

FY 2009 Gifted Education EMIS Data Guide



Updated October 20, 2009
Gifted Education Staff, Office for Exceptional Children
Based on FY 2009 EMIS Reporting Manual, Version 1.0

Contents and Overview

Introduction: page 3

- Reporting Periods
- Getting Help

Student Attribute Record and Achievement Test Record: page 5

- Acceleration codes
- Only required for the Yearend data period

Student Course Data: page 9

- Data required for the October data period reflects services delivered in compliance with WEPs during October Count Week
- Data required for the Yearend data period reflects services delivered in compliance with WEPs at any point during the school year

Student Program Record: page 11

- Data required for the October data period reflects services delivered in compliance with WEPs during October Count Week
- Data required for the Yearend data period reflects services delivered in compliance with WEPs at any point during the school year

Student Gifted Education Record: page 17

- Report screening, assessment, and service for the current school year by each of the seven categories of gifted identification
- Report identification status and date of identification (if applicable) by each of the seven categories of gifted identification, including students identified in the current and prior school years
- Only required for the Yearend data period

Staff Data: page 26

- Data required for the October data period for gifted funding

Contracted Staff Situations: page 43

- Data required for the October data period for gifted funding

Staff Course Master Record: page 51

- Data required for October and Yearend data periods

Obtaining Complete & Updated Information

A copy of this manual is available on the ODE gifted web site by searching “gifted EMIS”.

This manual includes portions of the EMIS manual that will be needed for most coding situations related to gifted education. To assist gifted education staff in focusing on the most important data elements, some data elements are not included in this manual, and some explanatory text for some included data elements has been deleted.

If there is a conflict in content between this guide and the full EMIS manual, the latest version of the full EMIS manual will always take precedence.

FY 2009 ODE EMIS MANUAL

Chapter 1: Introduction to EMIS

1.3 EMIS REPORTING PERIODS

Within a school year, there are several nonconsecutive reporting periods. Each period is open for a different length of time, during a different part of the year. Different data elements and records are reported during each reporting period, as each has a unique purpose. Below is a brief, high-level, description of each reporting period.

OCTOBER (K)

Reporting Period K is most often referred to as October (K) reporting period. Student, staff, program, and course data are the primary data elements collected during this reporting period. One of the main purposes of the October (K) reporting period is to capture school district enrollment during the first full week of October. Known as “October count week,” and based in law, Ohio school districts¹ are funded based on the student ADM (average daily membership) as reported to EMIS during the October and February count week².

Generally, the October (K) reporting period is a data collection reflecting the district’s October count week. However, there are a few exceptions. The following are situations when the data collected in the October (K) reporting period does not necessarily reflect a student who was enrolled during the October count week.

- Summer graduates/withdrawals.
- Preschool students who have an admission date after the district’s October count week and on or before December 1 of the current school year.

YEAREND (N)

Yearend (N) reporting is a data collection reflecting the district’s entire school year, with the exception of the CTE record reported in reporting period D. Yearend is designed to capture what has occurred in each district throughout the school year. This includes data elements describing student discipline, gifted, and attendance. Student testing records are also reported at yearend, which drive the local report card and district accountability reports. In addition, the ~~Proficiency~~ **Graduation**-Only Test Record is reported during the Yearend (N) reporting period if an individual is not enrolled in the district but subsequently completes testing requirements, and having met graduation requirements, has been issued a diploma.

¹ Community schools are funded monthly through the CSADM.

² Exceptions do apply, and waivers are available to move to a count week prior to the first full week of the count week. This is addressed later in the ODE EMIS Manual.

EMIS REPORTING PERIODS

Each reporting period has a beginning and an ending EMIS data processing date. Because the calendar dates change from year to year, the EMIS processing schedule, indicating the beginning and end of each reporting period, may change. The EMIS processing schedule can be found on the EMIS website.

1.4 GETTING HELP

The Department recognizes the need to provide support for EMIS. ODE has worked extensively to improve its customer support system. A customer service process has been designed based on input and recommendations from both school districts and ITCs. The goal of the customer support system is to efficiently and effectively respond to inquiries by leveraging Department, ITC, and also reporting entity resources.

EMIS COORDINATORS

The first level of support is the designated EMIS Coordinator within each reporting entity. The EMIS coordinator is responsible for the accuracy, completeness, and transfer of the EMIS data to the ITC. EMIS Coordinators should be the first to be consulted with any EMIS questions.

INFORMATION TECHNOLOGY CENTERS

If an EMIS coordinator needs assistance, then he/she should contact his/her ITC as the second level of support for assistance. The ITCs' extensive EMIS expertise and close contact with districts enable them to provide rapid and reliable responses to 98 percent of districts' questions.

HELP DESK

As a third level of support, ITCs can direct questions to ODE and/or the SSDT through the OECN DAS Forum. One of the components of the Forum is the EMIS Help Desk. Technical questions may be answered by the SSDT as well as ODE. ODE generally will address education program related questions. Some inquiries require in-depth research, policy guidance and/or legal interpretation from ODE. They often cannot be addressed by a single individual or office within ODE.

FY 2009 ODE EMIS MANUAL

Chapter 2: Reporting Student Data

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), the Friday of February Count Week for February (C), the Federal Child Count Date (usually December 1)–November 30, 2007, for December (M), 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.

2.3.4 STUDENT ATTRIBUTES – NO DATE RECORD (FN)

General Guidelines

All 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.

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.

Acceleration Element

Writing

| | |
|---------------------|---|
| Record Field Number | GI520-FN150 |
| Definition | Indicates, for the current school year, the number of year(s) a student was accelerated in Writing. |

Reading

| | |
|---------------------|---|
| Record Field Number | GI530 FN160 |
| Definition | Indicates, for the current school year, the number of year(s) a student was accelerated in Reading. |

Mathematics

| | |
|---------------------|---|
| Record Field Number | GI540 FN170 |
| Definition | Indicates, for the current school year, the number of year(s) a student was accelerated in Mathematics. |

Social Studies

| | |
|---------------------|--|
| Record Field Number | GI550 FN180 |
| Definition | Indicates, for the current school year, the number of year(s) a student was accelerated in Social Studies. |

Science

| | |
|---------------------|---|
| Record Field Number | GI560 FN190 |
| Definition | Indicates, for the current school year, the number of year(s) a student was accelerated in Science. |

Valid Options

0 – 9 Number of Years Accelerated in the Current School Year

Reporting Instructions. The *Acceleration Elements* are used when a student has been accelerated in the current school year in one or more grade-levels in one or more of the core subject areas of: writing, reading, mathematics, social studies or science. These elements are also to be used to report students who have been accelerated one or more whole grade levels in the current school year. The *Acceleration Elements* on this record, and the *Type of Accommodation Element* on the Achievement Test Record, identify students who have been accelerated and if a new acceleration took place this year or in a prior year.

For the first year of a student’s acceleration,

- whole-grade – all five acceleration elements will have the same value greater than “0”, or
- subject – only the subject(s) where acceleration occurs will have a value greater than “0”.

The *Acceleration Elements* are reported during the Yearend (N) reporting period in the year when the acceleration decision actually is implemented, which may not necessarily be the same year when the determination was made to accelerate the student. This means that if acceleration decisions were implemented prior to FY2009 the *Acceleration Elements* would be reported with “0” in each of the subject fields, provided the student remains on the same accelerated path as the previous year. In these cases only the *Type of Accommodation Element* is used to identify accelerated students.

These elements will only be used when the student is initially identified and acceleration is implemented, or if an already accelerated student is further accelerated. Once a student is accelerated and continues on the same acceleration path, only “0” can be reported in these elements.

Example 1.

| |
|---|
| Year 1 If it is determined in FY08 that a student will accelerate or “skip” one grade-level in mathematics during the FY09 school year this element would be populated with a “1” |
|---|

in the Mathematics *Acceleration Element* and zeroes in the other four subject acceleration elements. On the individual test record for mathematics “Y4” would be reported in the *Type of Accommodation Element*.

Example 2.

Year 2
 If it is determined at the end of FY08 that the student will remain on this track for the FY09 school year (e.g., placement in a ninth grade math class in FY09), a zero would be reported in all five of these subject fields. On the individual test record for mathematics Y4 would be reported in the *Type of Accommodation Element*.

OR

Example 3.

Year 2
 If it is determined at the end of FY08 that the student will be accelerated yet another grade level in mathematics for the FY09 school year (e.g., placement in a tenth grade math class in FY09) a “1” would again be reported in the *Mathematics Acceleration Element* and zeroes would be reported in the other four subject acceleration elements. On the individual test record for mathematics “Y4” would be reported in the *Type of Accommodation Element*.

2.4.3 STUDENT ACHIEVEMENT TEST RECORD (GA)

General Guidelines

The results for all Achievement Tests are only reported during the Yearend (N) reporting period. Test records should be reported for all students enrolled during any test administration in the current school year. Report a separate test record per student, per test date, per test subject for all tested grade levels.

Achievement Test Data Elements

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

 **Reason Test Not Taken Score Not Reported Element**

| | |
|---------------------|--|
| Record Field Number | GA235 |
| 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 (e.g., excused absence, incarceration)

| | |
|---|--|
| 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 |
| N | Accelerated Student, No Subject Test at Accelerated Grade |
| P | Due to Timing of Alternate Assessment Determination |

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.

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 that is 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 statewide 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 legislative mandate.

 **Type of Accommodation Element**

| | |
|---------------------|---|
| Record Field Number | GA225 |
| Definition | Identifies accommodations the student received when taking the standard format of the test. |

Valid Options

- ** Not Applicable, student did not take the test
- No No, student did not take the standard (STR) format of the test with accommodations
- Y1 Yes, student took the standard (STR) format of the test with 504 plan accommodations
- Y2 Yes, student took the standard (STR) format of the test with IEP accommodations
- Y3 Yes, student took the standard (STR) format of the test with LEP accommodations other than the use of a dictionary and/or extended time
- Y4 Yes, accelerated

Reporting Instructions. If the alternate assessment is administered, then report the option “No” in the *Type of Accommodation Element*.

For students who have been accelerated in one or more subjects and are taking an assessment, or a test record(s) is being reported based upon their acceleration a “Y4” must be reported in this element for the accelerated subject(s). For students who have been accelerated one or more whole-grade levels, reporting “Y4” is optional.

If a score is reported in the *Raw Score* or *Scaled Score Elements*, then “**” cannot be reported in the *Type of Accommodations Element*.

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.

See Appendix C for a complete list of course subject codes and definitions.

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 course type (GXX) is to be reported in the *Course Type Element* 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 Courses (X01, X02, X03, or X04) 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 Interactive Distance Learning Educational Option (I00, D00, G00, or V00) in the *Course Type Element*.

☼ 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 February (C) and Yearend (N) reporting periods.

New Local Classroom Codes may be reported during the February (C) and/or Yearend (N) reporting periods to identify classes added after the October reporting period.

Local Classroom Codes can be changed for succeeding school years.

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.

The following table gives general guidance regarding the reporting period(s) in which Student Program Records are to be reported to ODE.

Table 1. Program Code Schedule

| Student Program Code(s) Categories | Program Series | Reporting Period | | | |
|------------------------------------|------------------|------------------|--------|---------|-------------|
| | | Oct (K) | Feb(C) | Dec (M) | Yearend (N) |
| Gifted Education Programs | 205XXX 206XXX | √ | | | √ |

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. Identifies the person providing the service |

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*.

