to 20120630 for FY12).

☀ **Program Enrollment Start Date Element**

Record Field Number	GQ100
Definition	First day a student is enrolled in a program where dates are required.

**Valid Options**

00000000	Reporting student's enrollment date not required (default)
CCYYMMDD	Year, Month, Day

**Reporting Instructions.** Only required for program enrollments where timeframe of enrollment is critical to a funding determination or other state or Federal reporting or processing requirement. The only program where a program enrollment start date must be reported is the preschool itinerant 220100 program code.

If available in a district's data system, enrollment dates may be reported for all students in a program, but any reported dates must be valid dates (i.e., reporting 20110132 would cause a Student Program record to fatal).

Dates from a prior fiscal year may be reported, but districts are not required to research and enter dates for programs that began in prior years. If a program enrollment must now be reported but the program began in a prior year, a default date of July 1 of the current fiscal year may be used. Start dates for a future fiscal year should not be reported, as programs should not be reported prior to the school year they begin.

☀ **Program Provider IRN Element**

Record Field Number	GQ090
Definition	The district IRN of the entity in contract with the reporting school district.

**Valid Options**

Six-digit code *****	Valid IRN of program provider Not Applicable
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**Reporting Instructions.** In most circumstances, the sending/resident district is responsible for reporting Student Program Record(s), with the appropriate program data, for all programs/services the student is participating in and/or receiving. Preschool is an exception to this rule. For funding purposes, the entity that was allocated the state units/funds is responsible for reporting the appropriate preschool pro-

gram records for preschool students.

The *Program Provider IRN Element* is required to be reported if the school district has an agreement with an ESC or another EMIS entity to provide the service.

The *Program Provider IRN Element* will be used to connect the Contractor Staff Record reported by the contractor.

For additional reporting instructions with regards to reporting contracted staff, please see Appendix A and general guidelines for reporting Staff members in Chapter 3.

If the school district is not contracting with any EMIS reporting entity for the programs and/or services in which the student is participating, then this field should be filled with “\*\*\*\*\*”.

**Reporting Career-Technical Programs.** The district employing the staff member that operates the program must report Student Program Records for students participating in Career-Technical Programs.

## 2.7 STUDENT GIFTED EDUCATION RECORD (GG)

### *General Guidelines*

The data reported on the Student Gifted Education Record are used to report the number of students screened, assessed, identified, and served in gifted areas. For additional information about gifted students and services, please refer to ORC §§3324.01 – 3324.07, Ohio Administrative Code 3301-51-15, and the ODE Gifted Education web page.

The resident/educating school district and/or community school reports the Student Gifted Education Record for each student enrolled in grades kindergarten through twelve. Though community schools are not required to screen, assess, identify, and/or serve students who are gifted, they are required to report a Student Gifted Education Record for each student.

When a student transfers from one school district to another during the course of the school year, gifted identification carries from one district to another. Both districts are required to report the student as identified. Once a student is identified as gifted, he/she should continue to be reported as identified in EMIS, even if he/she transfers to another district during the school year. Screening, assessment, and service are activities undertaken by a district. Therefore, the reporting district is only required to report screened, assessed, and/or served if this happened while the student was enrolled in their district.

### *Exceptions to Reporting the Student Gifted Education Record*

The Student Gifted Education Record does not need to be reported for students in the following situations:

- Students who are attending/placed at another entity 100% of the time (e.g., court-placement, open-enrollment, direct pay tuition, etc.). That entity would report the Student Gifted Education Record for those students.
- JVSs do not report the Student Gifted Education Record.

### *Annual versus Cumulative Data in the Student Gifted Education Record*

Only the identification data is cumulative; all other data elements reflect only those activities that took place during the current school year. State policy is that once a student is identified in an area of giftedness, he/she is 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 Education 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.

### *Student Gifted Data Elements*

The elements on the Student Gifted Education 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, the “served” element indicates if a student is receiving services according to Ohio Administrative Code Section 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 (CCYYMM)
- Served (Y/N)

The following portion of this section discusses each of the data elements within the Student Gifted Education Record. The elements are not organized alphabetically, but rather follow the gifted determination process.

### **Gifted Screening Elements**

#### **Creative Thinking Ability**

Record Field Number	GG110
Definition	Indicates if the student was screened for giftedness in the area of creative thinking, according to the criteria used to screen students for giftedness.

#### **Mathematics**

Record Field Number	GG070
Definition	Indicates if the student was screened for giftedness in the area of mathematics, according to the criteria used to screen students for giftedness.

#### **Reading/Writing**

Record Field Number	GG090
Definition	Indicates if the student was screened for giftedness in the area of reading/writing, according to the criteria used to screen students for giftedness.

#### **Science**

Record Field Number	GG080
Definition	Indicates if the student was screened for giftedness in the area of science, according to the criteria used to screen students for giftedness.

#### **Social Studies**

Record Field Number	GG100
Definition	Indicates if the student was screened for giftedness in the area of social studies, according to the criteria used to screen students for giftedness.

#### **Superior Cognitive Ability**

Record Field Number	GG060
Definition	Indicates if the student was screened for giftedness in the area of superior cognitive ability, according to the criteria used to screen students for giftedness.

**Visual/Performing Arts**

Record Field Number	GG120
Definition	Indicates if the student was screened for giftedness in the area of visual/performing arts, according to the criteria used to screen students for giftedness.

**Valid Options**

- N No, the student was not screened in this specific area of giftedness during the current school year
- Y Yes, the student was screened in this specific area of giftedness during the current school year

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

1. 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), or
2. 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), or
3. The student was given an approved assessment within the prior 24 months by a qualified professional outside the local school system (i.e., 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 on 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.

 **Gifted Assessment Elements**
**Creative Thinking Ability**

Record Field Number	GG180
Definition	Indicates if a student has completed the assessment stage in the area of creative thinking ability of the gifted identification process.

**Mathematics**

Record Field Number	GG140
Definition	Indicates if a student has completed the assessment stage in the area of mathematics of the gifted identification process.

**Reading/Writing**

Record Field Number	GG160
Definition	Indicates if a student has completed the assessment stage in the area of reading/writing of the gifted identification process.

**Science**

Record Field Number	GG150
Definition	Indicates if a student has completed the assessment stage in the area of science of the gifted identification process.

**Social Studies**

Record Field Number	GG170
Definition	Indicates if a student has completed the assessment stage in the area of social studies of the gifted identification process.

**Superior Cognitive Ability**

Record Field Number	GG130
Definition	Indicates if a student has completed the assessment stage in the area of superior cognitive ability of the gifted identification process.

**Visual/Performing Arts**

Record Field Number	GG190
Definition	Indicates if a student has completed the assessment stage in the area of visual/performing arts of the gifted identification process.

**Valid Options**

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

**Reporting Instructions.** 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 stage, the student is given a second test to determine giftedness.

There are specific criteria that dictate when the assessment stage will occur. The 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 year and there was no time to complete the second stage in the same school year, a student may appear in EMIS as screened in one year and assessed 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 5th 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 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 considered 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 two 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.

### **Gifted Identification Elements**

#### **Creative Thinking Ability**

Record Field Number	GG250
Definition	Indicates if the student was identified as gifted in the area of creative thinking ability.

#### **Mathematics**

Record Field Number	GG210
Definition	Indicates if the student was identified as gifted in the area of mathematics.

#### **Reading/Writing**

Record Field Number	GG230
Definition	Indicates if the student was identified as gifted in the area of reading/writing.

#### **Science**

Record Field Number	GG220
Definition	Indicates if the student was identified as gifted in the area of science.

#### **Social Studies**

Record Field Number	GG240
Definition	Indicates if the student was identified as gifted in the area of social studies.

#### **Superior Cognitive Ability**

Record Field Number	GG200
Definition	Indicates if the student was identified as gifted in the area of superior cognitive ability.

**Visual/Performing Arts**

Record Field Number	GG260
Definition	Indicates if the student was identified as gifted in the area of visual/performing arts.

**Valid Options**

- N No, 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.

**Reporting Instructions.** A student is identified as gifted if he/she is screened and/or assessed using an approved instrument and if either the screening or assessment score meets the statutory identification threshold in ORC §3324.03. Once a student is identified as gifted in a specific area of giftedness in Ohio, whether by his/her current district or another district in the state, he/she will always be considered gifted in that area and must be reported in EMIS identified as gifted. Even if a student is later re-tested and scores below the required threshold, he/she is still considered identified as gifted in that area.

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 he/she is 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, then the Ohio district must consider those scores as screening scores and either identify or re-test the student as appropriate.

**☀ Gifted Identification Date Element****Creative Thinking Ability**

Record Field Number	GG480
Definition	The date the student was identified as gifted in the area of creative thinking ability.

**Mathematics**

Record Field Number	GG440
Definition	The date the student was identified as gifted in the area of mathematics.

**Reading/Writing**

Record Field Number	GG460
Definition	The date the student was identified as gifted in the area of reading/writing.

**Science**

Record Field Number	GG450
Definition	The date the student was identified as gifted in the area of science.

**Social Studies**

Record Field Number	GG470
Definition	The date the student was identified as gifted in the area of social studies.

**Superior Cognitive Ability**

Record Field Number	GG430
Definition	The date the student was identified as gifted in the area of superior cognitive ability.

**Visual/Performing Arts**

Record Field Number	GG490
Definition	The date the student was identified as gifted in the area of visual/performing arts.

**Valid Options**

CCYYMM	Year, Month
*****	Date was prior to January 2000
000000	Not identified

**Reporting Instructions.** For this element, report the date 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 reported as “000000”.

**☀ Gifted Served Elements****Creative Thinking Ability**

Record Field Number	GG560
Definition	Identifies if the student received gifted services in the area of creative thinking ability.

**Mathematics**

Record Field Number	GG520
Definition	Identifies if the student received gifted services in the area of mathematics.

