

2015-2016 PEIMS Data Standards

Section 2:

Data Submission Requirements

Post Addendum Version

Organization Data – TSDS: INTERCHANGE EDUCATION ORGANIZATION

The organization data provides information about the Texas public school organizations, which include education service centers, school districts, charter schools, and campuses. Additionally, shared service arrangement (SSA) participation data is also reported for each organization type where applicable.

010 ORGANIZATION DATA – DISTRICT – TSDS: LOCAL EDUCATION AGENCY EXTENSION COMPLEX TYPE

Record Type Code	District ID	District Name	Fine Arts Category Code	Wellness and Physical Ed Category Code	Community and Parental Involvement Category Code	21 st Century Workforce Devel Pgm Category Code	Second Lang Acquisition Pgm Category Code
E0755	E0212	E0213	E1531	E1532	E1533	E1534	E1535
C042			C198	C198	C198	C198	C198

Digital Learning Environment Category Code	Dropout Prevention Strategies Category Code	Educational Pgm for GT Students Category Code	Overall Rating Category Code	Statutory Reporting and Policy Compliance Code	Total Num School Board Requests	Total Cost School Board Requests	Filler
E1536	E1537	E1538	E1539	E1540	E1556	E1557	
C198	C198	C198	C198	C200			

Description

The 010 Organization Data record identifies the education service center (ESC), school district (LEA), or charter school (LEA) that is reporting PEIMS data for a particular PEIMS collection. In addition, the 010 record collects the Student and Community Engagement indicators (E1531 – E1540) and the local school board information requests.

Business Rules

DISTRICT-ID (E0212) indicates the district identification number registered with the Texas Education Agency.

DISTRICT-NAME (E0213) identifies the name of the school district as registered with the Texas Education Agency.

FINE-ARTS-CATEGORY-CODE (E1531) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for Fine Arts. TEC 39.0545(b)(1)(A)

A LEA must use criteria developed by a local committee to evaluate the LEA performance in Fine Arts.

The FINE-ARTS-CATEGORY-CODE is only reported for Submission 3.

WELLNESS-AND-PHYSICAL-ED-CATEGORY-CODE (E1532) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for Wellness and Physical Education. TEC 39.0545(b)(1)(B)

A LEA must use criteria developed by a local committee to evaluate the LEA performance in Wellness and Physical Education.

The WELLNESS-AND-PHYSICAL-ED-CATEGORY-CODE is only reported for Submission 3.

COMMUNITY-AND-PARENTAL-INVOLVEMENT-CATEGORY-CODE (E1533) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for Community and Parental Involvement. TEC 39.0545(b)(1)(C)

A LEA must use criteria developed by a local committee to evaluate the LEA performance in Community and Parental Involvement.

The COMMUNITY-AND-PARENTAL-INVOLVEMENT-CATEGORY-CODE is only reported for Submission 3.

21ST-CENTURY-WORKFORCE-DEVEL-PGM-CATEGORY-CODE (E1534) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for 21st Century Workforce Development Program. TEC 39.0545(b)(1)(D)

A LEA must use criteria developed by a local committee to evaluate the LEA performance of the 21st Century Workforce Development Program.

The 21ST-CENTURY-WORKFORCE-DEVEL-PGM-CATEGORY-CODE is only reported for Submission 3.

SECOND-LANG-ACQUISITION-PGM-CATEGORY-CODE (E1535) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for Second Language Acquisition Program. TEC 39.0545(b)(1)(E)

A LEA must use criteria developed by a local committee to evaluate the LEA performance of the Second Language Acquisition Program.

The SECOND-LANG-ACQUISITION-PGM-CATEGORY-CODE is only reported for Submission 3.

DIGITAL-LEARNING-ENVIRONMENT-CATEGORY-CODE (E1536) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for digital learning environment. TEC 39.0545(b)(1)(F)

A LEA must use criteria developed by a local committee to evaluate the LEA performance of the Digital Learning Environment. The DIGITAL-LEARNING-ENVIRONMENT-CATEGORY-CODE is only reported for Submission 3.