~~When reported, this element will be used to connect staff data (*Course Master, Staff Employment, Staff Demographic and sometimes Contractor Staff Employment*).~~

 **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.

FY 2009 ODE EMIS MANUAL

Appendix E: Student Program Codes

GIFTED EDUCATION SERVICES NOT PROVIDED BY A GIFTED INTERVENTION SPECIALIST

These are the 205XXX program codes. This includes 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.

Table 2.

| Program Code | Description |
|--------------|--|
| 205040 | Guidance Services Services received from a guidance counselor and/or guidance program specifically designed to meet the social and emotional needs of gifted students, including making academic and career choices. |

| Program Code | Description |
|--------------|--|
| 205045 | Regular Classroom Services Services are provided by the regular classroom teacher, and gifted students are not specifically grouped in the class (in contrast to Cluster Grouping below). All regular classrooms do not meet the criteria for gifted services. |
| 205047 | Regular Classroom Services Services are provided by the regular classroom teacher and gifted students are not specifically grouped in the class (in contrast to Cluster Grouping below). All regular classrooms do not meet the criteria for gifted services. Service must meet requirements in Ohio Administrative Code 3301-51-15(D)(3)(b)(i). |
| 205050 | Regular Classroom with Grade Acceleration A gifted student is moved to a higher grade level than would normally be expected for the current year, such as a double promotion (e.g., move from third to fifth grade over the summer) at the end of the prior year or a mid-year promotion (e.g., start year in second grade, move to third grade during the year, and on to fourth grade after the summer) during the current year. |
| 205052 | Regular Classroom with Subject Acceleration A gifted student is placed in a classroom with other students who are at a higher grade level (e.g., a third grade student going to a fourth grade room for math) than would normally be expected. Report this code for a student in the year one or more courses in the specific subject sequence are skipped. This code can be reported for the same student in multiple years if the student skips courses in different subjects or has multiple skips in the same subject. |
| 205055 | Regular Classroom with Early Entrance to Kindergarten Students are admitted to kindergarten before they have reached the district's usual cut-off age and date for kindergarten (e.g., a student with an October birthday would be eligible for early entrance even if the district's cut-off date was September 30). |
| 205060 | Regular Classroom with Cluster Grouping Several gifted students are deliberately placed in one class with a teacher who has received professional development in differentiating curriculum and instruction and agreed to provide differentiated curriculum and instruction for these clustered students within the regular classroom. Instruction for clustered students is primarily delivered by the regular classroom teacher. |
| 205062 | Regular Classroom with Cluster Grouping Several gifted students are deliberately placed in one class and services are provided by the regular classroom teacher. All regular classrooms do not meet the criteria for gifted services. Service must meet requirements in Ohio Administrative Code 3301-51-15(D)(3)(b)(i). |
| 205065 | Advanced Placement (AP) Course(s) College-level courses with corresponding examinations in multiple subject areas (e.g., mathematics, art, history). Credit for college may be obtained if a student takes in an AP examination sponsored by the College Entrance Examination Board and given in the spring of each school year. Not all AP courses meet the criteria for gifted services. |
| 205070 | Post Secondary Enrollment Option Course(s) Students may enroll in college-level courses and receive college credit and credit toward graduation from high school at the same time. Note that all PSEO courses do not meet the criteria for gifted services. |

| Program Code | Description |
|---------------------|--|
| 205075 | Honors Class(es) Specific subject area classes which are differentiated from a regular (same) subject area class in terms of breadth, depth, and complexity. Note that all honors classes courses do not meet the criteria for gifted services. |
| 205080 | Educational Option(s) Defined in OAC 3301-35-01 and 06, Educational Options provide experiences for individual students who need services not available in the regular school setting. They may include independent study, mentoring, and distance learning (see OAC for complete list). |
| 205085 | Other Service Given that the above codes represent nearly all of the possible options for services allowed under OAC, use of this code should be rare, and is likely to generate a request for additional information from the district to document the nature of the “other service.” |

GIFTED EDUCATION SERVICES PROVIDED BY A GIFTED INTERVENTION SPECIALIST

Settings in which supplemental gifted programs and services are provided to gifted students by the GIS. The GIS is not considered 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.

Table 3.

| Program Code | Description |
|---------------------|---|
| 206040 | Guidance Services with GIS directly involved with student Services received from a guidance counselor and/or a guidance program specifically designed to meet the social and emotional needs of gifted children, including making academic and career choices. GIS is involved in service delivery. |
| 206045 | Regular Classroom with GIS directly involved with student Services are provided through collaboration and team teaching by the regular classroom teacher and a GIS, and gifted students are not specifically grouped in the class (in contrast to Cluster Grouping below). |
| 206050 | Regular Classroom with Grade Acceleration and GIS directly involved with student A gifted student is moved to a higher grade level than would normally be expected for the current year, such as a double promotion (e.g., move from third to fifth grade over the summer) at the end of the prior year or a mid-year promotion (e.g., start year in second grade, move to third during the year, and on to fourth after the summer) during the current year. The GIS is providing supplementary services to the student and/or team teaching with the regular classroom teacher. |

| Program Code | Description |
|--------------|---|
| 206052 | <p>Regular Classroom with Subject Acceleration and GIS is directly involved with student</p> <p>A gifted student is placed in a classroom with other students who are at a higher grade level (e.g., a third grade student going to a fourth grade room for math) than would normally be expected. The GIS is providing supplementary services to the student in the accelerated subject area. Report this code for a student in the year one or more courses in the specific subject sequence are skipped. This code can be reported for the same student in multiple years if the student skips courses in different subjects or has multiple skips in the same subject.</p> |
| 206055 | <p>Regular classroom with Early Entrance to Kindergarten and GIS is directly involved with student</p> <p>Students are admitted to kindergarten before they have reached the district's usual cutoff age and date for kindergarten (e.g., a student with an October birthday would be eligible for early entrance even if the district's cut off date was September 30). The GIS is providing supplementary services to the student and/or team teaching with the regular classroom teacher.</p> |
| 206060 | <p>Regular Classroom with Cluster Grouping and GIS works directly with students in the cluster</p> <p>Several gifted students are deliberately placed in one class with a teacher who has received professional development in differentiating curriculum and instruction and agreed to provide differentiated curriculum and instruction for these clustered students within the regular classroom. A gifted intervention specialist is actively involved in helping the regular classroom teacher differentiate and deliver content to gifted students. If all students in the course are identified as gifted and a GIS teaches the course, do not use this program code. Instead report the class with the G03 course code.</p> |
| 206065 | <p>Advanced Placement (AP) Course(s) with a GIS directly involved with student</p> <p>College-level courses with corresponding examinations in multiple subject areas (e.g., mathematics, art, history). Credit for college may be obtained if a student takes in an AP examination sponsored by the College Entrance Examination Board and given in the spring of each school year. Note that not all AP courses meet the criteria for gifted services. The GIS is providing supplementary services to the student and/or team teaching with the teacher of the AP class. If all students in the course are identified as gifted and a GIS teaches the course, do not use this program code. Instead report the class with the G03 course code.</p> |
| 206070 | <p>Resource/Pull-Out Room for Gifted Students led by GIS</p> <p>Students are regularly assigned (but less than 100% of time) to a resource room for gifted students instead of their regular classroom. The instruction is differentiated and delivered by a GIS.</p> |
| 206075 | <p>Honors Class(es) with a GIS directly involved with student</p> <p>Specific subject area classes that are differentiated from a regular (same) subject area class in terms of breadth, depth, and complexity. The GIS is providing supplementary services to the student and/or team teaching with the teacher of the honors class. If all students in the course are identified as gifted and a GIS teaches the course, do not use this program code. Instead report the class with the G03 course code.</p> |

| Program Code | Description |
|--------------|---|
| 206080 | Educational Option(s) with a GIS directly involved with student Defined in OAC 3301-35-01 and 06, educational options provide experiences for individual students who need services not available in the regular school setting. They may include independent study, mentoring, and distance learning. The GIS is overseeing the student's work for the educational option. |
| 206085 | Other Service directly involving GIS Given that the above codes represent nearly all of the possible options for services allowed under the OAC, use of this code should be rare and is likely to generate a request for additional information from the district to document the nature of the "other service" provided by the GIS. |

EDUCATIONAL OPTIONS

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.

Table 4.

| Program Code | Description |
|--------------|---|
| 115002 | Educational Travel An educational activity involving travel in accordance with board policy under the direction of a person approved by the board and parent. |
| 115004 | Mentor Program An educational activity including advanced or in-depth work by an individual pupil in accordance with board policy under the direction of a non-certificated individual. Mentors shall be individuals selected in accordance with board criteria and subject to parental approval. |
| 115005 | Tutorial Program An educational activity involving work by an individual pupil under the direction of a certificated teacher in accordance with board policy. |

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

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 receiving³.

³ 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 program 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 left blank.

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 ~~(this~~

~~eliminates the need for a date field for each of the screened, assessed, and served data elements).~~

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. |

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 (G0x) course type.

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. (E), services are those that are identified in the districts plan and must follow these rules. The district may not indicate to parents nor report to the Department of Education that a child is gifted and served unless the child is served under the rule.~~

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

- ~~1. The service must take place during the regular school day in an instructional setting or program listed in subsection (2)(a);~~
- ~~2. The service must include differentiated instruction as discussed in subsection (2)(b), and~~
- ~~3. As stated in subsection (3), “Instruction shall be based on the individual’s needs and be guided by a written educational plan. The district shall provide parents with periodic reports regarding the effectiveness of the services provided in accordance with the gifted child’s educational plan.”~~

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

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

FY 2009 ODE EMIS MANUAL

Chapter 3: Reporting Staff Data

3.1 INTRODUCTION

Chapter 3 of the ODE EMIS Manual provides instructions about reporting staff data records and elements to the Ohio Department of Education (ODE). This chapter also contains guidance regarding the reporting of staff in a contracted situation, such as when the school district contracts with an Educational Service Center (ESC) or another EMIS reporting entity. For specific contracted staff reporting instructions, see Appendix A. Most staff records are submitted to the Ohio Department of Education (ODE) with a staff employee ID. Some examples of how staff data are used include reporting student-teacher ratio statistics, teacher supply and demand reports, and state preschool special education unit funding.

OVERVIEW OF DATA

The following are general categories of staff data covered in Chapter 3 of the ODE EMIS Manual.

- Staff demographic data (race, gender, age, name, education level, attendance, etc.)
- Staff employment data (salary, assignment area, fund source, etc.)
- Course data (subject code, course type, local classroom code, etc.)
- Career-technical education class data

REPORTING RESPONSIBILITY

One Staff Demographic Record and at least one Staff Employment Record are required for each individual employed (certificated/licensed and classified) by the following EMIS reporting entities.

- City, local, or exempted village school districts
- Community schools
- Educational service centers (ESCs)
- Joint vocational school districts (JVSD)
- Ohio Schools for the Deaf and Blind
- Ohio Department of Youth Services (ODYS)

Reporting Staff Members

Please keep these key points in mind when reporting a staff member:

- Staff members must be assigned a unique *Employee ID*.
- The ID assigned to a staff member must be the same used for reporting related records in Chapter 3 (Course Master, Staff Employment, Staff Demographic, Contractor Staff Employment) and Chapter 2 (Student Program) records.
- When reporting a Staff Demographic Record for a staff member who has a credential issued by ODE, ~~Staff Employment Record with a job position requiring certification~~, the staff member must be reported with his/her Ohio Credential ID in the State Staff ID element.