**Reading/Writing**

Record Field Number	GG540
Definition	Identifies if the student received gifted services in the area of reading/writing.

**Science**

Record Field Number	GG530
Definition	Identifies if the student received gifted services in the area of science.

**Social Studies**

Record Field Number	GG550
Definition	Identifies if the student received gifted services in the area of social

	studies.
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**Superior Cognitive Ability**

Record Field Number	GG510
Definition	Identifies if the student received gifted services in the area of superior cognitive ability.

**Visual/Performing Arts**

Record Field Number	GG570
Definition	Identifies if the student received gifted services in the area of visual/performing arts.

**Valid Options**

- N No, the student did not receive services in the specific area of giftedness during the current school year.
- Y Yes, the student did receive services in the specific area of giftedness during the current school year.

**Reporting Instructions.** If option “Y” was reported for a student, then the student must also have either a Student Program Record submitted with a valid gifted program code reported (205xxx or 206xxx) or a Course Record submitted with a local classroom code reported indicating he/she is being taught in a course designated for a Gx Student Population.

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, Rule 3301-51-15.

If a service a district is offering meets the Ohio Administrative Code criteria, then identified gifted students participating in the service can be considered served during the current school year. These criteria include multiple requirements beyond enrollment in a specific course or program, therefore, the determination of whether a specific student is being served must be made by district staff knowledgeable of Ohio’s gifted education requirements.

Districts should note that the same course or program may be considered a gifted service for some students but not others. For example, an advanced mathematics program may be considered a form of gifted service for a student who is identified as gifted in the specific academic area of mathematics. However, the advanced mathematics program would not be considered a form of gifted service for a student who is identified as gifted only in the visual and performing arts.

## 2.8 STUDENT DISCIPLINE RECORD (GD)

### *General Guidelines*

The data requested on this record is required to meet the reporting requirements of federal and state legislation. The Student Discipline Record is only reported during the Yearend (N) reporting period. The last building in a district where the student was enrolled, and **where the discipline action was administered**, is responsible for reporting the Student Discipline Record. This may not be the last district where the student was enrolled at the end of the reporting period. A record is reported for each student, including those with disabilities, who receives a discipline action (i.e., expulsion, suspension, etc.) from the district where the discipline action was administered.

A Student Discipline Record is only to be reported for incidents in which a student receives a discipline action. If a student is administered a discipline action in District A, and later that year withdraws to District B where no discipline action is administered, then at yearend the building where the student was last enrolled in District A is responsible for reporting a Student Discipline Record for this student. The discipline was administered within District A; therefore, District B is not responsible for reporting a Student Discipline Record for this student since no discipline action was administered to the student by District B.

Definition of “school grounds/property”: School grounds/property includes the school building and immediate grounds, school transportation (i.e., buses), designated school bus stops, school sponsored activities such as field trips and sporting events, stadiums/gymnasiums, 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.

### *Student Discipline Data Elements*

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

#### **Building IRN Element**

Record Field Number	GD040
Definition	The state assigned six-digit information retrieval number (IRN) of the building.

#### *Valid Options*

Six-digit IRN

Valid building IRN within the reporting district

**Reporting Instructions.** Below are general guidelines regarding the reporting of the building IRN, as related to the Student Discipline Record.

1. The building where the student is enrolled last, within the reporting district, is responsible for reporting a Student Discipline Record for each type of discipline administered.
2. The incident (misbehavior/infraction) may or may not have taken place at the reporting building. Thus, the *Building IRN Element* and the *Building IRN Where the Incident Took Place Element* may contain two different building IRNs within the reporting district.

See Building IRN Element for general reporting instructions about reporting the *Building IRN Element* [REF pg 20](#).



### **Building IRN of Where Discipline Incident Took Place Element**

Record Field Number	GD120
Definition	The IRN of the building where the incident (misbehavior) took place.

#### **Valid Options**

Six-digit code	Valid building IRN where the discipline incident took place
999999	Non-EMIS Reporting Entity

**Reporting Instructions.** Only those incidents that required a discipline action, described as *Type of Discipline Element* [REF pg 174](#), are to be reported to EMIS.

Report the Building IRN of the building in which the discipline incident took place. The IRN in this element could possibly reflect another building within the reporting district, a building outside the reporting district, or the IRN of another EMIS reporting entity (i.e., ESCs, JVSDs).

If a JVSD administers the discipline action to the student, then the JVSD is responsible for reporting the Student Discipline Record and reports the IRN of the building where the incident occurred in the *Building IRN of Where Discipline Incident Took Place Element*. In this case, if the resident district did not administer any discipline to the student, then the resident district does not report this record for this student.

#### **Example 29.**

##### **Reporting when the incident did not occur in the reporting building**

###### **Situation**

A student enrolled during November in building A, commits a discipline incident in that building in December. The student receives a discipline action for the incident that is required to be reported to EMIS.

Later that year this student moves to building B, within the same district. He/she remains in building B until the end of the school year.

###### **EMIS Reporting**

The Student Discipline Record for this student is reported to EMIS by building B because this is where the student was enrolled last during the reporting period. The *Building IRN Where Discipline Incident Took Place Element* is to be the building IRN of building A, since this is where the discipline incident took place.

#### **Example 30.**

##### **Reporting Incident IRN for students attending the ESC**

###### **Situation**

A student enrolled in building C commits a discipline incident while receiving services at the ESC. The student received a discipline action for the incident. The student remains enrolled in building C for the remainder of the school year.

###### **EMIS Reporting**

Building C reports the Student Discipline Record, because building C is where the student was enrolled last during the reporting period. The *Building IRN of Where the Discipline Incident Took Place Element* is to be reported with the IRN of the ESC, since this is where the incident took place.

### ☀ **Date of Discipline Element**

Record Field Number	GD060
Definition	The date on which the student began the discipline.

#### **Valid Option**

YYYYMMDD      Year, Month, Day

**Reporting Instructions.** Report the date in which the student begins the discipline administered. If the type of discipline being administered is longer than one day, then report the first day in which the discipline was administered. This is the day the student began the discipline type.

A date of April 5, 2008, is to be reported as 20080405.

### ☀ **Discipline Reason Element**

#### **First Reason**

Record Field Number	GD080
Definition	The first reason for which a student was disciplined.

#### **Second Reason**

Record Field Number	GD080
Definition	The second reason for which a student was disciplined.

#### **Third Reason**

Record Field Number	GD080
Definition	The third reason for which a student was disciplined.

#### **Fourth Reason**

Record Field Number	GD080
Definition	The fourth reason for which a student was disciplined.

#### **Fifth Reason**

Record Field Number	GD080
Definition	The fifth reason for which a student was disciplined.

#### **Valid Options**

\*\*      **Not Applicable**

**01      Truancy**

Truancy is unexcused absence from school.

**03      Fighting/Violence**

Fighting/Violence is mutual participation in an incident involving physical violence.

**04      Vandalism/ Damage to School or Personal Property**

Vandalism is the willful destruction or defacement of school or personal property.

**05      Theft/Stealing Personal or School Property**

Theft is 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 includes 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 Products**  
This includes smokeless tobacco.
- 10 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 that substantially disrupts the orderly learning environment (i.e., dress code violations, inappropriate language, cursing, inappropriate gestures).
- 19 Harassment/Intimidation**  
Repeatedly annoying or attacking using physical, verbal, written, or electronic action that 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 (i.e., 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 (i.e., 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

(i.e., pinching, grabbing, suggestive comments, gestures or jokes or pressure to engage in sexual activity).

**22 Serious Bodily Injury**

An incident that results in serious bodily injury to oneself or others. Serious Bodily Injury is defined as “A bodily injury that involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty (18 U.S.C. § 1365(3)(h)).

**Reporting Instructions.** Districts may report up to five (5) discipline reasons for each discipline incident. For example, if the district reported a “2 – Out-of-School Suspension” in the *Type of Discipline Element*, then the district may report multiple reasons for the discipline action in the *Discipline Reason Element* for the out-of-school suspension such as:

- “03 – Fighting/Violence”
- “18 – Disobedient/Disruptive Behavior”

Do not report the same discipline reason more than once for a single incident. For example, do not report option “03 – Fighting/Violence” in the *Discipline Reason Elements* one and two for the same incident.

Discipline Reason “\*\* Not Applicable” can only be used for Discipline Reasons 2 through 5. Districts must choose one of the existing options “01” to “22” for the first/primary reason for a reported discipline incident. If the reason the student was disciplined does not match any of the listed discipline reasons, the district should use the most appropriate option.

 **Discipline Modified Element**

Record Field Number	GD100
Definition	Indicates if the Chief Administrating Officer modified, on a case-by-case basis, in writing, the one-year expulsion requirement for possession of a firearm at school.

**Valid Options**

- \* Not Applicable
- Y Yes
- N No

**Reporting Instructions.** Expulsion (*Type of Discipline* = 1) must still be reported even if the Chief Administering Officer modifies the expulsion for a student.

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 Administrating 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.

Option “\* Not Applicable” is to be reported when the *Type of Discipline* is anything other than 1, or if the *Type of Discipline* is 1 and the *Discipline Reason* is anything other than 06 and/or 08.

Option “Y” or “N” are only to be reported when there is a combination of:

Type of Discipline is 1 Expulsion;

**AND**

Discipline Reason is 06 Use, possession, sale or distribution of a firearm;

**AND/OR**

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

 **Discipline Sequence Number Element**

Record Field Number	GD085
Definition	The order in which the discipline incident occurred, if the incidents occurred on the same day and the same <i>Type of Discipline</i> was administered for both.

**Valid Options**

1 – 9

**Reporting Instructions.** Report the order in which the discipline incident occurred, if two or more separate incidents occurred on the same day and the same discipline action was administered to the student for both incidents.

**Example 31.**

**Discipline Sequence**  
 Two different suspensions were administered to a student for two separate discipline incidents that occurred on the same day. The first incident resulting in the first suspension is reported as “1” in the *Discipline Sequence Number Element* and the second incident resulting in the second suspension is reported as “2”.