Use the following guidelines to determine which staff members must be reported for the October (K), February (C) and Yearend (N) reporting periods, and which individuals need not be reported to EMIS. The term “individuals” refers to both certificated/licensed and classified staff members.

October (K) Reporting. Staff data reported during the October (K) reporting period provides a snapshot of the district’s employees during the October count week. The following employees are to be reported by the EMIS reporting entity.

- Individuals employed by the reporting entity as of the district’s October count week.
- Individuals or companies contracted by the school district as of the October count week for duties normally performed by school district personnel (e.g., bus drivers, food service staff, and special education therapists).
- Individuals who were employed during the current school year but who left prior to the October count week.
- Individuals who are on leaves of absence.
- Substitutes who become the “teacher of record.”
- Individuals employed during the previous reporting period, who are no longer employed, including individuals who have resigned over the summer.

Do not report the following individuals to EMIS.

- Individuals employed through supplemental contracts
- Daily (as needed) substitutes
- Student employees
- Board of education members
- Adult education teachers
- Game officials, ticket takers
- Part-time help
- Volunteers serving in the district

Yearend (N) Reporting. The staff records for the Yearend (N) reporting period are identical in format to the staff records for the October (K) reporting period. The difference is that the yearend staff data reflect the status of the staff member as of the end of the school year. Data should be extracted at yearend from personnel and/or payroll systems. The following employees are to be reported by the EMIS reporting entity. The term “individuals” refers to both certificated/licensed and classified staff members.

- Individuals employed by the reporting entity as of the end of the school year.
- Individuals hired after the October count week who left before the end of the school year.
- Individuals who were employed during the current school year but who left prior to the October count week.
- Individuals or companies contracted by the school district as of the end of the school year to perform duties normally performed by school district personnel (e.g., bus drivers, food service staff, and special education therapists).
- Individuals who were reported as part of the October staff data, even if they are no longer employed.
- Individuals employed through supplemental contracts as of the end of the school year, including individuals whose only position is a supplemental contract.

Do not report the following individuals to EMIS.

- Daily (as needed) substitutes
- Student employees
- Board of education members
- Adult education teachers
- Game officials, ticket takers
- Part-time help
- Individuals who left over the summer and were reported as no longer employed during the October (k) reporting period
- Volunteers serving in the district

Reporting Contracted Staff

The term “contract” refers to an agreement with another entity or individual to provide services. The nature of the contract may range from a formal written document to a general agreement between district leaders. The term “contractor” refers to the entity with which the resident/educating district is contracting. A contractor may be an ESC, another school district, or a non-EMIS reporting entity. The term “contracting district” refers to the resident/educating district contracting for the service.

The EMIS reporting entity where the staff member is employed is responsible for reporting staff data. A Staff Demographic Record, Staff Employment Record, and in some cases a Contractor Staff Employment Record, are required to be reported by the employing entity. In most contracting situations, the Staff Course Master Record is only reported by the resident/educating district contracting for staff to teach a course.⁴

The following are general reporting guidelines for contracting situations. For reporting instructions regarding specific situations, please see Appendix A.

Resident/Educating District Contracts to Teach Courses or Provide Services to Students. The resident/educating district contracting with an ESC (or another EMIS reporting entity) for a staff member to teach a course or provide services does not report a Staff Demographic, Staff Employment, or Contractor Staff Employment Record. However, the resident/educating district is required to report the applicable Staff Course Master Record(s) and/or Student Program Record with the *Employee ID Element* and the *Provider IRN Element* completed. If the staff member is teaching a course, the staff member is reported with his/her Ohio Credential ID in the *Employee ID Element*. The resident/educating district is responsible for reporting all student data (i.e., Student Course Record, Student Program Record, etc.).

In this situation, it is the responsibility of the contractor (the entity where the staff member is employed such as an ESC) to report a Staff Demographic Record, Staff Employment Record, and a Contractor Staff Employment Record for each staff member contracted out (teaching a course) to the resident/educating district. With the exception of preschool courses, in this situation the contracting entity does not report any student data.

This includes teaching position code 230 with assignment areas 999370, 999414, 999380, 999412, 999413, and 999800 205, 206 and 207 and instructional paraprofessionals with a position code of 415 which are contracted. In addition, this also applies to ~~gifted intervention specialist and gifted coordinators.~~

⁴ In cases where the ESC is allocated a preschool special education teacher center-based unit or receives state funds for an Early Childhood Education Program, the ESC is still required to report a Course Master record for these preschool teachers.

3.2 STAFF-LEVEL RECORDS

There are six different records containing staff data that may need to be submitted to ODE. Below is a list of each record, its name and record number. Data elements for each of these records are found in the following sections of Chapter 3.

| Record Number | Record Name |
|---------------|------------------------------------|
| CI | Staff Demographic Record |
| CK | Staff Employment Record |
| CN | Staff Course Master Record |
| CV | Staff CTE Correlated Class Record |
| CJ | Contractor Staff Employment Record |
| CC | Contract Only Staff Record |
| CM | Mapped Local Classroom Code Record |

3.2.1 STAFF DEMOGRAPHIC RECORD (CI)

General Guidelines

The EMIS reporting entity that employs the staff member is responsible for reporting one Staff Demographic Record for each staff member. In most circumstances the Staff Demographic Record is not required to be reported by the resident/educating district for the contracted staff member who provides services or teaches a course. See the [Reporting Contracted Staff](#) section of this chapter for more information about reporting contracted staff.

When reporting the *Absence Days Element*, *Absence Days/Long Term Illness Element*, and the *Attendance Days Element*, a day is defined as the period of time the staff member normally spends at his/her work site(s) during a 24-hour period. This may vary from staff member to staff member.

When reporting a long term illness, report the days absent in both the *Absence Days Element* and also the *Absence Days – Long Term Illness Element*.

Staff Demographic Data Elements

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

Authorized Teaching Experience Years Element

| | |
|---------------------|--|
| Record Field Number | CI200 |
| Definition | Total years of authorized teaching experience. |

Valid Options

00 – 99

Reporting Instructions. This element is reported only for certified/licensed employees.

It is extremely important to update this element each year. In some cases this element is used for funding purposes. It is also used to determine eligibility for the National Board Certification exam.

Non-authorized experience (i.e., teaching service in a college, a university, or a related institution, including the Peace Corps) is not to be included. However, it can be reported in the *Total Experience Years Element*.

Report the total number of years, even if the total exceeds 11 years. Authorized teaching experience years should be updated during the October (K) reporting period that follows the current school year. For example, a new teacher would have “0” authorized teaching experience years in October (K), February (C), and Yearend (N) reporting periods of the current school year but this number would be updated to “1” during the following October (K) reporting period. The number of authorized teaching experience years reported for an employee should be the same in October (K), February (C), and Yearend (N) reporting periods of the current school year.

General criteria for determining authorized teaching years of experience. One year must consist of at least 120 days within a regular school year ending June 30. To be credited with an authorized year, teachers must be employed as a regular or substitute teacher, in elementary or secondary instruction (ORC §3317.13).

Required criteria for determining authorized teaching years of experience.

- Teaching service by a teacher certified pursuant to ORC §3319.22 performed in one or more of the following educational institutions operated by the state, or in a subdivision or other local governmental unit of the state: a chartered school, an institution that subsequently became chartered, a chartered special education program, or a special education program that subsequently became chartered.
- Teaching service performed in any other elementary and/or secondary public school district in Ohio in compliance with ORC §§3317.13 and 3317.14.
- Active military service in the armed forces of the United States, as defined in ORC §3307.75.2, to a maximum credit of five years. A partial year of active military service of eight continuous months or more should be credited as a full year.
- Teaching service by a teacher certified pursuant to ORC §3319.22, performed in a chartered, nonpublic school located in Ohio.
- Teaching service performed in the reporting school district.

Optional criteria for determining authorized teaching years of experience.

- Teaching service performed in elementary and/or secondary public school districts in states other than Ohio.
- Teaching service in an overseas dependent school operated by one of the armed forces of the United States or in an elementary or secondary school operated by a state agency, approved by the State Board of Education.

 **Education Level Element**

| | |
|---------------------|--|
| Record Field Number | CI100 |
| Definition | The highest level of education achieved. |

Valid Options

- 0 Non-degree
- 1 Associate
- 2 Bachelors
- 3 Masters
- 4 Education Specialist
- 5 Doctorate
- 6 Other
- 7 Less than High School Diploma

- 8 High School Diploma
- 9 GED Diploma

☀ **Employee ID Element**

| | |
|---------------------|---|
| Record Field Number | CI050 |
| Definition | Unique code assigned to the staff member. |

Valid Options

Valid nine-character code

Reporting Instructions. When reporting the Employee ID Element, report the local number assigned to the employee by the district. The same locally assigned number must be used for the Employee ID on other staff related records reported for this staff member by this reporting entity.

☀ **Ohio-Credential State Staff ID Element**

| | |
|---------------------|---|
| Record Field Number | CI270 |
| Definition | A unique statewide ID used to match a staff member’s data to EMIS data from previous reporting periods and to the state certification and licensure database. The ID number/PIN found on a certificate, license, permit, or other credential issued by the ODE Office of Educator Licensure. |

Valid Options

A 2 letter, 7 number string: XX9999999

or

~~for a staff member that does not hold an Ohio credential:~~ ***** (October only)

Reporting Instructions. For all staff reported in EMIS, this number is determined as follows:

- For any staff member ever issued a credential by ODE, the State Staff ID will be the ID number/PIN found on a certificate, license, permit, or other credential issued by the ODE Office of Educator Licensure, or
- For any staff member that has never been issued a credential by ODE, the State Staff ID will be a unique ID assigned by the EMIS reporting entity that follows the ODE required format below.

A State Staff ID assigned by an EMIS reporting entity (often called a “Z ID”) must meet the following criteria:

- The first character of the ID must be “Z”.
- The second, third, and fourth characters must match the State Staff ID Prefix for the reporting entity, as assigned by ODE and published in the EMIS section of the ODE web site. The second position will be a letter, and the third and fourth positions will be numbers.
- The final five characters are a number from 00001 to 99999 that the district will assign to a specific staff member. This number will remain unchanged for this staff member in this district, and can not be re-used for another staff member if the original assignee leaves the EMIS reporting entity.

Note that the Z ID is district-dependent. The Z ID of a particular individual will change if they change employment from one district to another. A staff member with an ODE credential will provide their State

Staff ID to the district, and/or the district will look up the ID using the CORE Educator Profile application via the ODE web site. A staff member without an ODE credential will have a Z ID assigned by the district, and this ID will not have relevance for any context outside of data reporting to ODE.

Reporting the Z ID in this element is optional up through the end of the FY09 October reporting period. Ohio credential IDs must continue to be reported. For staff without a credential from ODE, the Z ID must be entered in this element for both February (an extremely limited number of staff, as only those instructing CTE courses are reported in February) and yearend submission.

Through the end of 09K, the data submission process will continue to assign this ID using the same rules stated above. Since this ID is critical for the Missing Staff Data Submission Requirement process, it is critical that the Z ID currently assigned to each non-credentialed staff member be used as the initial Z ID reported in this element. Information and tools for accessing the current Z ID for all staff members will be provided by the State Software Development Team. All staff reported in 09K without an ODE credential ID will have a Z ID assigned, so ODE does not recommend importing the current Z IDs into this field until all new staff for this school year as of October Count Week have been reported in the 09K data submission.