If the district administers one *Type of Discipline* for several different incidents occurring on the same day, report “1” in this element. Only one Student Discipline Record is reported per discipline action.

**Note.** Most Student Discipline Records reported will have “1” reported in this field.

 **Referred for Alternate Educational Services Element**

Record Field Number	GD110
Definition	Indicates if a student, for whom a Chief Operating Officer modifies as part of a case-by-case basis the one-year expulsion requirement for possession of a firearm, was recommended for alternate educational services.

**Valid Options**

- \* Not Applicable
- Y Yes
- N No

**Reporting Instructions.** *Type of Discipline* must still be reported as a 1, Expulsion for this student even if alternative educational services are provided.

Options Y and N are to be reported only when the *Discipline Modified Element* (on a case-by-case basis) was reported with a Y.

Report \* in the following circumstances:

1. If the *Discipline Modified Element* was reported with an N or an \*
2. *Type of Discipline* is 1  
When *Discipline Reasons* are NOT 06 or 08

**OR**

3. *Type of Discipline* is 2 -7 with any *Discipline Reason*

If the Chief Administering Officer of the school district modifies the student’s expulsion for Discipline Reasons 06 or 08, then the district may recommend that the student receive alternative educational services.

If alternative educational services are provided, report “Y” in this element.

Do not report the option “4 in school alternative discipline class/program/ building” in the *Type of Discipline Element* if the Chief Administering Officer modifies the student’s expulsion for possession of firearm, and then chooses to refer the student for alternate education.

 **Total Discipline Days Element**

Record Field Number	GD090
Definition	Refers to the length of discipline, in Full Time Equivalency (FTE), for each discipline occurrence.

**Valid Options**

000.00 – 999.99

**Reporting Instructions.** Report the total number of days, in FTE, that the student served his/her discipline. If the student served half a day suspension as discipline, then report .50 in this element.

 **Type of Discipline Element**

Record Field Number	GD070
Definition	The type of discipline administered to the student.

**Valid Options**

**1 Expulsion**

Expulsion is the involuntary removal of a student from school by the superintendent. In most cases, the expulsion should not exceed 80 days, or the number of days remaining in a school semester. In situations where a student brought or possessed a firearm to school or property owned by the school, the superintendent shall expel a pupil from school for a period of one year (ORC § 3313.66 (B)(1) and (2)). In these cases, the Gun-Free School Act requires the expulsion of the student.

**2 Out-of-school Suspension**

An out-of-school suspension is the denial of attendance at school for no more than 10 days (ORC §3313.66 (A)). This includes the suspension of the student’s normal instructional activities by the superintendent or a school principal due to discipline reasons.

**3 In-school Suspension**

In-school suspension is 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 Alternate Discipline Class/Program/Building**

This is 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 student to continue to progress in the general curriculum; to continue to receive services and modifications, including those described in the student’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 can be found in 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 practical 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 students with disabilities from their current educational placement to an appropriate alternate 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 student’s current placement is substantially likely to result in injury to the student or others.

**Reporting Instructions.** Multiple *Types of Discipline* are not to be reported for the same discipline incident.

Only report the most severe type of discipline for the specific incident. For example, if the student is suspended pending an expulsion for the same incident, only the expulsion is reported. The following table ranks the options in the *Types of Discipline Element* from most severe to least severe.

**Table 12. Type of Discipline – Order of Severity**

Severity Order	Type of Discipline
1	Emergency Removal by District Personnel
2	Expulsion
3	Removal by a Hearing Officer
4	Out-of-school Suspension
5	In-school Alternate Discipline Class/Program/Building
6	In-school Suspension

In the circumstances where a student is expelled for possession of or bringing a firearm to school, the expulsion is still to be reported even if the chief administering officer chooses to modify the expulsion and/or refer the student for alternative educational services.



## 2.9 CTE WORKFORCE DEVELOPMENT FOLLOW-UP RECORD (GV)

### General Guidelines

CTE Concentrator follow-up data are collected for the second (2nd) quarter (October 1 – December 31 timeframe) after graduation or after the student is no longer enrolled in school. This data collection should be conducted January through March of the current school year. Districts may use the Career-Technical Student Follow-up Form available on CTE website, to help collect data for reporting the CTE Workforce Development Follow-up information. The follow-up information collected is reported on this record during the current year’s March (D) reporting period.

The district employing the teacher of the workforce development program shall report CTE concentrator follow-up data in the current school year’s March (D) reporting period for all concentrators within six months of leaving school. This is typically concentrators from one or more prior school years Yearend (N) reporting period, where the student was identified as a concentrator. This record is compiled in the following manner:

Data from prior years are extracted for CTE Concentrators, who have graduated or who are no longer enrolled in school. During the next reporting period that follows Yearend (N), ODE will check to ensure that Concentrators reported are not enrolled in an Ohio School District. Concentrators who are reported as no longer enrolled but found to be enrolled will be ineligible for follow-up reporting.

This record is based on multiple Yearend (N) EMIS databases and starting FY10, will include Period G Graduates, for the duration of the student’s schooling anytime he/she was reported as a Concentrator at yearend.

The elements that appear on the March (D) follow-up record will be exactly as the district reported them in each of the Yearend (N) and Graduate (G) reporting periods. Therefore, it is important for districts to be sure the data elements are reported accurately at Yearend (N) and Graduate (G) reporting periods. The following table lists elements that are derived from each prior yearend reporting period in which the *CTE Concentrator Element* (GN130) was reported with a “Y”.

**Table 13. Source elements from the Student Demographic (GI), Student Standing (FS), Student Attribute – Effective Date (FD) yearend records where *CTE Concentrator Element* was reported with a “Y” and student is no longer enrolled**

CTE Data Element	Prior Yearend Data Element
<i>Date of Birth Element (GV075)</i>	<i>Date of Birth Element (GI070)</i>
<i>Disadvantage Element (GV170)</i>	<i>Disadvantage Element (FD110)</i>
<i>Disability Condition Element (GV200)</i>	<i>Disability Condition Element (FD130)</i>
<i>Gender Element (GV080)</i>	<i>Gender Element (GI080)</i>
<i>Grade Level Element (GV420)</i>	<i>Grade Level Element (FD080)</i>
<i>Grade Level Next Year Element (GV430)</i>	<i>Grade Level Next Year Element (FN080)</i>
<i>Homeless Status Element (GV450)</i>	<i>Homeless Status Element (FD150)</i>
<i>How Received (GV690)</i>	<i>How Received Element (FS180)</i>
<i>How Received IRN (GV700)</i>	<i>How Received IRN Element (FS190)</i>
<i>Legal District of Residence (GV105)</i>	<i>Legal District of Residence (FS150)</i>
<i>Limited English Proficiency Element (GV210)</i>	<i>Limited English Proficiency Element (FD170)</i>
<i>Migrant Status Element (GV460)</i>	<i>Migrant Status Element (FD180)</i>
<i>Racial/Ethnic Category Element (GV090)</i>	<i>Racial/Ethnic Category Element (GI090)</i>
<i>Student Percent of Time Element (GV440)</i>	<i>Student Percent of Time Element (FS120)</i>

CTE Data Element	Prior Yearend Data Element
<i>Withdrawal Date Element (GV230)</i>	<i>Effective End Date Element (FS090)</i>
<i>Withdrawal Reason Element (GV240)</i>	<i>Withdrawal/ Reason Element (FS100)</i>

**Table 14. Source elements from Student Attributes – No Date (FN) Record reported in Period G following yearend where CTE Concentrator Element was reported with a “Y” and student is no longer enrolled**

CTE Data Element	Prior Yearend Data Element
<i>Diploma Date Element (GV120)</i>	<i>Diploma Date Element (FN090)</i>
<i>Diploma Type Element (GV130)</i>	<i>Diploma Type Element (FN100)</i>

**Table 15. Source elements from the Yearend Student Course Record where CTE Concentrator Element was reported with a “Y”**

CTE Data Element	Prior Yearend Student Course Data Element
<i>Local Classroom Code Element (-1,-2,-3,-4,-5) (GV330, GV360, GV390, GV520, GV550)</i>	<i>Local Classroom Code Element (GN080) for all student course records for a student</i>

**Table 16. Source elements from the Yearend Course Master Record where CTE Concentrator Element was reported with a “Y”**

CTE Data Element	Prior Yearend Course Master Data Element
<i>Subject Code Element (-1,-2,-3,-4,-5) (GV320, GV350, GV380, GV410, GV540)</i>	<i>Subject Code Element (CN050) for Oct CTE funded course with same Local Classroom Code</i>

The following elements are reserved for use by ODE. Districts should not modify these elements in any way. The elements are used to connect data for a student between multiple Yearend (N) and Graduate (G) reporting periods where CTE Concentrator Element was reported with a “Y” in each Yearend period.

- Student Standing Key (GV710)
- Course Master Key 1 (GV720)
- Course Master Key 2 (GV730)
- Course Master Key 3 (GV740)
- Course Master Key 4 (GV750)
- Course Master Key 5 (GV760)

A student can be a concentrator in multiple workforce development programs. However, during the March (D) reporting period, a student can be reported as a CTE concentrator in only one workforce development program. For March (D) reporting the district must choose which program the student will be reported as a CTE concentrator. The file layout will include five subjects and the district must identify which ONE of five possible subjects most closely identifies the CTE program that the student is to be considered a CTE concentrator of. There will be a Local Classroom Code Flag and year next to each of the five Subject/Local Classroom Codes extracted from the Yearend (N) databases. The district must select ONLY one of the five Subject Codes to be the subject in which a student is considered a CTE concentrator by designating “Yes” in one *Local Classroom Flag Element*. Only ONE Local Classroom Flag can be set to “Y.”

Through the selection of the flag, the district defines the program referenced in the: *Apprenticeship, Employed Placement, Postsecondary Certificated/Licensed, and Military Placement Elements*.