~~This element is mandatory for any position code that requires an Ohio credential (usually a license, certificate, or permit). If a position requires a credential and this field is reported with “*****”, the staff member will generate a fatal error in the aggregations.~~

Semester Hours Element

| | |
|---------------------|--|
| Record Field Number | CI110 |
| Definition | The total number of semester hours of recognized college training. |

Valid Options

000 – 999

Reporting Instructions. The term “recognized college” is defined as any institution from which credit is accepted for certification by the Ohio Department of Education, Center for the Teaching Profession. Fractions should be rounded to the nearest whole number.

Report the total number of semester hours achieved by the staff member. The total includes the number of semester hours earned with a college degree plus any semester hours taken with no degree yet earned.

Example 4. Reporting Semester Hours

If a teacher earned 121 semester hours with a BA degree, and has taken an additional 22 semester hours, then report 143 in the *Semester Hours Element* (121+22=143).

To convert quarter hours to semester hours, multiply the number of quarter hours by 2/3 and round to the nearest whole number.

3.2.2 STAFF EMPLOYMENT RECORD (CK)

General Guidelines

The EMIS reporting entity that employs the staff member is responsible for reporting at least one Staff Employment Record for each staff member.

In most circumstances, the Staff Employment Record is not required to be reported by the resident/educating district for a contracted staff member providing services or teaching a course. Contracted staff members are not employees of the district; however, they are providing services to the district under a contractual arrangement with the district. See the *Contracted Staff* section on page 28 of this chapter for more information about reporting contracted staff.

A staff member with more than one position (such as someone who teaches and also serves in an administrative position) or a staff member with a supplemental contract (i.e., coaching, class advisor, club advisor, etc.) different from his/her regular position(s) is reported with a separate Staff Employment record for each position. If a staff member has multiple coaching or advisor assignments, then each position is reported on a separate Staff Employment record. In addition, a separate Staff Employment record is reported when a teacher has multiple teaching positions (e.g., 205, 206, 207, etc.) for each teaching position (e.g., 230 with 999370 or 999414).

Reporting Teachers. Beginning in FY09, teachers will no longer be reported with a position code of 205, 206, 207, or 211. All such teachers are now to be reported with position code 230. This position code must always be reported with an assignment area, as shown in the table below.

Table 5. Teacher mapping from pre-FY09 coding to new coding as of October (K) FY09

| Prior to FY09 Oct (K) reporting period | | Becomes – as of FY09 Oct (K) reporting period | |
|--|--|---|--|
| Position Code | Assignment Area | Position Code | Assignment Area |
| 205 Regular Teaching | Any | 230 Teacher | 999370 General Education |
| 206 Intervention Specialist | Any, except for the following | 230 Teacher | 999414 Special Education |
| | 999380 Gifted and Talented | | 999380 Gifted and Talented |
| | 999412 Preschool Special Education | | 999412 Preschool Special Education |
| | 999413 Preschool Handicapped Itinerant | | 999413 Preschool Handicapped Itinerant |
| | 999570 Music Education | | 999570 Music Education K-8 |
| | 999418 Physical Education | | 999418 Physical Education K-8 |

Note. Assignment areas 999050, 999570, and 999418 are only to be reported for K-8 ESP personnel. See the section on Educational Service Personnel (ESP) for further reporting instructions for these teachers. High school teachers teaching art, music, and physical education should be reported with assignment area 999370.

Reporting Assignment Areas. Beginning in FY09, only one assignment area can be reported on each job record. Though an assignment area may be reported for any position code, certain position codes *require* an assignment area. In other instances, an assignment area is required only in certain situations (see, for instance, the section below on staff reporting for gifted education).

- An assignment area *must always be reported* with the following position code.
 - 230 Teacher (999370, 999414, 999380, 999412, 999413, 999800, 999050, 999570, or 999418 only)
- An assignment area is required for the following position codes only in certain situations.
 - 110 Supervisor/Manager, assignment area *required* for gifted and talented, maintenance/construction/grounds, for transportation services, and food services

- 113 Coordinator, area assignment *required* for gifted and talented, career-technical education-apprenticeship program, vocational special education coordinator services, and career assessment specialist services.
- 115 Director, assignment area *required* for gifted and talented

Reporting Teachers Assigned to Multiple Buildings. A district has the following two choices when reporting a Staff Employment record for a teacher (~~position codes including “205”, “206”, “207”, “211”, and “212”~~) instructing at several buildings.

1. Report One Staff Employment Record

The district may report one Staff Employment Record for the teacher. Report the district IRN in the *Building IRN Element*, and report all other employment elements to reflect the teaching position.

2. Report Multiple Staff Employment Records

The district may report multiple Staff Employment Records for a teacher instructing at several buildings. In this reporting method, each record is reported with a different building IRN in the *Building IRN Element*. This reflects the buildings where he/she is assigned.

When the teacher has the same position in multiple buildings within the district (~~such as a “205” position code~~), the *Local Contract Code Element* is required to be unique on each Staff Employment record. In this case the *Position FTE Element* represents the proportion of time spent in that building, as related to the total FTE for the position. The *Scheduled Work Days Element* should be the same for each employment record. If the *Pay Type Element* is annual, the *Pay Amount/Rate Element* represents the *Position FTE Element* times the *Total Annual Salary Element* for the position. If the *Pay Type Element* is an hourly rate, the *Pay Amount/Rate Element* is to be reported the same for each Staff Employment Record.

Example 5.

Reporting Multiple Employment Records – Teacher in Several Buildings
 A teacher instructs in two separate buildings, spending 60% of his/her time at one building and the remainder in another building. He/she has a salary of \$50,000. Two Staff Employment Records are submitted. The *Position Code Element* is the same on both. The *Local Contract Code Element* is required to be unique on each record. The *Position FTE Element* and *Pay Amount/Rate Element* are split 60/40 and \$30,000/\$20,000, respectively.

Reporting Staff with Non-Teaching Assignments. A staff member not in a teaching assignment who has district-wide responsibilities or is assigned to multiple buildings is reported with one Staff Employment Record per position. For example, a staff member with a position code of “328” (Mobility Specialist) may be assigned to several buildings within the district. Report only one Staff Employment Record for this staff member with a “328” reported in the *Position Code Element*. In this case, the *Building IRN Element* may be either the IRN of the district or the IRN of a specific building where he/she is assigned for payroll or other purposes.

Staff Employment Data Elements. The following portion of this section discusses each of the data elements within the Staff Employment Record. The elements are organized alphabetically.

 **Assignment Area Element**

First Assignment Area

| | |
|---------------------|---|
| Record Field Number | CK220 |
| Definition | The first first six digit code that more completely defines the position. |

Second Assignment Area

| | |
|---------------------|--|
| Record Field Number | CK220 |
| Definition | The second code that more completely defines the position. |

Third Assignment Area

| | |
|---------------------|---|
| Record Field Number | CK220 |
| Definition | The third code that more completely defines the position. |

Valid Options

| | |
|----------------------|----------------------------|
| Valid six-digit code | As found in Appendix B |
| 000000 | No assignment area applies |

Reporting Instructions. Refer to Appendix B for a complete list of options for the *Assignment Area Element*. Refer to the Reporting Assignment Areas section of the General Guidelines at the beginning of the Staff Employment Record for information on position codes requiring assignment areas.

Prior to FY09, staff members could have more than one assignment area on each of their job records. Starting in FY09, only one assignment area can be reported on each job record. Therefore if a staff member needs more than one assignment area, then they must be reported with more than one job record.

This element appears three times on each Staff Employment record. These codes more completely define the position of the staff member (the code reported in the *Position Code Element*). These include positions such as Assistant Superintendents, Principals and Assistant Principals, special education Teachers, Education Administrative Specialists, Supervisors, Managers, Directors, and Instructional Paraprofessionals.

FY 2009 ODE EMIS MANUAL

Appendix B: Assignment Areas

ASSIGNMENT AREAS

Assignment areas are codes that more completely define a position assignment. ~~for Assistant Superintendents, Principals and Assistant Principals, Special Education Teachers, Education Administrative Specialists, Supervisors, Managers, Directors, Coordinators, Counselors, Attendants, Instructional Paraprofessionals, Teaching Aides, and Tutors.~~

Table 6. Assignment Area Codes and Definitions

| Assignment Area | Definition |
|-----------------|------------|
|-----------------|------------|

| Assignment Area | Definition |
|-----------------|--|
| 999380 | Gifted and Talented Programs and projects designed to provide appropriate educational services to gifted children at preschool, elementary, and secondary levels; development and dissemination of information pertaining to such education; in-service training of educational personnel working with gifted children and their supervisors; leadership training, including internships; and model or exemplary projects. |

☀ **Building IRN Element**

| | |
|---------------------|--|
| Record Field Number | CK090 |
| 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. Report the IRN of the building where the staff member is assigned. If a staff member transfers buildings within the district, then the *Building IRN Element* should be changed to reflect the new building IRN.

A staff member who is not a teacher who has district-wide responsibilities or is assigned to multiple buildings is reported with the district's IRN in the *Building IRN Element*. However, if a staff member serves more than one school but is assigned to a specific school for payroll or other purposes, he/she may be reported with that specific school's IRN in the *Building IRN Element*.

ESC Staff. A staff member employed by an ESC is reported by the ESC with the IRN of the ESC coded in the *Building IRN Element*. Even if the staff member is physically providing services at a school district, report the IRN of the ESC.

☀ **Employee ID Element**

| | |
|---------------------|---|
| Record Field Number | CK050 |
| Definition | Unique code assigned to the staff member. |

Valid Options

A valid nine-character code.

Reporting Instructions. When reporting the Employee ID Element, report the local number assigned to the employee by the district. The same locally assigned number must be used for the Employee ID on other staff related records reported for this staff member by this reporting entity.

☀ **Local Contract Code Element**

| | |
|---------------------|---|
| Record Field Number | CK250 |
| Definition | A unique number assigned by the school district, which differentiates between multiple contracts of a staff member within the same position code. |

Valid Options

Valid three-character code, except CJ0 through CJ9

Reporting Instructions. If a district reports multiple Staff Employment Records with the same position code on each for one staff member, then a unique local contract code is required to be reported on each Staff Employment Record. Local Contract Codes CJ0 through CJ9 are reserved for use by ODE when processing Contractor Staff Employment Records.

☀ Position Code Element

| | |
|---------------------|---|
| Record Field Number | CK060 |
| Definition | The code associated with the position assignment of the employee. |

Valid Options

Valid three-digit code As provided in Appendix D

Reporting Instructions. Appendix D lists the options for the *Position Code Element*. ~~It also indicates which of these positions require a valid option to be reported in the *Assignment Area Element*.~~ Refer to the Reporting Assignment Areas section of the General Guidelines at the beginning of the Staff Employment Record for information on position codes requiring assignment areas.

FY 2009 ODE EMIS MANUAL

Appendix D: Position Codes

POSITION CODES

Position codes group the kinds of work staff members perform within the school district into general categories and divide these categories (or classifications) into activity assignments describing the major activities of each position.

These codes identify the staff member by his/her duties rather than by his/her job title, since job titles for the same position may differ across the state.

The *Position Code Element* consists of three (3) digits. Each district is to use those codes that are necessary or applicable. Position codes are assigned by the Auditor of State.

OFFICIAL/ADMINISTRATIVE POSITIONS

A grouping of assignments comprising the various skill levels required to perform management activities, such as developing broad policies for the school district and executing these policies through the direction of staff members at all levels of the school district. Those activities performed directly by policy makers

are also included here. (The Official/Administrative classification does not preclude Professional - Educational or Professional - Other status.)