In March (D) reporting period the following elements must be reported by a district for each CTE concentrator who was no longer enrolled. The elements are organized alphabetically.

**☀ Apprenticeship Element**

Record Field Number	GV620
Definition	The apprenticeship status of a CTE Concentrator in the second (2nd) quarter following the program year in which the student left secondary education.

**Valid Options**

- \*\* Not reported (Default)
- Y1 Yes, in an apprenticeship program related to CTE Program
- Y2 Yes, in an apprenticeship program not related to CTE Program
- NO No, not in an apprenticeship program

**☀ Diploma Element**

Record Field Number	GV630
Definition	The diploma status of a CTE Concentrator in the second (2nd) quarter following the program year in which the student withdrew from secondary education.

**Valid Options**

- \* Diploma Status Unknown
- G Earned a GED diploma
- N No, has not earned a diploma
- D Diploma reported in a prior reporting period

**☀ Employed Placement Element**

Record Field Number	GV640
Definition	The employment status of a CTE Concentrator in the second (2nd) quarter following the program year in which the student left secondary education.

**Valid Options**

- \*\* Not reported (Default)
- Y1 Yes, employed in an occupation related to CTE program
- Y2 Yes, employed, in an occupation not related to CTE program
- NO No, not employed

**☀ Fiscal Year of LCC-1 Element**

Record Field Number	GV570
Definition	The fiscal year the corresponding local classroom code was reported.

**Valid Options**

- YYYY Year

**☀ Fiscal Year of LCC-2 Element**

Record Field Number	GV580
Definition	The fiscal year the corresponding local classroom code was reported.

**Valid Options**  
 YYYY                      Year

**☀ Fiscal Year of LCC-3 Element**

Record Field Number	GV590
Definition	The fiscal year the corresponding local classroom code was reported.

**Valid Options**  
 YYYY                      Year

**☀ Fiscal Year of LCC-4 Element**

Record Field Number	GV600
Definition	The fiscal year the corresponding local classroom code was reported.

**Valid Options**  
 YYYY                      Year

**☀ Fiscal Year of LCC-5 Element**

Record Field Number	GV610
Definition	The fiscal year the corresponding local classroom code was reported.

**Valid Options**  
 YYYY                      Year

**☀ Local Classroom Code Flag Elements**

**LCC Flag - 1**

Record Field Number	GV340
Definition	Indicates if a student is considered a concentrator in the corresponding local classroom code of a CTE program.

**LCC Flag - 2**

Record Field Number	GV370
Definition	Indicates if a student is considered concentrator in the corresponding local classroom code of a CTE program.

**LCC Flag - 3**

Record Field Number	GV400
Definition	Indicates if a student is considered a concentrator in the corresponding local classroom code of a CTE program.

**LCC Flag - 4**

Record Field Number	GV530
Definition	Indicates if a student is considered a concentrator in the corresponding local classroom code of a CTE program.

**LCC Flag - 5**

Record Field Number	GV560
Definition	Indicates if a student is considered a concentrator in the corresponding local classroom code of a CTE program.

**Valid Options**

N No  
Y Yes

**Reporting Instructions.** A student can be reported as a CTE Concentrator in only one subject during the March (D) reporting period. If a student is a concentrator in more than one CTE program the district must choose in which subject the student will be reported as a CTE Concentrator for the March (D) reporting period. Indicate which subject code and Local Classroom Code, extracted from a prior school year’s Yearend (N) database, is to be the subject in which a student is considered a CTE Concentrator.

There can be up to five Local Classroom Codes/Subject Codes for each student. Each Local Classroom Code/Subject Code will have a Local Classroom Code Flag.

The district must designate “Yes” in the *Local Classroom Flag Element* corresponding to the subject code in which the student is considered a Concentrator. Only ONE Local Classroom Flag can be set to “Y.”

 **Military Placement Element**

Record Field Number	GV650
Definition	The military status of a CTE Concentrator in the second (2nd) quarter following the program year in which the student left secondary education.

**Valid Options**

\*\* Not reported (Default)  
Y1 Yes, in the military in an area related to CTE program  
Y2 Yes, in the military in an area not related to CTE program  
NO No, not in military


 **Other Follow-up Status Element**

Record Field Number	GV660
Definition	Status not reported in any of the other CTE Concentrator follow-up status elements.

**Valid Options**

\* Not Applicable (Default)  
U Status Unknown  
D Deceased  
X Incorrectly reported as a CTE Concentrator

**Reporting Instructions.** Report an “\*” if any of these elements—*Apprenticeship, Diploma, Employed Placement, Military Placement, or Postsecondary Education or Advanced Training*—are reported with a value other than their default (\*\* - Not Reported or Diploma = \* or D).

 **Postsecondary Education or Advanced Training Element**

Record Field Number	GV670
Definition	The postsecondary or advanced training status of a CTE Concentrator in the second (2nd) quarter following the program year in which the student left secondary education.

**Valid Options**

- \* \* Not reported (Default)
- Y1 Yes, enrolled in postsecondary education or advanced training related to CTE program.
- Y2 Yes, in postsecondary education or advanced training not related to CTE program.
- NO No, not enrolled in postsecondary education or advanced training.

 **Student Earned Certificate/License Element**

Record Field Number	GV680
Definition	Indicates whether the student earned an industry certificate/license in the student's CTE program of concentration.

**Valid Options**

- Y Yes, the student earned a state-recognized industry certificate/license in the program area that is marked
- N No, the student did not earn a state-recognized industry certificate/license in the program area that is marked

**Reporting Instructions.** Report whether the student earned a state-recognized industry certificate/license in the program area that has been marked on the follow-up record. Please consult documentation on the ODE CTE website for a list of state-recognized certificates/licenses, in the CTE Secondary Workforce Development Program Matrix.

## 2.10 STUDENT SPECIAL EDUCATION RECORD (GE)

### *General Guidelines*

A separate Special Education Record is to be reported for students with a disability and students **suspected to have a disability**. The record is required to be reported during the October (K) and Yearend (N) reporting periods.

For all students that are reported during the October reporting period, a Special Education Record is to be reported for all events that occur from June 1st of the prior school year through December 1st of the current school year.

The record is only reported for students attending a public school and for students placed in a non-public school by a public school district.

All EMIS reporting entities except JVSDs and ESC's, who either provide education or services to a student with a disability or are the resident district must report this record. There are two exceptions to this requirement:

- Student attends another district for Contract Career Technical education only – the district where the Contract Career Technical education is being provided does not submit this record; or
- Student is enrolled in Department of Youth Services (DYS) – the resident district does not submit this record for events which occur while the student is attending DYS.

This record is reported for an “event” that occurs on a “date” with an “outcome” that may or may not have happened within a “compliance” timeline. This section of the manual describes each of these four data elements.

The *Outcome Beginning Date* and *Outcome End Date Elements* for some events will be reported through EMIS. These dates are only collected for IIEP, RIEP, TIEP, and TETR event types.

Each year, every student with a disability should have at least one event to report. Some students, especially those in the process of determining the absence or presence of a disability for the first time, will have multiple events to report within a school year. The focus on an event date and the variable number of records for each student makes the structure of this record more like the structure of the Student Discipline Record than the structure of other student records.

The record reports all event dates related to determination of the student's disability and his/her planned services. Districts are expected to record each event as it occurs throughout the year. The Office for Exceptional Children has created an optional data collection form to assist with reporting this record. It can be found on their home page and linked to from the EMIS Other Resources web page.

When to report an event is determined by the reporting period From/To date range. The table below illustrates the From/To date ranges to be used for October (K) and Yearend (N) reporting periods.

**Table 17. Date ranges are inclusive**

<b>Reporting Period</b>	<b>From</b>	<b>To</b>
<b>October (K)</b>	6/1 of previous school year	December 1st of the current school year
<b>Yearend (N)</b>	6/1 of previous school year	5/31 of current school year

Dates are reported for the following events:

- Preschool Transition Conference
- Referral for Evaluation
- Parent / Guardian Consent for Evaluation
- Evaluation Team Report Completion (Initial, Reevaluation or Transfer)
- Individualized Education Program Completion (Initial and Periodic Review)
- Final IEP Team Meeting Prior to Graduation
- Transfer Student IEP Adoption Date
- IEP consent withdrawn by parent

The reported dates for events are dates on which the event occurred, and not necessarily when the event(s) will be effective. A district may report an event date in the current reporting period but not report some consequences of that event until future reporting periods. For example, if an IEP is written this spring and will not be effective until next school year, only the event would be reported in the current year's Yearend data. Any related changes to the special education services are not reported until they are actually effective.

Federal and State laws mandate that certain special education events occur within specific timeframes. Whenever the dates of any of these events are known to be non-compliant according to the required timeframes, districts should report an out of compliance reason.

For information concerning Federal and State special education requirements, please consult with your local Special Education staff or contact the ODE Call Center at (877) 772-7771 and ask to be connected to the Office of Exceptional Children.

Report all events that are the district's responsibility. The event is to be reported in the reporting period that coincides with the period date range.

For students with a disability who are newly enrolled for the current school year in the district, report the dates and events for all events completed by the district, including any prior to the usual June 1 start date.

For school age students with a disability and who are newly enrolled in the district report a minimum of the student's current IEP and ETR dates (completion or adoption).

The IEP Test Type format on the Student Special Education Record is only reported for students with disabilities when a Date Type of IIEP, RIEP, or TIEP is reported. The IEP Test Type format reported is the required format for all assessments taken by a student with a disability. The IEP Test Type format must be reported for all students with an IEP.

Although every reported date will require a date type, only certain outcomes and non-compliance IDs can be reported with certain date types as shown in the table below.