Table 7. Official/Administrative Positions

| Position Code | Description |
|---------------|---|
| 110 | Supervisor/Manager Assignment An assignment to oversee and manage staff members, but not to direct a program or function. If this is a certificated/licensed position, an individual hired as a supervisor/manager is required to hold a supervisor certificate. NOTE: A supervisor/manager is different from a director, in that a supervisor/manager manages staff members, but does not direct a program, function, or supporting service. |
| 113 | Coordinator Assignment An assignment to a staff member to oversee one or more programs or projects. This is a staff position, not a line position. |
| 115 | Director Assignment An assignment to direct staff members and manage a function, a program, or a supporting service. Staff members having this position include heads of academic departments and directors and managers of psychological services. If this is a certificated/licensed position, an individual hired as a director is required to hold a director, superintendent, or principal certificate. |

PROFESSIONAL – EDUCATIONAL POSITIONS

A grouping of assignments requiring a high degree of knowledge and skills acquired through at least a baccalaureate degree (or its equivalent obtained through special study and/or experience), including skills in the field of education or educational psychology.

Table 8. Professional – Educational Positions

| Position Code | Description |
|---------------|---|
| 206 | Intervention Specialist Teaching Assignment (formerly titled Special Education/Learning Center Teaching Assignment) (Includes Gifted and Talented teachers) (Course Master Record required with the exception of gifted teachers and preschool itinerant ONLY teachers.) An assignment to a staff member to provide specifically designed instruction to meet the unique needs of a student with a disability condition, including a preschool student with a disability condition, or a student identified as Gifted and Talented. This position code should be used when the Intervention Specialist is the primary teacher providing instruction to the student in a core academic area and includes classroom instruction, when the Intervention Specialist is considered the teacher of record for the course, and home instruction. |
| 230 | Teacher Assignment An assignment to a staff member to instruct pupils. This person is the teacher of record. Course Master Records are required with the exception of gifted teachers and preschool itinerant only. |

☀ **Position FTE Element**

| | |
|---------------------|--|
| Record Field Number | CK100 |
| Definition | The full-time equivalency of the position expressed as a percentage. |

Valid Options

0.00 – 9.99

Reporting Instructions. Full-time equivalency (FTE) is the ratio between the amount of time normally required to perform a part-time assignment and the time normally required to perform the same assignment full-time. The number 1.00 represents one full-time assignment. One (1.0) FTE is equal to the number of hours in a regular working day for that position, as defined by the district.

If the FTE of the staff member is 1.0 (or 100%), report 100.

Example 6.

Position FTE
A full-time teacher who instructs students for six hours a day (as defined by the district) has a 1.0 FTE reported as 100. In this case, a teacher who instructs students for three hours a day in that district would have a position FTE of .50 reported as 050.

Example 7.

Cooks FTE
A district employs eight cooks. Three cooks work three hours per day, two work four hours per day, and three work five hours per day. The district has defined that 5 hours is equal to one (1.0) FTE for a cook's position. Therefore, the FTE for a cook who works five hours a day is 1.0. The FTE for a cook who works 4 hours a day is .80 FTE, and the FTE for a cook who works three hours a day is .60.

Example 8.

Bus Driver and Transportation Supervisor FTE
A district employs an individual to drive a bus half time and to supervise the transportation system half time. The district has defined that four hours is equal to 1.0 FTE for a bus driver and 8 hours is equal to 1.0 FTE for a transportation supervisor. In this case, if the employee drives a bus for two hours, then he/she is reported with .50 FTE for the bus driver position. If he/she supervises for six hours, then he/she is reported with .75 in the *Position FTE Element* on the Staff Employment Record for the transportation supervisor.

☀ **Position Fund Source Elements**

First Fund Source

| | |
|---------------------|--|
| Record Field Number | CK130 |
| Definition | The first fund source from which the employee is paid. |

Second Fund Source

| | |
|---------------------|---|
| Record Field Number | CK130 |
| Definition | The second fund source from which the employee is paid. |

Third Fund Source

| | |
|---------------------|--|
| Record Field Number | CK130 |
| Definition | The third fund source from which the employee is paid. |

Valid Options

- A State Auxiliary Funds
- B Other State Funds
- F Special Education Part-B IDEA Federal Grant Funds for school-age students with disabilities
- G Title I Funds
- H Early Learning Initiative State Funds (formerly State Head Start)
- I State Poverty-Based Assistance Funds (formerly DPIA)
- J Federal Early Learning Initiative Program Funds
- L Local Funds and/or State Foundation Funds
- N TANF (Temporary Assistance to Needy Families)
This option includes all TANF funds, with the exception of TANF funds for Early Learning Initiative. Use option “H” to report Early Learning Initiative Funds (which are TANF funds).
- O Other Federal Funds
- P Special Education Part B IDEA Federal Grant Funds for preschool students with disabilities
- S State Funds – Early Childhood Education Programs (formerly Public Preschool Programs)
- T Private/Tuition
- U State Unit Funding (use fund source “Z” for preschool special education unit staff)
- X Reading First Federal Grant Funds
- Z Preschool State Unit Funding (use for preschool special education unit staffs)

Reporting Instructions. Identify up to three options in the *Fund Source Element* from which the employee is paid for the position code reported. Each option is required to have a corresponding percentage in the *Fund Source Percent Element*. The sum of the three percents in the *Fund Source Percent Element* is required to equal 100%.

Example 9.

Multiple Fund Sources and Fund Source Percents
A teacher is paid 60 percent from local funds and 40 percent from other federal funds. Report option “L” in the first *Fund Source Element*, and 60 in the first *Fund Source Percent Element*. Report option “O” in the second *Fund Source Element*, and 40 in the *Fund Source Percent Element*.

 **Position Fund Source Percent Elements**

First Fund Source Percent

| | |
|---------------------|--|
| Record Field Number | CK120 |
| Definition | Identifies the percentage of the employee’s salary that is paid with funds from the corresponding fund source. |

Second Fund Source Percent

| | |
|---------------------|--|
| Record Field Number | CK120 |
| Definition | Identifies the percentage of the employee’s salary that is paid with funds from the corresponding fund source. |

Third Fund Source Percent

| | |
|---------------------|--|
| Record Field Number | CK120 |
| Definition | Identifies the percentage of the employee's salary that is paid with funds from the corresponding fund source. |

Valid Options

000 – 100

Reporting Instructions. For each option selected in the *Position Fund Source Element*, identify what percentage of the employee's total salary is being funded by the identified fund source. If an employee's salary is 100% local funds, then 100 is to be reported in this element along with the option "L" in the *Position Fund Source Element*.

The sum of all three fund source percents is required to equal 100% on each Staff Employment Record reported, even if the FTE is less than 1.0 in the *Position FTE Element*.

☀ *Position Status Element*

| | |
|---------------------|--|
| Record Field Number | CK070 |
| Definition | Identifies the employee's current employment relationship with the school board in that particular position. |

Valid Options

- ~~R~~ — ~~Returning from leave of absence~~
- ~~N~~ — ~~New to district~~
- C — Current ~~Active/Continuing in the same~~ position in the district
- ~~D~~ — ~~Active/new position in district~~
- ~~O~~ — ~~Retired and then rehired in the same or a different position within the district within a three month period~~
- A — Contracted personnel - Agency
- I — Contracted personnel - Individual
- P — Leave of absence
- U — No longer employed by district in this position

Reporting Instructions. This is a required element for each employment record submitted and is reported for all individuals regardless of the options reported in the *Position Type Element* and *Type of Employment Element*.

A separate Staff Employment Record is required for every position held by a staff member. The *Position Status Element* describes the status of the staff member on a specific Staff Employment Record.

Beginning 2009, if the individual remains a current employee of the district or is hired into a new position, then the individual is to be reported with the option of "DC" - ~~Active/new~~ Current position in the district" in the *Position Status Element* in a new Staff Employment record. The already existing position's Staff Employment record would be updated as needed (e.g., report the position as no longer employed, update the position FTE, etc.) for the first year in the new position. If the employee remains in the new position for a second year, then the second year he/she is to be reported with the option "C" in the *Position Status Element*.

If a teacher resigns and another teacher is hired to fill his/her position, then both are reported to EMIS. A Staff Demographic Record and Staff Employment Record are required to be reported during the Yearend (N) reporting period for each teacher. Report attendance and absence days until the day of resignation for the teacher who resigned. His/Her *Position Status Element* is coded with “U – No longer employed by the district in this position.” Attendance and absence days for the teacher hired to fill the position include days from the **first day of work** through the end of the school year.

If an individual retires, the *Position Status Element* must be reported using option “U – No longer employed by district in this position”, the *Position Separation Reason Element* is to be reported using option “1 – Retirement”, and the *Position Separation Date Element* is to be reported with the retirement effective date. If the individual is rehired into the same or new position, a new Staff Employment record must be reported with a new *Position Start Date* resulting in two records for the individual.

Anytime there a break in employment service for an individual between reporting periods, a new Staff Employment Record is required to be reported for every position held by the individual.

Leaves of Absence. As a general rule, the staff member who will be present for the majority of the school year is to be reported. If a staff member was placed on leave of absence prior to October count week and is replaced by another individual, then the district has two options for EMIS reporting.

1. The district reports both the substitute and the staff member on leave. The staff member on leave should be reported with the option “P - Leave of Absence” in the *Position Status Element*.

OR

2. District chooses to report only the staff member that is on leave and does not report the substitute. In this case, the *Position Status Element* is not to be reported with the option “P - Leave of Absence” for the staff member on leave.

If a staff member is reported as on leave of absence in one year and does not return the next year, in YEAR TWO the district should report the teacher as “P - Leave of absence”, unless the staff member has resigned. If the staff member is not planning to return and has submitted his/her resignation, report position status “U - No longer employed by district in this position.”

Definitions. Individuals who are currently employed by the school district and are paid through the payroll system are reported with one of the valid options listed above. Below is a definition for each option for the *Position Status Element*.

~~R – Returning from a leave of absence~~

~~— An individual was employed by the current district, was granted a leave of absence, and is now returning.~~

~~N – New to the district~~

~~— New employees are defined as not having been under an annual contract with the filing district the previous year; as not having been on a leave of absence from the filing district; or as returning to the filing district from active duty in the armed services. The individual may have worked for the district in prior years (however, if the individual retires and is then rehired within a three month period, the district should report a position status of “O”).~~

C Current Active/continuing

Current position the employee has within a district. ~~Employees within the district who are in the same position within the district.~~

~~D – Active/new position~~

~~— All current employees hired into a new position within the district. However, if the individual retires and is then rehired within a three month period, the district should report the option “O” in the same or different position within the district in the *Position*~~

~~*Status Element.* This option should be reported only during the year the employee begins the new position. If the employee remains in the position during the following year, report the option “C”.~~

~~**O Retired and rehired in the same or a different position**~~

~~An employee who is retired and then rehired by the district in the same or a different position within a three month period. This option should be reported only during the year that the employee is rehired. If the employee remains in the position during the year following his/her return, then report option “C” in the *Position Status Element* during the next year.~~

A Contracted personnel - agency

When the resident/educating district is contracting with an agency (not an individual) for staff to provide services or teach a course.

I Contracted personnel – individual

When the resident/educating district is contracting with an individual (not an agency) to provide services or teach a course.

P Leave of absence

The individual was employed by the current district during the last reporting period, but was granted a leave of absence. It does not matter if the employee is being paid while on leave.

U No longer employed by district in this position

The individual was employed by the current district during the last reporting period in this position, but is not employed in this position this year and was not granted a leave of absence. Employees need only to be reported once under this status.

3.2.3 CONTRACTOR STAFF EMPLOYMENT RECORD (CJ)

General Guidelines

A Contractor Staff Employment Record is required to be reported by each contractor⁵ for each staff member providing services or teaching a course. The term “contract” refers to an agreement with another entity or individual to provide services. The nature of the contract may range from a formal written document to a general agreement between district leaders.

The term “contractor” refers to the entity with which the resident/educating district is contracting. A contractor may be a reporting entity, i.e., an ESC or another school district. The term “contracting district” refers to the resident/educating district.

For reporting instructions regarding specific contracting situations and reporting this record, see Appendix A.

The Contractor Staff Employment Record is an extension of the Staff Employment Record. It is required in order for the contractor to be able to report the amount of time (or Position FTE) that a staff member in the same position is serving a resident/educating district.

The contractor (either the ESC or another EMIS reporting entity) with which the resident/educating district contracts for a staff member to provide services and/or teach a course to students, is responsible for reporting a Staff Demographic Record and at least one Staff Employment Record⁶. If multiple resident/educating districts are contracting with the ESC or another EMIS reporting

⁵ The contractor (in many cases an ESC) must be an EMIS reporting entity.

⁶ One Staff Employment Record is reported for each position held by the employee.

entity for the same staff member in the same position to provide services or teach a course, then the contractor (the ESC or other EMIS reporting entity) is responsible to report a Contractor Staff Employment Record for each resident/educating district the staff member in the same position is serving.

The resident/educating district does not report a Staff Demographic, Staff Employment, or Contractor Staff Employment Record for the contracted staff if they are contracting with an ESC or another EMIS reporting entity.

If the resident/educating district is contracting with a non-EMIS reporting entity, they do not report this record. Instead they report either a [Contract Only Staff Record](#) or a Staff Demographic Record and a Staff Employment Record.

A Contractor Staff Employment Record is only reported by the contractor. One record is reported for each district where the staff member is serving. If the staff member in the same position code is providing services or teaching courses to students from multiple districts, then one Contractor Staff Employment Record is to be submitted for each of the districts being served.

Programs, Services, and Related Services Provided to Students. A resident/educating district may contract with an ESC or another EMIS reporting entity to supply a staff member to provide programs, services, and/or related services to students. The following examples include but are not limited to such positions.

- Audiologists
- School Psychologists
- Physical Therapists
- Occupational Therapists
- Speech and Language Therapists
- Supplemental Services Teachers – special education

These staff members should only have a Contractor Staff Employment Record reported in specific situations. A Contractor Staff Employment Record should be reported if:

- The staff member will enable the contracting district to receive a preschool related services unit (use assignment area 999412), or
- The contractor is an EMIS reporting entity other than an ESC, or
- The contractor is an ESC, and the service is not one that is provided to all but a few member districts

A Contractor Staff Employment Record should not be reported if:

- The staff member is filling a preschool related services unit allocated to the contractor, or
- The contractor is an ESC, and the staff member provides a service that is provided to nearly all ESC member districts as a part of the basic service offerings of the ESC.

Courses. A resident/educating district may contract with an ESC or another EMIS reporting entity for a staff member to teach a course. A staff member teaching a course to students from one or multiple resident/educating districts is required to have a Contractor Staff Employment Record reported by the contractor for each resident/educating district being served by the staff member. The contractor (i.e., the ESC) does not report a Course Master Record for these teachers.

The resident/educating district is responsible for reporting a Course Master Record for the contracted staff member with the IRN of the contracting entity reported in the *Program Provider IRN Element* and the ID of the staff member teaching the course reported in the *Employee ID Element*.

For specific reporting situations regarding contracted staff, see Appendix A.

Administrators (Position Codes 100-199). A Contractor Staff Employment Record should be reported for administrative positions only in a limited number of situations:

- The administrator is serving in the contracting district as a Principal for one of the contracting district's buildings
- The administrator is serving as the Superintendent or Treasurer for the contracting district
- The administrator is a gifted coordinator or preschool special education supervisor (see Appendix A)
- The contractor is not an ESC
- An administrator contracted from an ESC is providing a specific administrative service in a specific district that is not normally provided to all member districts.

Contractor Staff Employment Data Elements. The following portion of this section discusses each of the data elements within the Contractor Staff Employment Record. The elements are organized alphabetically.

 **Contracting District IRN Element**

| | |
|---------------------|---|
| Record Field Number | CJ070 |
| Definition | The IRN of the resident/educating district contracting with the ESC or other EMIS reporting entity for a staff member in a specific position. |

Valid Options

State assigned six-digit code.

☀ **Employee ID Element**

| | |
|---------------------|--|
| Record Field Number | CJ050 |
| Definition | Identifies the person providing the service. Unique code assigned to the staff member. |

Valid Options

A ~~non-blank~~, valid nine-character code

Reporting Instructions. Report the Employee ID of the staff member providing the services for which the resident/educating district is contracting.

When reporting the *Employee ID Element*, report the local number assigned to the employee by the district. The same locally assigned number must be used for the Employee ID on other staff related records reported for this staff member by this reporting entity.

☀ **Local Contract Code Element**

| | |
|---------------------|---|
| Record Field Number | CJ090 |
| Definition | A unique number assigned by the school district, which differentiates between multiple contracts of a staff member within the same position code. |

Valid Options

Three-character code

Reporting Instructions. Report the same local contract code for the position being reported on the Contractor Staff Employment Record which was reported on the Staff Employment Record.

If a district reports multiple Staff Employment Records for one staff member with the same position, then a unique local contract code is required to be reported on each Staff Employment Record.

☀ **Position Code Element**

| | |
|---------------------|---|
| Record Field Number | CJ060 |
| Definition | The code associated with the position assignment of the employee. |

Valid Options

Valid three-digit code

As provided in Appendix D

Reporting Instructions. Report the position for which the resident/educating district is contracting.

Appendix D lists the options for the *Position Code Element*. ~~It also indicates which of these positions require a valid option to be reported in the *Assignment Area Element*.~~

For further instructions, see *Position Code Element* in the Staff Employment Record, [page 37](#).

☀ **Position FTE Element**

| | |
|---------------------|--|
| Record Field Number | CJ080 |
| Definition | The full-time equivalency of the position expressed as a percentage. |

Valid Options
0.00 – 9.99

Reporting Instructions. Report the full-time equivalency (FTE) of the position for which the resident/educating district is contracting.

It is the responsibility of the contractor to determine how to split the position FTE among multiple resident/educating districts contracting for the position. When the contracting staff member is a teacher, the FTE is often determined based on the percent of students from each contracting district.

Since FTE is reported relevant to the data collection period (FTE as of the end of October count week and FTE as of the last day of school for yearend reporting), it is possible to report a teacher contracted with some FTE in October (a student from the contracting district is in the class at the end of count week) and then with zero FTE at yearend (no students from the contracting district in course). If a record with a non-zero FTE is reported in October, then it is important to report a record at yearend, even if the FTE is zero, to establish the teacher for the Course Master Record from the contracting district in the yearend data set.

FY 2009 ODE EMIS MANUAL

Appendix A: Contracted Staff Situations

GOAL

In the past, if the resident/educating district contracted for staff from an ESC or other EMIS reporting entity, both entities were required to report duplicate staff data in order to link the contracted employee that taught a course or provided a service to the student, and in many cases both also reported student data. In addition, contracting with non-EMIS reporting entities often presented challenges related to obtaining the minimum data required for reporting. Via changes described in this appendix, we hope to provide clear guidance on which entity is required to report student and staff data to EMIS in the case of contracted staff and ESC staff providing services to districts in order to **eliminate duplicate reporting of student and staff data**. In addition, the new Contract Only Record (see Chapter 3) will simplify reporting of contracts with non-EMIS reporting entities when data processing and reporting needs do not require individual staff information. The following chart shows the different types of contracted staff and the records to use to report the staff in EMIS.

| | |
|----------------------------------|---|
| <i>Who reports what records?</i> | An EMIS reporting entity contracts with... |
|----------------------------------|---|

| | | <i>Another EMIS Reporting Entity</i> | <i>A Non-EMIS Reporting Entity</i> | <i>An Individual</i> |
|---|---|--|---|--|
| What position code describes the work being done? (see Appendix D) | <i>101-199 201-299 304, 318, 320, 323, 325-328, 330-334 and 399 415</i> | Employing entity reports Staff Demo and Employment Record (CI & CK) and a Contractor Staff Employment Record (CJ) if required by categories and situations below | Contracting entity reports a Staff Demo and Employment Record (CI & CK) with a Position Status of A | Contracting entity reports a Staff Demo and Employment Record (CI & CK) with a Position Status of I |
| | <i>All others</i> | | Contracting entity reports a Contract Only Staff Record (CC) (see Chapter 3) | Contracting Entity reports a Staff Demo and Employment record (CI & CK) with a Position Status of I ⁷ |

WHO REPORTS – STUDENT AND STAFF DATA

- **Resident/educating district will be responsible for reporting student data** – they are responsible for ensuring that the student receives appropriate instruction/services and they are held accountable for the student’s performance
 - **Only exceptions** – when the ESC or other EMIS reporting entity is awarded the preschool special education teacher or related service unit or the early childhood program funds (formerly the state-funded public preschool grant)
 - **ESC still required to report student data for funding purposes**
 - **Resident/educating district also reports student data if the student has a disability condition**
 - **The ESC or other EMIS reporting entity that employs the contracted staff member is responsible for reporting the staff data** – they provide staff to perform support services to districts to assist them in reaching their accountability performance measures

Note. All programs that are supported by ELI (Early Learning Initiative) are treated the same as the Early Childhood Education Funds (formerly the State-Funded Public Preschool Grant) in contracting situations.

CONTRACTOR STAFF EMPLOYMENT RECORD

- We created a Contractor Staff Employment Record that will accomplish the following:
 - Allow ODE to link the contracted employee to the student from the resident/educating district when necessary without requiring duplicate staff reporting by the district, and
 - Allow the contractor to report an accurate FTE for the time spent serving students from each district.

⁷ The contracting entity could use the Contract Only Staff Record (CC) in this situation, but since the CC record requires the federal tax ID and the federal tax ID for an individual is a social security number, we do not recommend use of the CC record in this situation. Reporting as indicated will ensure that the individual will have a state staff ID assigned in place of the social security number.

- The new Contractor Staff Employment Record contains the following elements:
 - District IRN
 - Contracting District IRN
 - Employee ID
 - Local Contract Code
 - Position Code
 - Position FTE

The *District IRN* Element refers to the IRN of the entity completing the Contractor Staff Employment Record (includes the ESC or another EMIS reporting entity, such as another district, a community school, etc). The *Contracting District IRN* Element refers to the IRN of the resident/educating district that has contracted for the staff member.