**Table 18. Date Type and Outcome Combinations**

Date Type	Outcome ID	Non Compliance ID									
		**	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9
<b>PSTC</b> – Preschool Transition Conference Date	****	√									
<b>RFRL</b> – Referral for Evaluation	****	√									
<b>CNST</b> Parent/Guardian Consent for Evaluation Date	CNGI CNGO CNGR CNGT CNRF CNNR CNDP	√									
<b>IETR</b> – Evaluation Team Report Completion Date-Initial	ETNE ETDP ET01-ET16	√	√	√	√	√	√	√	√	√	√
<b>IEEP</b> – IEP Completion Date-Initial	IENS IEPR IEDP IE13-IE72	√	√	√	√	√	√	√	√	√	√
<b>RIEP</b> – IEP Completion Date-Periodic Review	IENS IEPR IEDP IE13-IE72	√	√	√	√	√	√	√	√	√	√
<b>FIIEP</b> – Final IEP Team Meeting Prior to Graduation	****	√	√	√	√	√	√	√	√	√	√
<b>RETR</b> – Evaluation Team Report Completion Date-Reevaluation	ETEX ETDP ET01-ET16	√	√	√	√	√	√	√	√	√	√
<b>TETR</b> – Evaluation Team Report Completion Date-Transfer	ET01 – ET16	√									
<b>TIEP</b> – Transfer Student IEP Adoption Date	IE13-IE72	√									
<b>CIIEP</b> – IEP consent withdrawn by parent	IEPR	√									

**Student Special Education Record Data Elements**

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

 **Date Element**

Record Field Number	GE110
Definition	Date an event occurred.

**Valid Options**

YYYYMMDD      Year, Month, Day.

**Reporting Instructions.** Report the date when the event reflected by the GE100 Date Type Element occurred.

 **Date Type Element**

Record Field Number	GE100
Definition	Used to indicate the type of date.

**Valid Options**

**PSTC**

**Preschool Transition Conference Date**

This is the date of the preschool transition conference arranged by the Early Intervention Service Coordinator (Department of Health) with the school district. The conference is for a student who is suspected of having a disability and may be transitioning from Part C (Early Intervention/Help Me Grow) to Part B preschool special education services. It is federally mandated that the district attend this conference. The conference generally occurs between 90 and 120 days before the child’s 3rd birthday.

This option can be only used for preschool students that are suspected of having a disability and may be transitioning from Part C (Early Intervention /Help Me Grow) to Part B preschool special education, NOT to be used for school-age children.

**RFRL**

**Referral for Evaluation Date**

The date the PR04-Referral for Evaluation form is received by the District. This date should be reported for all students referred for evaluation since the last reporting cycle.

**CNST**

**Parent/Guardian Consent for Evaluation Date**

The date the parent/guardian grants/refuses consent for evaluation, from PR05-Parent Consent for Evaluation Part 1 (Grant Consent) or Part 2 (Refuse Consent). This element should be reported with an Outcome ID to indicate status (e.g., Consent Granted, Consent Refused, etc.).

**IETR**

**Evaluation Team Report Completion Date-Initial**

The date the PR06-Evaluation Team Report is completed (from Part B, PR06). This element should be reported with an Outcome ID to indicate status (e.g., Student was determined to be eligible for services; Student was determined to NOT be eligible for services, etc.). If the Evaluation Team Report initial completion date does not meet mandated federal time lines then a Non-compliance ID is required.

**RETR**

**Evaluation Team Report Completion Date-Reevaluation**

The date the PR06-Evaluation Team Report is completed (from Part B, PR06). This element should be reported with an Outcome ID to indicate status (e.g., Student was determined to NOT be eligible for services, student was determined to have Autism, etc.). If the Evaluation Team Report reevaluation completion date does not meet mandated federal time lines then a Non-compliance ID is required.

<b>TETR</b>	<b>Transfer Evaluation Team Report Completion Date</b> Date the district adopted an ETR developed by another public educational entity WITHOUT modification. This element should be reported with an Outcome ID to indicate status.
<b>IIEP</b>	<b>IEP Completion Date-Initial</b> The meeting date when the Individualized Education Program was completed. From page 1, PR07-Individualized Education Program meeting date. If the Individualized Education Program initial completion date does not meet mandated federal time lines, then a Non-compliance ID is required.
<b>RIEP</b>	<b>IEP Completion Date-Periodic Review</b> The meeting date when the Individualized Education Program was completed. From page 1, PR07-Individualized Education Program meeting date. If the Individualized Education Program reevaluation completion date does not meet mandated federal time lines, then a Non-compliance ID is required.
<b>TIEP</b>	<b>Transfer Student IEP Adoption Date</b> Date the district adopted an IEP developed by another public educational entity WITHOUT modification. IF district chose to modify the IEP for a transfer student they should report the date the IEP was modified as an “IEP Completion Date-Periodic Review” (RIEP).
<b>FIEP</b>	<b>Final IEP Team Meeting Prior to Graduation</b> A meeting of the IEP team where no changes in services are made to the existing IEP since the student has met graduation requirements, will graduate, and the content in the existing IEP is appropriate for the days remaining until graduation.
<b>CIEP</b>	<b>IEP consent withdrawn by parent</b> The date the parent/guardian withdraws consent for a previously written IEP that is still in effect.

**Reporting Instructions.** Report the date type that correctly identifies the event corresponding to the date being reported. For example, if reporting a Parental/Guardian Consent for evaluation event, this element would contain CNST.

Date type PSTC is to be reported only for first time enrolling preschool students transitioning from Part C to Part B services. Preschoolers NOT transitioning from Part C to B service will not have a preschool transition conference date; therefore districts will not have to report this event for these students.

**Final IEP Team Meeting.** Beginning in FY10, an FIEP is reported when an IEP team meeting is held for a special education student with an IEP who will be graduating shortly after the anniversary date of the previous IEP. The use of this Date Type indicates that there will be no change of service(s) between the date of the last IEP and graduation; therefore, the IEP document completed at the IEP team meeting contains no new goals, objectives, or services. If the IEP team decides that there will be a change in services prior to graduation then a new IEP must be written and a different Date Type must be reported. Many graduates will not have an FIEP event reported before graduation.

When a FIEP Date Type is reported, the only other Student Special Education Record data elements reported with a value other than “Not Applicable” are the Date Element and Non-Compliance ID Element, if applicable.

**Transfer IEP/ETR.** For students that transfer from another public district (Ohio or out of state) districts may accept the ETR and/or IEP from the other district and serve the child accordingly. Adoption of a previous ETR and/or IEP is independent of one and another. When accepting an IEP/ETR the receiving district is also accepting the timelines in effect on the IEP/ETR. The *Outcome Beginning Date* (GE140) would be the date the IEP/ETR was adopted by the district. The *Outcome End Date* would be the date shown on the adopted IEP. For the ETR, the Outcome End Date would be the date the original ETR will expire (e.g., three years minus one day after the ETR was originally completed).

If the district does accept the ETR, the next ETR done by the district must be an RETR. If you do not accept the ETR from out of state, the district must begin the eligibility process from the start resulting in an IETR.


If a student is placed at DYS, then DYS assumes all special education reporting requirements. If the student leaves DYS and enters an Ohio district, the district may adopt the ETR and/or IEP as if the student is transferring from another district.

**IEP Consent Withdrawn by Parent.** Beginning in FY10, a CIEP is reported when a parent/guardian of a special education student with an IEP withdraws consent to the current IEP. CIEP cannot be reported unless a TIEP, RIEP, or IIEP is already in effect.

Once a CIEP Date Type is reported, the student immediately becomes a non-special education student. Accordingly, if a parent changes their mind after withdrawing IEP consent, the student will go through the same process as a student entering special education for the first time.

Once a CIEP Date Type is reported, modifications to the FD record and/or the Accommodations Elements on all applicable tests may be needed.

When a CIEP Date Type is reported, the only other Student Special Education Record data element reported with a value other than “Not Applicable” is the Outcome ID and Date Elements.

 **IEP Test Type Element**

Record Field Number	GE160
Definition	The format of the test the student is required to take for all tests.

**Valid Options**

STR	Standard (regular)
ALT	Alternate Assessment
STA	Standard with Accommodations
***	Not Applicable

**Reporting Instructions.** This is only reported on IEP events (with the exception of a FIEP or CIEP), and is reported regardless of the grade level of the student. *IEP Test Type Element* applies to testing in general, including but not limited to the state tests.

“\*\*\*” is used when an event that is reported is not an IEP event, when an FIEP or CIEP event is reported, or when an IIEP or RIEP event is reported with an outcome of IEDP, IENS, or IEPR. If an IEP with an outcome that requires reporting does not specifically mention test type and/or accommodations, “STR” should be reported as a default.

**☀ Non-Compliance ID Element**

Record Field Number	GE130
Definition	Code identifier for the reason an event has not met federally mandated time lines.

**Valid Options**

- \*\* Not Applicable
- 01 No Identified Reason
- 02 Staff Not Available-Summer Months
- 03 Staff Not Available-School Year
- 04 Scheduling conflicts with family
- 05 Parental Choice
- 06 Parent Refused Consent
- 07 Child’s Health
- 08 Student’s Incarceration
- 09 District in compliance with due process timelines, but incorrect/missing data reported in EMIS in a prior reporting period.

**Reporting Instructions.** This element is used to report non-compliance with federal time lines, and should always be reported when a required timeline for an event has not been met. Non compliance determination is made by Special Ed staff, who will supply this value whenever appropriate.

The element must be reported with the appropriate value for the outcome ID and date type. See table above for valid combinations.

For events that do not require a non-compliance ID, report “\*\*\*”. Example, Preschool Transition Conference, Parent/Guardian Consent for Evaluation, Referral for Evaluation, and Transfer Student IEP Adoption Date do not require an outcome ID.

The “09” option allows the district to indicate that the preceding event was either reported incorrectly or not reported via EMIS at all. In order to check for event compliance, ODE looks at the current record being reported AND the prior event reported to determine if the required federal timelines were met.

For example, an IEP evaluation was completed in April, 2007 and the event was not reported in FY07 Yearend (N) EMIS. In April 08, a new evaluation is completed. Since the previous IEP (07 IEP) would not have come into ODE, the IEP record for 08 will appear out of compliance as far as ODE is concerned (because there is no prior record).

Therefore, the district would need to use the ‘09’ code when reporting the 08 event record to let ODE know that the 08 event record was actually done on time even though ODE does not have the prior event.

**☀ Outcome Beginning Date Element**

Record Field Number	GE140
Definition	The date on which the outcome of the event became effective.

**Valid Options**

- 00000000 Not Applicable
- CCYYMMDD Year, Month, Day

**Reporting Instructions.** The *Outcome Beginning Date Element* is only reported when a student's IEP is completed or when reporting a Date Type of TETR. The IEP team determines the Outcome Beginning Date. When the outcome of the IEP is IEDP, IENS, or IEPR report the EVENT DATE in this element. An Outcome Beginning Date of May 2, 2007 is to be reported as 20070502.

 **Outcome End Date Element**

Record Field Number	GE150
Definition	The last day on which the outcome of the event will be effective.

**Valid Options**

00000000 Not Applicable  
 CCYYMMDD Year, Month, Day

**Reporting Instructions.** This date is recorded on the IEP. The IEP team determines the Outcome End Date. An End Date of May 2, 2007, is to be reported as 20070502.

The Outcome End Date is reported at the same time an event is reported, even if it is a date in the future. There cannot be more than a one-year time span between the Outcome End Date and the Outcome Beginning Date of the IEP. When the outcome of the IEP is IEDP, IENS, or IEPR report the EVENT DATE in this element. The Outcome End Date is also reported when a Date Type of TETR is reported. For the ETR, the Outcome End Date would be the date the original ETR will expire (e.g., three years minus one day after the ETR was originally completed).

When reporting a TIEP event, the adopted IEP has an End Date, and that End Date is the date that has been accepted and the date that should be reported.

 **Outcome ID Element**

Record Field Number	GE120
Definition	Identifies the outcome of an event.

**Valid Options**

\*\*\*\* Not Applicable  
**CNDP** Consent Moved to Due Process  
**CNGI** Consent Granted for Initial Evaluation (IETR)  
**CNGO** Consent Granted for Other Special Education Activity (Neither IETR nor RETR)  
**CNGR** Consent Granted for a Reviewed Evaluation (RETR)  
**CNGT** Consent Granted  
**CNNR** Consent Not Returned  
**CNRF** Consent Refused  
**ETDP** ETR Resulted in Due Process  
**ETEX** Exiting Special Education  
**ETNE** Not Eligible for Services  
**ET01** Multiple Disabilities (other than Deaf-Blind)  
**ET02** Deaf-Blindness  
**ET03** Deafness (Hearing Impairment)  
**ET04** Visual Impairments  
**ET05** Speech and Language Impairments  
**ET06** Orthopedic Impairments  
**ET08** Emotional Disturbance (SBH)

- ET09 Cognitive Disabilities (Formerly Mental Retardation or Developmentally Handicapped)**
- ET10 Specific Learning Disabilities**
- ET12 Autism**
- ET13 Traumatic Brain Injury (TBI)**
- ET14 Other Health Impaired (Major)**
- ET15 Other Health Impaired (Minor)**
- ET16 Developmental Delay**
- IEDP IEP Resulted in Due Process**
- IENS IEP Complete – Not Served**
- IEPR IEP Complete – Parental Refusal**
- IE13 Special Education outside the regular class less than 21% of the day.**  
Student with a disability receiving special education and special education services outside the regular classroom for less than 21% of the school day. This may include placement in:
- Regular classes with special education/special education services provided within the regular classes;
  - Regular classes with special education/special education services provided outside regular classes;
  - Regular classes with special education services provided in resource rooms.
- IE14 Special education outside the regular class at least 21% of the day and no more than 60% of the day.**  
This may include placement in:
- Resource rooms with special education/special education services provided within the resource room;
  - Resource rooms with part-time instruction in a regular class.
- IE15 Special education outside the regular class more than 60% of the day.**  
Student with a disability receiving special education and special education services outside the regular classroom for more than 60% of the school day. Students who receive education programs in public or private separate day or residential facilities should NOT be reported with this code. This category may include:
- Self-contained special classrooms with part-time instruction in a regular class;
  - Self-contained special classrooms with full-time special education instruction on a regular school campus;
  - Students with disabilities whose parent(s) have opted to home-school them and who receive special education at public expense.
- IE16 Public Separate School**  
Student with a disability receiving special education and special education services, at public expense, for greater than 50% of the school day in public separate schools. This may include:
- Students with disabilities attending County Boards of MR/DD;
  - Ohio School for the Deaf, Ohio State School for the Blind (if the student does not reside there during the week);
  - Public day schools for students with disabilities;
  - Public day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the re-

mainder of the school day.

This does not include:

- Students being educated at a Community School.

**IE17 Private Separate School**

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

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

**IE18 Public Residential Facility**

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

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

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

**IE19 Private Residential Facility**

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

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

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

**IE20 Homebound/Hospital**

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

- Hospital programs;
- Homebound programs.

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



- IE38 A student with a disability placed in a state-approved nonpublic school by a public school district and receives services through an IEP.**
- IE39 A student with a disability who was enrolled by his/her parent(s) or guardian(s) in a regular parochial or other state-approved nonpublic or private school and whose basic education is paid for through private resources and who receives special education and special education services at public expense from an LEA under a Services Plan.**  
 Include children whose parents chose to home school them but who receive special education and special education services at the nonpublic school at public expense. Do not include children who are placed in private schools by the LEA.
- IE51 Regular Early Childhood Program 10 or More Hours per week and most services in EC program**  
 Children attending a regular early childhood program at least 10 hrs per week and receiving the majority of special education and special education services in the regular early childhood program.
- IE53 Regular Early Childhood Program Less Than 10 Hours per week and most services in EC program**  
 Children attending a regular early childhood program less than 10 hrs per week and receiving the majority of special education and special education services in the regular early childhood program.
- IE55 Regular Early Childhood Program 10 or More Hours per week and most services not in EC program**  
 Children attending a regular early childhood program at least 10 hrs per week and receiving the majority of special education and special education services in some other location.
- IE56 Regular Early Childhood Program Less Than 10 Hours per week and most services not in EC program**  
 Children attending a regular early childhood program less than 10 hrs per week and receiving the majority of special education and special education services in some other location.
- IE60 Pre-School – Special Education Program – Separate Class**  
 A special education program where a special education student is in a class with 51% or more students with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.
- IE62 Pre-School – Special Education Program – Separate School**  
 A special education program in which a student receives all of his/her special education and special education services in an educational program in public or private day schools designed specifically for children with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.
- IE64 Pre-School – Special Education Program – Residential Facility**  
 A special education program in which a student receives all of his/her special education and special education services in a publicly or privately operated residential school or in a residential medical facility on an in-patient basis. Do not report if student is also enrolled in Regular Early Childhood Program.
- IE70 Pre-School–Home**  
 A program in which a child receives all of his/her special education and special education services in the principle residence of the child’s family or caregivers and who did not attend an early childhood program or a special education program provided in a special class, separate school, or residential facility. Includ-

ed are children who receive special education BOTH at home AND at a service provider location.

**IE72 Pre-School – Service Provider Location**

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

**Reporting Instructions.** Report a valid outcome id for the corresponding date type; see Date Type and Outcome Combinations Table for valid combinations. For date types PSTC, FIEP and RFRL, report “\*\*\*\*”.

When reporting CIEP, the only valid outcome id is IEPR.

When reporting a value of IEPR, the district should also end the disability category reported for the student in the Disability Condition Element (FD130) by reporting a value of “\*\*\*”.

**Note.** The event date for *Outcome ID Element* ETEX is considered the date on which the student exited Special Education. Once a student has exited Special Education “\*\*\*” is reported in the *Disability Condition Element* on the Student Attributes-Effective Date Record (FD).

 **Secondary Planning Element**

Record Field Number	GE170
Definition	The result of transition planning on the IEP for students age 14 and above.

**Valid Options**

- \*\*\*\* Not Applicable
- TPNP Transition Plan Not in Place
- TFYG (FYG-Four-Year Grad) Transition Plan in Place. Student plans to meet graduation requirements four years after entering ninth grade.
- TMYG (MYG- Multi-Year-Grad) Transition Plan in Place. Student plans meet graduation requirements more than four years after entering ninth grade.
- TPCE (PCE – Planned Continuation of Ed services) Transition Plan in Place, student has met graduation requirements but needs additional education services prior to enrollment in college or employment and will continue to be enrolled and receive service as a Grade 23 student.

**Reporting Instructions.** Determining when a student will have completed coursework and will graduate, or will have completed coursework but needs additional education services in preparation for employment or enrollment in college, is a decision made by the IEP team and documented on the transition plan. The decision can be made any time PRIOR to the start of the student’s last year.

This decision may include, but is not limited to, IEPs that specify the student will need more than one year to complete the requirements for a single grade level. For example, option TMYG would be used if a student’s IEP specifies that the student needs two years to complete the coursework that is needed to move from ninth to tenth grade.

For a student to be reported with a grade level 23 in September, the IEP meeting date must precede the graduation date of the district, or for practical purposes, prior to Yearend (N) reporting. The IEP must include special education services. For example, a student with OHI disability can't simply be code 23, and take all courses via PSEO.

## 2.11 Student Special Education Graduation Requirement Record (FE)

### General Guidelines

This record is reported during periods K and N. The record is reported whenever an IEP determination is made to add, confirm, or cancel an exemption from the consequences of any graduation assessment and/or individual graduation assessment areas. Just as with the GE Special Education Event record, if an FE record is reported in period K for a student who is also reported in the following period N (in other words, a non-summer withdrawal/graduate), then the FE record must be reported again at yearend.