- This record is required in addition to the regular Staff Demographic and Staff Employment Record that is required for all staff reported to EMIS
- The Contractor Staff Employment Record should **ONLY be submitted for Situations described in Category #2 and Category #3 below**
- Each contracted staff member should be reported by the Contractor (ESC or other EMIS reporting entity) with one Staff Demographic Record and one Staff Employment Record. If the contracted staff member is employed in one of the specified positions included in the examples, **at least one Contractor Staff Employment Record** should be reported for the employee. If the contracted staff member works in multiple districts in one of the specified positions, a Contractor Staff Employment Record should be reported for that employee in that position for each district they serve and should include the FTE for the time that the contracted staff member works with that particular district.
- **In the case of ESCs, the Contractor Staff Employment Record should ONLY be submitted in certain situations.** The varying agreements that ESCs have with the districts they serve, as well as the large number of ESC employees who are shared among all districts have resulted in ODE identifying only particular ESC employees that should be reported with this new record. As in the past, all employees of the ESC need to be reported to EMIS by the ESC with a Staff Demographic and Staff Employment Record. **The situations when the ESC should report the Contractor Staff Employment Record have been identified in Category #3, Situations A – L.**
- Reporting for contract career-technical and special education cooperative programs (Category #4) and reporting staff contracted from a non-EMIS reporting entity (Category #5) remain the same as in the past. No Contractor Staff Employment Record is required in these situations.

CATEGORIES OF CONTRACTED STAFF REPORTING AND CORRESPONDING SITUATIONS

- **Category #1 – ESCs Only – Contractor Staff Employment Record NOT Allowed**
 - Educational Service Center (ESC) hires a certificated/licensed or classified staff member who provides administrative/supervisory and/or related services to all member districts. **Exceptions to these instructions that require the ESC to report**

at least one Contractor Staff Employment Record for the employee are listed in Category #3, situations A through L.

- **Category #2 – Contractor other than an ESC – Contractor Staff Employment Record Required**
 - Resident/Educating district contracts with an EMIS reporting entity (OTHER THAN AN ESC) to hire a certificated/licensed or classified staff member to provide administrative/supervisory and/or related services in one or more districts.

- **Category #3 – Contractor (ESC or other EMIS reporting entity) – Contractor Staff Employment Record Required**
 - **SITUATION A:** ESC (or other EMIS reporting entity) is awarded the gifted coordinator unit.

 - **SITUATION B:** Resident/Educating District contracts with an ESC or other EMIS reporting entity to hire a staff member who will provide services and the district will count this employee to meet their educational service personnel (ESP) ratio requirements.

 - **SITUATION C:** Resident/Educating district contracts with an ESC or other EMIS reporting entity to provide a staff member who teaches courses to students, including K-8 Art, Music and Physical Education teachers used to meet the district’s ESP ratio requirement. **Please Note:** An example (Situation C.1) is provided to address the reporting requirements for the specific circumstance when a district contracts with the ESC to provide staff for a special education classroom that is located in another district and students from multiple districts attend this program and are also mainstreamed into regular classes in the district that houses the program.

 - **SITUATION D:** Resident/Educating district contracts with an ESC or other EMIS reporting entity to provide instruction to students in an alternative school setting.

 - **SITUATION E:** ESC serves students from resident/educating district(s) and ESC is awarded the gifted teacher unit.

 - **SITUATION F:** Resident/Educating district contracts with an ESC or other EMIS reporting entity for staff and is awarded the preschool special education related service unit.

 - **SITUATION G:** ESC or other EMIS reporting entity is awarded the preschool special education teacher unit (center-based or itinerant) or a preschool special education related service unit or the Preschool Special Education Supervisor Unit (does NOT serve students directly).

 - **SITUATION H:** Resident/Educating district contracts with an ESC or other EMIS reporting entity for a teacher and is awarded the early childhood education funds (formerly the state-funded public preschool grant).

 - **SITUATION I:** ESC or other EMIS reporting entity is awarded the early childhood education funds (formerly the state-funded public preschool grant).

- **SITUATION J:** Resident/Educating district contracts with an ESC or other EMIS reporting entity to provide an instructional paraprofessional (415) to work in a Title I building in the resident/educating district.
- **SITUATION K:** Virtual community school contracts with an ESC or other EMIS reporting entity (such as another virtual community school or another district) for staff members to serve as the teacher of record for their online courses.
- **SITUATION L:** Resident/Educating district contracts with an ESC to hire a staff member who will specifically serve their district in a role not identified in situations A through K and to provide a service not normally provided to several or all member districts.
- **Category #4: – Contract career-technical and special education cooperative programs – no Contractor Staff Employment Record required**
 - Resident/Educating district contracts with another EMIS reporting entity to provide contract career-technical services or to participate in a special education cooperative program.
- **Category #5: – Resident/Educating district contracts with a non-EMIS reporting entity for certificated/licensed or classified staff member – Contractor Staff Employment Record not required**
 - No Change – Same reporting instructions as FY05.

3.2.5 COURSE MASTER RECORD (CN)

General Guidelines

A separate Course Master Record is required to be reported for each subject the teacher is teaching. Even if two or more subjects (i.e., reading and math) are taught by the same teacher to the same group of students, a separate Course Master Record is required to be reported for each subject taught (i.e., one record is submitted for reading and one for math).

Beginning with FY09, the individual reported as the teacher of record for a course must be reported with at least one Staff Employment Record with position code 230 (Teacher), 108 (Principal Assignment), or 109 (Superintendent Assignment) with the appropriate teaching assignment area. For course types X01 and X02, a position code of 202 (Counselor Assignment) may be reported as the teacher of record.

Preschool courses continue to be reported as self-contained courses. Therefore, only report one Course Master Record for each self-contained preschool class.

With the exception of postsecondary courses, it is necessary to associate a teacher with each course. Therefore an employee ID is required to be reported on the Course Master Record.

During the October (K) and Yearend (N) reporting period, submit Student Course Records and Course Master Records for all courses, 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.

For the February (C) reporting period, ODE requires Course Master Records for all CTE courses (Vxx) regardless of when the course is taught during the school year.

Science Certification/Licensure. Starting in FY09, new certification and licensure checks for science will be implemented. The checks are now more restrictive and no longer allow a teacher with any science credential to teach any science course. For more detailed information on the new science checks, refer to the Certification and Licensure Dictionary (search for “Certification and Licensure Dictionary” on ODE’s website) and the Certification and Licensure Search (which can be found under “EMIS Related Applications” on the EMIS portion of ODE’s website).

Team Teaching. In a team teaching situation (more than one teacher teaching a course) create a Course Master Record for each teacher. Each Course Master Record, with the exception of the *Local Classroom Code Element* and *Highly Qualified Element*, is most likely identical for these two teachers. Best practice suggests that the students should be equally split between the teachers. For example, in a class with 20 students and two teachers, ideally there would be ten students assigned to each teacher.

Supplemental Instruction Provided by a Remedial Specialist or a Tutor. The *Position Code Element* is reported with a 204 or 208 in this situation. If the tutor is providing supplemental instruction (teacher is not considered the “teacher of record” and does not assign the grade for the course) then no Course Master Record is required to be reported for the supplemental instruction.

Educational Service Centers. ESCs, with the exception of preschool course data, are not required to report a Course Master Record for courses taught to students by staff employed by ESCs. It is the responsibility of the resident/educating district contracting with the ESC for a staff member to teach a course to report a Course Master Record for the contracted staff member.

Contracted Staff. When a resident/educating district is contracting with an ESC or another EMIS reporting entity for a staff member to teach a course, the resident/educating district is responsible for reporting a Course Master Record for each contracted staff member teaching a course. When submitting a Course Master Record for a contracted staff member, the resident/educating district is required to report the IRN of the contracting entity in the *Provider IRN Element*. In addition, the ID of the staff member teaching the course is to be reported in the *Employee ID Element*.

Exception to ESC Reporting Course Master. In most cases, the ESC or other EMIS reporting entity does not report a Course Master Record for the staff member teaching a course for the resident/educating district. Although ESCs are, for the most part, no longer reporting course information there is an exception. If an ESC is allocated a preschool special education teacher unit or allocated state funds for an Early Childhood Education program (formerly state funded Public Preschool), then the ESC (or other EMIS reporting entity) is required to report a Course Master Record for the preschool special education teacher and/or regular preschool teacher. The ESC is also required to report a Student Course Record for the students enrolled in preschool special education center-based unit. This is to ensure that preschool special education unit funding flows accurately.

Reporting Course Master Records – Course Type Versus New Course Attributes

FY09 is expected to be the final year that ODE will collect the Course Type (CN130) element. Over the years, additional categories of meaning have been added to the concept of course type, such that any new information needed requires adding multiple course type options and creates situations that are impossible to completely and clearly reflect in the current structure (e.g., what course type would be used to report a PSEO course taken online?)

To resolve most of these issues and allow greater flexibility related to reporting information about a course, ODE is adding four new elements for FY09 that capture the types of information currently described by various course types:

- Curriculum Element (CN310)
- Delivery Method Element (CN320)
- Educational Option Element (CN330)
- Student Population Element (CN340)

Although space for these elements and a default value (“**”) must be present in the Chapter 5 layout and file for the Course Master record, reporting meaningful values in these elements is optional for FY09.

Appendix Y of the EMIS manual provides a crosswalk between current course type options and the minimum required options on these four new elements in FY10.

Reporting Course Master Record – Kindergarten

Kindergarten courses may no longer be reported as self-contained courses. A separate Course Master Record is required to be submitted for each course/subject which is taught by the kindergarten teacher. This includes reporting a separate record for each subject/course which is taught to the same group of students. Each Course Master Record reported for a kindergarten course is to be reported with the appropriate course type.

Reporting Course Master Records – Grades 1-12

A separate Course Master Record is required to be submitted for each course in which the staff member is teaching. This includes reporting a separate record for each course which is taught to the same group of students.

Example 10.

Teaching several courses to the same group of students

If a teacher is teaching seven courses to the same group of students, then seven Course Master Records, each with a unique local classroom code, are to be reported for that teacher, one record for each course.

Regular Instruction. Regular education course types for students in grades 1-12 are reported with an “R00” in the *Course Type Element*. These are courses that are primarily designed to provide regular instruction to a group of students. Postsecondary courses are reported with an “S01” in the *Course Type Element*.

Gifted Students. Gifted courses taught to gifted students in grades K-12 are required to be reported separately, even if these courses are taught by the same teacher. A Course Master Record is required for each subject in which the teacher teaches. If a teacher teaches seven subjects, then a unique local classroom code is required to be reported on each Course Master Record for each of the seven courses.

Report a “GXX” option in the *Course Type Element* only for courses that were primarily designed for gifted students and the instructor is credentialed in gifted education. However, if the course is a regular education course or is taught by a teacher who is not credentialed in gifted education, then report the RXX option in the *Course Type Element*, and if appropriate report the applicable 205xxx program(s) for the served gifted students.

If the Gifted Intervention Specialist is the “teacher of record” for the gifted course, report one Course Master Record for each course. Report one of the “GXX” gifted options in the *Course Type Element*. However, no Course Master Record is required for a Gifted Intervention Specialist who provides supplemental gifted programs and services to students. In the case of supplemental instruction, report the applicable 206xxx program code(s) with the Employee ID of the Gifted Intervention Specialist for the served gifted students.

A Course Master Record is required to be reported with the appropriate subject code and “GXX” gifted option in the *Course Type Element* for education in the arts delivered by a trained arts instructor. These include gifted students who are receiving instruction or participating in activities that are directed by a teacher or visiting instructor trained in the arts areas of dance, visual arts, drama/theater, and /or music.

Reporting Course Master Records – Educational Options

Educational options include courses that are taught for credit toward graduation through the use of an educational option delivery method (i.e., correspondence courses/on-line learning, interactive distance learning, educational travel, independent study, etc.).