If the record is being used to report a granting of an exemption in a particular Assessment Type/Area combination, it is reported in the first school year of the IEP determination and every year thereafter, thereby confirming that the IEP team has continued the exemption on the IEP. This is true even if there is no change in the granted exemptions from one IEP to the next.

If the record is being used to report removing or canceling an exemption in a particular Assessment Type/Area combination, removal of the exemption is reported in the initial year of the IEP change (both K and N of that school year if student reported in both periods and the change was on or before December 1; otherwise only in period N) and optionally thereafter.

If a student is never exempted from a particular Assessment Type/Area combination, then it is not necessary to report a Student Special Education Graduation Requirement Record for that combination.

Separate records and submitted per graduation assessment type/area. For example, if the student no longer needs to meet the passing requirements of three of the five OGT subjects, then three records must be reported.

When this record is reported, a matching Student Special Education Record (GE) (matching on Date and Date Type) must be reported for the IEP that reflects the determination of the exemption(s).

### Student Special Education Graduation Requirement Record Data Elements

The following portion of this section discusses each of the data elements within the Student Special Education Graduation Requirement Record. The elements are organized alphabetically.



#### Assessment Area Code

Record Field Number	FE090
Definition	A code of up to four characters that identifies the assessment area (subject) for which the student has been granted a graduation exemption or is no longer exempt.

#### Valid Options

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

**Reporting Instructions.** Report the Assessment area in which the student has been granted an exemption for graduation as determined by the student’s IEP team and recorded on the corresponding IEP. Assessment areas that do not require all 4 available characters may be reported with either leading or

trailing spaces.



**Assessment Type Code**

Record Field Number	FE080
Definition	The code used to indicate the type of graduation assessment for which the student has been granted a graduation exemption or is no longer exempt.

**Valid Options**

GX Ohio Graduation Test (OGT)



**Exemption Flag**

Record Field Number	FE100
Definition	Indicates the status of the graduation exemption for the reported Assessment Type/Area as determined by the student’s IEP team.

**Valid Options**

- Y Exempt- the student’s IEP team has determined that the student does not need to achieve at or above the proficient level on this assessment for the reported Assessment Type/Area in order to graduate
- N Not exempt- the student’s IEP team has determined that the student must achieve at or above the proficient level on this assessment for the reported Assessment Type/Area in order to graduate

**Reporting Instructions.** Report this value whenever the student’s IEP has determined that the student is granted an exemption or is no longer granted an exemption from the consequences of a Graduation test.



**IEP Date**

Record Field Number	FE070
Definition	Date of the IEP, as reported on the Special Education (GE) record, on which the graduation assessment requirement was determined.

**Valid Options**

YYYYMMDD Year, Month, Day.

**Reporting Instructions.** Report the same date as reported in the *Date Element (GE100)* for the IEP being reported in the Special Education Record.



**IEP Date Type Code**

Record Field Number	FE060
Definition	Date type of the IEP, as reported on the Special Education (GE) record, on which the graduation assessment requirement was determined.

**Valid Options**

- IIEP IEP Completion Date-Initial
- RIEP IEP Completion Date-Periodic Review
- TIEP Transfer Student IEP Adoption Date

**Reporting Instructions.** Report the same option as reported in the *Date Type Element (GE110)* for the IEP being reported in the Special Education Record. As with other values reported on the IEP, if a student is reported with an FIEP, the graduation exemption/non-exemption information from the IEP immediately prior to the FIEP will be used to determine the student's graduation assessment status.

## 2.12 STUDENT GRADUATION – CORE SUMMARY RECORD (GC)

### **General Guidelines**

The Student Graduation – CORE Summary Record will allow districts to report the subject area and credits/units earned by students towards graduation in alignment with the new CORE graduation requirements. For additional information on these requirements, search for “CORE Graduation Requirements” from any ODE web page.

A separate Graduation – Core Summary Record is to be reported for each student for each CORE Area in which the student has received any amount of credits/units toward graduation. This record will only be reported by the district that grants the diploma.

### **Period G Graduate Reporting**

Student Graduation – CORE Summary Records are reported in the Graduation (G) reporting period for all students that attended and graduated from the district during the school year (including summer graduates).

All students that have a Student Attributes – No Date Record (FN) reported during the Graduation (G) reporting period should have multiple Student Graduation – Core Summary Records reported for them in all areas in which the student received credit/units toward graduation.

Students that are reported through the Graduation – Only (GP) Record during the G reporting period should not have Student Graduation – CORE Summary Records reported.

### **Period K October Reporting**

Student Graduation – CORE Summary Records are reported in the October (K) reporting period for all students in grades 9 and above during a district’s October Count Week whose current status within the district would mean that they would graduate from that district once graduation requirements are met.

GC records reported in October should reflect the graduation credits earned up through the start of the current school year. This would also include credits transferred from another district at the start of the year that will be used to meet graduation criteria in the new district.

If a student who meets the above criteria has not yet earned credits in one or more CORE areas, then there will be limited GC records to report for that student. Therefore, most first-time 9<sup>th</sup> grade students will not have any GC records to report, unless a student earned high school credit before starting 9<sup>th</sup> grade.

### **CORE Area Code**

Record Field Number	GC060
Definition	Subject area and/or CORE requirement area in which a student has earned credit/units towards graduation

#### **Valid Options**

BUS	Business units
CTA	Career/Technical units
ELE	Elective units
ENG	English Language Arts units
FAR	Fine Arts units
FLR	Foreign Language units

HEC	Family and Consumer Sciences (Non- Career-Technical) units
HTH	Health Education units
JTC	JROTC - Junior Reserve Officer Training Corps
MTA	Mathematics - Algebra II or Equivalent units
MTO	Mathematics units Other than Algebra II or Equivalent
PHE	Physical Education units
SCA	Science - Advanced Science units
SCL	Science - Life Science units
SCO	Science units Other than Physical, Life, or Advanced Science
SCP	Science - Physical Science units
SOG	Social Studies- American Government units
SOH	Social Studies- American History units
SOO	Social Studies units Other than American History & Government
TEC	Technology Education/Computer Science units

**Reporting Instructions.** Report the most specific option that would apply. For example, if a student takes a business course as an elective report the ‘BUS’ option instead of the ‘ELE’ option since the ‘BUS’ option is more specific.

This count (or sum) is across all years and courses that meet each CORE Area requirement. The count is cumulative across districts in that each CORE Area’s total may include:

- courses taken in the district that will award the diploma,
- courses taken at other education organizations but transferred to and accepted for credit by the district that will award the diploma, and
- any other experiences for which the district that will award the diploma has awarded credits towards graduation for the student, subject to any relevant local and state policies.

 **CORE Area Count**

Record Field Number	GC070
Definition	The total number of credits/units earned in the area designated by GC060 Core Area Code.

**Valid Options**

00.01 – 99.99

**Reporting Instructions.** Include all credits/units recognized by the district that grants the diploma, even if the count is greater than the minimum CORE graduation requirement. In determining if a student met CORE, extra credits in one area (such as English Language Arts) can be counted towards meeting the requirement in another area (such as Electives).



## 2.13 GRADUATION-ONLY TEST RECORD (GP)

### General Guidelines

A Graduation-Only Record is reported during the Graduation (G) reporting period for students who were not enrolled in the district in the current school year or in the just-completed school year for summer graduates, and have been granted a diploma by the reporting district. This record is to be used to report students that fall under the 9th grade Proficiency graduation requirement or the Ohio Graduation Test (OGT) graduation requirement. This record is only reported once the student has been granted a diploma.

### Graduation-Only Test Data Elements

The following portion of this section discusses each of the data elements within the Graduation-Only Test Record. The elements are organized alphabetically.

#### ☀ **Courses Completed Date Element**

Record Field Number	GP090
Definition	The month and year in which the student completed the course requirements for a diploma.

#### *Valid Options*

YYYYMM      Year, Month

#### ☀ **Courses Completed IRN Element**

Record Field Number	GP100
Definition	The IRN of the district in which the student completed the course requirements for a diploma.

#### *Valid Options*

Six-digit IRN                  Valid district IRN

#### ☀ **Diploma Date Element**

Record Field Number	GP160
Definition	The date the student received his/her diploma.

#### *Valid Options*

YYYYMMDD Year, Month, Day

#### ☀ **EMIS Student ID Number Element**

Record Field Number	GP050
Definition	The locally determined EMIS student ID.

#### *Valid Options*

Nine-character alphanumeric      Local EMIS student ID

#### ☀ **Gender Element**

Record Field Number	GP070
Definition	The gender of the individual being reported.

**Valid Options**

M	Male
F	Female

☀ **Graduation-Only Test Score Elements****Reading**

Record Field Number	GP110
Definition	The most recent outcome achieved by the student in reading.

**Writing**

Record Field Number	GP120
Definition	The most recent outcome achieved by the student in writing.

**Mathematics**

Record Field Number	GP130
Definition	The most recent outcome achieved by the student in mathematics.

**Social Studies/Citizenship**

Record Field Number	GP140
Definition	The most recent outcome achieved by the student in citizenship/social studies.

**Science**

Record Field Number	GP150
Definition	The most recent outcome achieved by the student in science.

**Valid Options**

2	Passed, OPT
3	Excused from consequences
5	Passed, OGT
6	Met OGT graduation alternative criteria

**Reporting Instructions.** Report the latest test results.

The above options indicate the most recent outcome for the above test score elements. A test score is reported for each of the subject test areas.

☀ **Graduation-Only Test Scaled Score Elements****Reading**

Record Field Number	GP170
Definition	The reading scaled score achieved by the student.

**Writing**

Record Field Number	GP180
Definition	The writing scaled score achieved by the student.

**Mathematics**

Record Field Number	GP190
Definition	The mathematics scaled score achieved by the student.

**Social Studies/Citizenship**

Record Field Number	GP200
Definition	The social studies/citizenship scaled score achieved by the student.