If the course will be offered for credit toward graduation and delivered through an educational option delivery method, report a Course Master Record with the appropriate option in the *Subject Code Element* and the appropriate educational option in the *Course Type Element*. A credentialed staff member at the district identified as the “teacher of record” is to be identified for these courses. This individual is responsible for reviewing the instructional plan, providing or supervising instruction, and evaluating student performance. The district must report a Course Master Record with a credentialed staff member at the district identified as the “teacher of record”. The teacher located at the remote site should NOT be reported to EMIS.

An instructional plan that is based on individual student needs must be developed and should include the following

- instructional objectives that align with the local district’s curriculum requirements
- an outline that specifies instructional activities, materials, and learning environments
- a description of the criteria and methods for assessing student performance

Credit for approved educational options shall be assigned according to student performance relative to stated objectives of the educational option and in accordance with local board policy and established procedures.

Staff Course Master Data Elements

The following portion of this section discusses each of the data elements within the Staff Course Master Record. The elements are organized alphabetically.

☀ **Course Type Element**

| | |
|---------------------|------------------------------------|
| Record Field Number | CN130 |
| Definition | The type of instructional program. |

Valid Options

Three character code beginning with a letter.

Reporting Instructions.

Preschool Course Types. Preschool itinerant services are no longer reported as courses; rather they are reported with a program code. Further information about reporting preschool itinerant services can be found in the program code section (Appendix E) or the *Preschool Units EMIS Staff Report* located on the EMIS website.

D08 Center-based class for preschool students with disabilities (special education)

P08 Center-based class for preschool students without disabilities (regular instruction)

Kindergarten Course Types. Beginning in FY07, Kindergarten attendance pattern began to reported in the attendance pattern element on the Student Attendance Record. Therefore, Kindergarten course types should be reported the same as all other course types. For example, if it is regular instruction, an R00 would be reported. If is it is special education a DXX is to be reported. If gifted, GXX is to be reported.

Regular Instruction Course Types for Grades 1-12

S01 Postsecondary enrollment option course

R00 Regular Instruction

Gifted Course Types

G00 **Interactive Distance Learning (Gifted Instruction)**

The course is designed specifically to serve gifted students.

G03 **Gifted Education Delivered in a Gifted Self-Contained Classroom**

“Gifted self-contained classroom” refers to a class composed only of gifted students. It is mandatory that all courses, including those being taught to a self-contained class of gifted students, are reported separately. Each Course Master Record reported for this type of education is to be reported with the “G03” course type.

Gifted students receive all instruction for a particular course or subject area in a self contained classroom of gifted students. Gifted students are not enrolled in general education courses for these subject areas. These could be classes provided in a magnet school or provided in other educational settings. The Gifted Intervention Specialist who teaches the gifted course in this setting is considered the “teacher of record” and assigns the grades to the students.

G04 **Gifted Education in the Arts Delivered by a Trained Arts Instructor**

Gifted students receive instruction or participate in activities directed by a teacher or visiting instructor trained in the arts areas of dance, visual arts, drama/theater, and/or music.

☀ **Employee ID Element**

| | |
|---------------------|--|
| Record Field Number | CN070 |
| Definition | Unique code assigned to the staff member. Identifies the person teaching the course. |

Valid Options

A ~~non-blank~~, valid nine-character code.

Reporting Instructions. Beginning with FY09, the individual reported as the teacher of record for a course must be reported with at least one Staff Employment Record with position code 230 (Teacher), 108 (Principal Assignment), or 109 (Superintendent Assignment) with the appropriate teaching assignment area. For course types X01 and X02, a position code of 202 (Counselor Assignment) may be reported as the teacher of record.

Contracted Teachers. If the resident/educating district is contracting with an ESC or another EMIS reporting entity for a teacher to teach a course, then the educating/resident district is required to report the State Staff ID of the teacher (employed by ESC/EMIS reporting entity) teaching the course.

Postsecondary Teachers. Resident districts must report all 9s in this element when reporting data about classes provided by postsecondary enrollment option courses.

With the exception of reporting Post Secondary Enrollment Option Courses, this element should never be reported as all 9's.

All Other Teachers. When reporting the Employee ID Element, report the local number assigned to the employee by the district. The same locally assigned number must be used for the Employee ID for the Staff Demographic Record (CI).

An ESC that is allocated a preschool special education teacher unit or awarded an Early Childhood Education Grant (formerly Public Preschool Grant) is responsible for reporting a Course Master Record with the ID of the preschool teacher reported in *Employee ID Element*.

The value in the Employee ID Element must be consistently reported as it is used to connect related records in Chapter 3 (Staff Employment, Staff Demographic, Contractor Staff Employment) and in Chapter 2 (Student Program).

☀ **Highly Qualified Teacher Element**

| | |
|---------------------|--|
| Record Field Number | CN260 |
| Definition | Describes how the person teaching the course meets the federal definition of a highly qualified teacher (HQT). |

Valid Options

- I Not a core course OR course type is not evaluated for HQT.
- N Teacher does not meet the definition of Highly Qualified Teacher for this course
- 1 NTE/Praxis II – State Licensing Exam
- 2 Academic major or 30 hours in content area
- 3 Master's Degree

- 5 Holds or has ever held an 8-year Professional Certificate
- 6 Permanent Certificate
- 7 National Board Certification
- 8 Expanded HQT Rubric
- 9 90 Completed and Approved Clock Hours of Professional Development approved by a Local Professional Development Committee (LPDC)

Reporting Instructions. This element is required to be reported for all teachers who teach core academic subjects. To report this information, you should utilize the Center for the Teaching Profession Highly Qualified Teacher Worksheet. This worksheet is available on ODE’s website. Districts are to report the first reason from this worksheet that indicates how the teacher meets the HQT definition for the particular course being reported.

Beginning in FY08, reporting of options 3 through 9 are restricted to certain situations. Details of when these options are valid for a specific teacher, grade, and subject area can be found in the HQT Toolkit from the Center for the Teaching Profession.

Core academic subjects (as specified by the No Child Left Behind Act of 2001, Reauthorization of Elementary and Secondary Education Act (ESEA), Public Law 107-110) include the following: English, reading, language arts, mathematics, science, civics and government, economics, arts (including music, visual arts, dance and drama), history, geography and foreign language.

A list of subject codes considered “core courses” is available in Appendix C of the EMIS Manual located on the EMIS website.

Noncore courses are not evaluated for HQT. Report option I whenever the course type is one of the following:

- S01 Postsecondary enrollment option course
- I00 Interactive Distance Learning (Regular Instruction)
- D00 Interactive Distance Learning (special education)
- D08 Center-based class for preschool children with disabilities (special education)
- P08 Center-based class for preschool children (regular education)
- G00 Interactive Distance Learning (Gifted Instruction)
- X01 Correspondence Courses/On-Line Learning

 **Local Classroom Code Element**

| | |
|---------------------|--|
| Record Field Number | CN060 |
| Definition | The code used by the local school district that uniquely identifies a specific classroom (i.e., period and section) within a district. |

Valid Options

Alphanumeric code

Reporting Instructions. A classroom is defined per teacher, period, and building for K-12 courses. The local classroom code is completely defined by the resident/educating district. A student scheduled into a teacher’s class/course is to be reported with the same local classroom code on his/her Student Course Record as the local classroom code reported on his/her teacher’s Course Master Record for that course.

If a coding system does not exist at a building or district, the resident/educating district is responsible for creating a code that uniquely identifies each classroom. A resident/educating district may create the local classroom code using any method. However, this code is only a unique identifier of specific classes within a district. When this information reaches ODE, it only differentiates one body (classroom) of students from another. ODE will not extract period, section, building, course, or teacher from this element. Such information is obtained from other elements reported on the Course Master Record.

The local classroom code must refer to the same class in the October (K), February (C), and Yearend (N) reporting periods.

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 February (C) and Yearend (N) reporting periods to identify classes added after the October (K) reporting period.

Local classroom codes can be changed for succeeding school years.

 **Program Provider IRN Element**

| | |
|---------------------|--|
| Record Field Number | CN180 |
| Definition | The district IRN of the entity in contract with the reporting school district. |

Valid Options

Six-digit IRN

Reporting Instructions. When the resident/educating district is contracting with an EMIS reporting entity, e.g., ESC, for a staff member to teach this course, the IRN of the EMIS reporting entity must be reported in this element. If the resident/educating district is not contracting with another EMIS reporting entity, then this element should be left blank.

 **Semester Code Element**

| | |
|---------------------|---|
| Record Field Number | CN090 |
| Definition | The length of time, in weeks or semesters, that the course is taught. |

Valid Options

- 1 1st semester only
- 2 2nd semester only
- 3 All year
- 4 12 weeks
- 5 9 weeks
- 6 6 weeks
- 8 Other



☀ **Student Population Element**

| | |
|---------------------|--|
| Record Field Number | CN340 |
| Definition | Identifies the attributes of the group of students for which the course is intended. |

Valid Options

| | |
|-----------|--|
| ** | No Meaningful Value Being Reported At This Time (Default) |
| DP | Preschool Special Education Hearing/Visual Center-based course for preschool students with disabilities, structured to specifically instruct students with hearing and/or visual impairments. |
| D8 | Preschool Special Education Center-based course for preschool students with disabilities. |
| GA | Gifted Education In Arts Delivered By Trained Arts Instructor K-12 Course specifically for students identified as gifted and related to the gifted identification arts areas of dance, visual arts, drama/theater, and/or music. |
| GE | Gifted Education K-12 Course specifically for students identified as gifted and with a Gifted Intervention Specialist as the teacher of record. |
| PR | Preschool General Education Center-based course for preschool students without disabilities. |
| RG | Regular/General Students K-12 No specific student attributes reflected in the other options for this element apply to the group of students intended to take this course. |
| SE | Special Education K-12 Course specifically for students with disabilities. |
| SP | Special Education K-12 Hearing/Visual Course specifically for students with disabilities, structured to specifically instruct students with hearing and/or visual impairments. |

Reporting Instructions. Districts may report the default value for all courses in FY09. See Reporting Course Master Records – Course Type versus New Course Attributes earlier in this section for additional information on this new EMIS element.

☀ **Subject Code Element**

| | |
|---------------------|---|
| Record Field Number | CN050 |
| Definition | The subject of the course being reported. |

Valid Options

Valid six-character code

Reporting Instructions. A complete list of subject code options and descriptions is found in Appendix C.

There is no requirement that the subject codes used in student scheduling software be the same as the subject codes provided by Appendix C. However, a crosswalk should be available by the software vendors to map the district-defined codes to the codes in Appendix C before data submission to the designated ITCs.

If a course being offered at the district does not exactly match one of the options found in Appendix C, select the code that represents the subject definition most closely related to the course offered at the district. Not every subject title will fit precisely into the list found in Appendix C; therefore the best match should be used.

Academic subject codes that may be reported for career-technical instruction include mathematics, English/language arts, science and social studies. Courses must be integral to the workforce development career-technical program (excluding foundation courses), limited to courses enrolling workforce development students only, and in compliance with the state academic standards for the grade level.

In general, if a special education student is placed by the school district in an employment situation for high school credit, then this employment is required to be supervised by the work/study coordinator. The course code and the assignment areas must reflect this. If the staff member providing employment supervision as part of the course of study for the student with a disability condition is the special education classroom teacher, then report the “300010 – Career Exploration” option in the *Subject Code Element* and the “D01” option in the *Course Type Element*.