**Science**

Record Field Number	GP210
Definition	The science scaled score achieved by the student.

**Valid Options**

INV	Used for students who have taken the test but for good cause the test was invalidated by the Ohio Department of Education or the school district.
000 – 999	Actual scaled score.

**Reporting Instructions.** Report the latest scaled score achieved by the student for the given test(s).

**☀ Racial/Ethnic Group Element**

Record Field Number	GP080
Definition	The racial/ethnic group to which the student belongs or with which the student identifies.

**Valid Options**

W	White, Non-Hispanic: Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.
H	Hispanic: Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.
B	Black, Non-Hispanic: Persons having origins in any of the black racial groups in Africa.
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 Alaska Native: Persons having origins in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition.
M	Multiracial: Persons having origins in two or more of the above options.

**☀ State Student Identifier (SSID) Element**

Record Field Number	GP220
Definition	The state assigned unique identifier.

**Valid Options**

Nine-character alphanumeric as assigned by the SSID System

**Reporting Instructions.** This is required for all students who are reported through this record.

 **Student Name Element**

Record Field Number	GP060
Definition	Name of the student (optional element)

**Valid Option**

Last, First, Middle/Maiden or Initial

## 2.14 STUDENT ACCELERATION RECORD (FB)

### General Guidelines

The Student Acceleration Record (FB) is reported in Yearend (N) reporting for one or more of the following reasons:

- Student was accelerated in the current school year in one or more of the valid subjects for acceleration collected via this record, or
- Student took a state assessment at an accelerated grade level, regardless of if the acceleration first occurred this year or in a prior year.

“Accelerated in the current school year” means that the student received instruction at the accelerated grade level in the current year. If the decision to accelerate a student is made this year but will be implemented next year, then the acceleration record would be reported next year.

A separate record is required for each subject area in which the student is accelerated.

This record is not required for students who are not accelerated.

### Student Acceleration Elements

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

**NEW**

#### ☀ **Accelerated Assessment Accountability IRN**

Record Field Number	FB090
Definition	The IRN of the building where the student will be counted in Accountability due to acceleration placing the student in a different building for a specific subject.

#### **Valid Options**

\*\*\*\*\* Default  
Six-digit IRN Valid building IRN within the reporting district

**Reporting Instructions.** This element will be reported with a non-default value (a value other than “\*\*\*\*\*”) only if the student’s accelerated grade level within a subject requires counting a student for a specific subject in a different building than the Attending Building reported for the student on the Student Standing (FS) record.

If a student is in their first year of acceleration for reading and/or mathematics, accelerating to grades 4-8, then their results will count back at the grade level before the acceleration. If the acceleration took place in a prior year, then the results will count at the grade level to which the student was accelerated.

If the grade level where the scores count is not normally included for the building reported on the student’s end of year Student Standing (FS) record, then this IRN is reported to reflect where the student would normally be enrolled with the grade level where the scores should count.

For example, a grade 5 student is accelerated, starting this year, to grade 6 in mathematics. In the district, the student is assigned to a K-5 building via the Student Standing (FS) record. The first year of acceleration would mean that the student’s 6th grade math assessment would be counted back in 5th grade; since the FS building is the K-5 building, the math Accelerated Assessment Accountability IRN

and FS IRN would be the same, so the default value (“\*\*\*\*\*”) would be reported.

If, however, the acceleration was in a prior year (e.g. the student accelerated a year in 3rd grade in math), then when the student is in 5<sup>th</sup> grade, this student’s 6th grade math assessment would count in grade 6. Since the FS building IRN does not receive a rating for 6th grade math, the IRN of the district’s grade 6-8 building for the student would be reported in this element.

Note that this element will sometimes, though rarely, be used to report a building with a lower grade range. For example, a student was accelerated in math, moving straight from grade 1 to grade 3. In a later year, the student was accelerated in the other subjects, including reading, so that the student’s overall grade level moved from 4 to 6, moving from a K-5 to a 6-8 building over the summer. The student was assessed with the 6<sup>th</sup> grade test in all subjects at the end of the year. Since the math acceleration was in a prior year, the FS grade level and grade level where math would count are the same. However, this would be the first year for the reading acceleration, and the 6<sup>th</sup> grade reading assessment would count back at 5<sup>th</sup> grade. The 6-8 building does not receive a rating for 5<sup>th</sup> grade reading, so the IRN of the K-5 building would be reported on the Student Acceleration record for reading.

For acceleration in subject areas other than reading and math, results will always count at the grade level of the assessment given. Therefore, this element only needs to be reported with a non-default (“\*\*\*\*\*”) value if a student is accelerated into a grade level related to the state assessments (for FY12, only grade 5 and 8 science) and that grade level is not present in the building reported on the student’s FS record.



**Subject Area Code**

Record Field Number	FB060
Definition	A four character code that identifies the area or subject in which the student was accelerated and/or of the assessment administered.

**Valid Options**

C	Social Studies
M	Mathematics
R	Reading
S	Science
W	Writing

**Reporting Instructions.** This element indicates the assessment/subject area that is the context for all other elements reported on this record. Subject areas that do not require all 4 available characters may be reported with either leading or trailing spaces.



**Accelerated Assessment Flag**

Record Field Number	FB080
Definition	Identifies if the student is taking an assessment at a grade level that is higher than the student’s overall grade level.

**Valid Options**

Y	The student is participating in the state assessment in this subject area at a higher grade level than the student’s overall grade level reported via the State Equivalent Grade Level Element (FD090) due to acceleration in this subject area.
N	The student is taking the state assessment in this subject at the same grade level reported via the State Equivalent Grade Level Element (FD090), or there is no

state assessment to take in this subject area at the FD090 grade level.


**NEW**

### **Accelerated Level Count**

Record Field Number	FB070
Definition	Indicates, for the current school year, the number of year(s) a student was accelerated in a particular subject area.

#### **Valid Options**

0 – 9 Number of Years Accelerated in the Current School Year

**Reporting Instructions.** The *Acceleration Level Count* element is used when a student has been accelerated in the current school year for one or more grade-levels in a subject area reported on this record type.

If a student is accelerated more than once in a school year, the district should report the student's complete acceleration - the total count of grade levels accelerated- in a single record.

Districts must only report a new acceleration once, in the school year that the new acceleration occurred.

Once acceleration is reported in this element, it is not reported again as long as the student remains on the same acceleration track. A student's acceleration track may change if a new acceleration takes place, where the student is accelerated yet again. In this case, a non-zero value would be reported again in this element.

#### **Example 32.**

##### **Year 1**

If it is determined in FY11 that a student will accelerate or "skip" one grade-level in mathematics during the FY12 school year this element would be populated with a "1" in the *Acceleration Level Count Element* and a value of "M" in the *Assessment Area Code Element* at year end in FY12.

#### **Example 33.**

##### **Year 2**

If it is determined at the end of FY12 that the student will remain on this track for the FY13 school year, this element will be populated with a "0" and a value of "M" in the *Assessment Area Code Element* at year end in FY13.

OR

#### **Example 34.**

##### **Year 2**

If it is determined at the end of FY12 that the student will be accelerated yet another grade level in mathematics for the FY13 school year a "1" would again be reported in the *Acceleration Level Count Element* and a value of "M" in the *Assessment Area Code Element* at year end in FY13.

## 2.15 STUDENT MISSING OVERRIDE RECORD (FC)

### General Guidelines

Beginning in FY12, a Student Missing Override Record (FC) should be reported for SSIDs appearing on the Missing Student Override Report and where an override is warranted.

For the October (K) reporting period, if a student withdrew from school before the last day of school of the prior school year, and was not reported as withdrawn, the SSID would be reported in the Missing Student Override Record. If the student's withdrawal date was the last day of the school year or after, the student would not be eligible for an override and should be reported as a summer withdrawal.

For the Yearend (N) reporting period, if a student withdrew from school prior to the first day of the current school year, and was not reported as withdrawn or as a summer withdrawal, the SSID would be reported for this record.

SSIDs should be reported for students who graduated during or at the end of the previous school year but the district did not report a withdrawal reason during the previous yearend reporting period.

### ☀ **District IRN Element**

Record Field Number	FC040
Definition	The state assigned six-digit information retrieval number (IRN) for the district.

#### Valid Options

Six-digit code

Valid school district IRN

### ☀ **State Student ID (SSID) Element**

Record Field Number	FC050
Definition	The state assigned unique identifier.

#### Valid Option

Nine-character alphanumeric as assigned by the SSID System

### ☀ **Withdrawal Date Element**

Record Field Number	FC070
Definition	The date the student was withdrawn from the district.

#### Valid Options

CCYYMMDD

Year, Month, Day

**Reporting Instructions.** A withdrawal date of May 31, 2012, is to be reported as 20120531.

### ☀ **Withdrawal Reason Element**

Record Field Number	FC060
Definition	The reason for the most recent withdrawal from the school district.

#### Valid Options

36

**Withdrew from Preschool**

Preschool student has withdrawn from the preschool program (for any reason).

37

**Withdrew from Kindergarten**



- Kindergarten student has withdrawn because it has been deemed to be in the best interest of the student if he/she waits one more year until starting his/her kindergarten experience; may only be used by students with a grade level of KG.
- 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, i.e., Ed Choice students.
- 43 **Transferred to Home Schooling**  
Superintendent’s approval 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. The resident district should not withdraw ANY students placed into the Department of Youth Services.
- 46 **Transferred out of the United States**
- 47 **Withdrew Pursuant to Yoder vs. Wisconsin**  
Only use 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**  
Superintendent Approval on file.
- 73 **Over 18 Years of Age**
- 74 **Moved**  
Not known to be continuing.
- 75 **Student Completed Course Requirements**  
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.
- 99 **Completed High School Graduation Requirements**  
Student completed course requirements and passed the appropriate statewide assessments required for high school 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 high school graduation.

**Reporting Instructions.** This element is required for each SSID reported in the Student Missing Override Record (FC).