DROPOUT-PREVENTION-STRATEGIES-CATEGORY-CODE (E1537) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for dropout prevention strategies. TEC 39.0545(b)(1)(G)

A LEA must use criteria developed by a local committee to evaluate the LEA performance of the Dropout Prevention Strategies. The DROPOUT-PREVENTION-STRATEGIES-CATEGORY-CODE is only reported for Submission 3.

EDUCATIONAL-PGM-FOR-GT-STUDENTS-CATEGORY-CODE (E1538) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for Educational Program for Gifted and Talented students. TEC 39.0545(b)(1)(H)

A LEA must use criteria developed by a local committee to evaluate the LEA performance of the Educational Programs for Gifted and Talented students.

The EDUCATIONAL-PGM-FOR-GT-STUDENTS-CATEGORY-CODE is only reported for Submission 3.

OVERALL-RATING-CATEGORY-CODE (E1539) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for overall performance rating. TEC 39.0545(a)

A LEA must use criteria developed by a local committee to evaluate the LEA Overall Rating.

The OVERALL-RATING-CATEGORY-CODE is only reported for Submission 3.

STATUTORY-REPORTING-AND-POLICY-COMPLIANCE-CODE (E1540) indicates whether the LEA or campus has met compliance with statutory reporting and policy requirements by using criteria established by a local committee. TEC 39.0545(b)(2)

A LEA must use criteria developed by a local committee to evaluate compliance with Statutory Reporting and Policy Requirements for the LEA.

The STATUTORY-REPORTING-AND-POLICY-COMPLIANCE-CODE is only reported for Submission 3.

TOTAL-NUM-SCHOOL-BOARD-REQUESTS (E1556) indicates the total number of requests submitted *outside of a school board meeting* by a member of the district's board of trustees (school board) for information, documents, and records as specified in TEC SECTION 11.1512.

The total number will be reported in Submission 3 only and must be blank in submissions 1, 2, and 4.

The data collection period for E1556 is from June 1 through May 31 of each year.

The total number of school board member information requests is not reported by Open Enrollment Charter Schools.

TOTAL-COST-SCHOOL-BOARD-REQUESTS (E1557) indicates the cost of fulfilling the total number of requests submitted *outside of a school board meeting* by a member of the district's board of trustees (school board) for information, documents, and records as specified in TEC SECTION 11.1512.

The total cost will be reported in Submission 3 only and must be blank in submissions 1, 2, and 4.

The data collection period for E1557 is from June 1 through May 31 of each year.

The total cost of school board member information requests is not reported by Open Enrollment Charter Schools.

Reporting Requirements

Each LEA and ESC PEIMS data file must contain one and only one 010 District record for each applicable submission.

A LEA or ESC cannot report the county district number of another LEA or ESC on the 010 District record within their own PEIMS data file.

Submission 3: With the exception of the Texas Juvenile Justice Department (TJJD) (227622), all LEAs must assign and report performance ratings for the community and student engagement indicators (E1531 – E1540).

Special Reporting Requirements

All LEA and ESC organization changes must be updated through the AskTED system prior to submitting its respective PEIMS data in order for the PEIMS system to accurately identify a LEA or ESC during the PEIMS data submission process.

020 ORGANIZATION DATA – CAMPUSES – TSDS: SCHOOL EXTENSION COMPLEX TYPE

Input Record Type Code	Campus ID	Campus Name	Fine Arts Category Code	Wellness and Physical Ed Category Code	Community and Parental Involvement Category Code	21 st Century Workforce Devel Pgm Category Code	Second Lang Acquisition Pgm Category Code
E0755	E0266	E0267	E1531	E1532	E1533	E1534	E1535
C042			C198	C198	C198	C198	C198

Digital Learning Environment Category Code	Dropout Prevention Strategies Category Code	Educational Pgm for GT Students Category Code	Overall Rating Category Code	Statutory Reporting and Policy Compliance Code	Number of Students Reviewed by IGC	Filler
E1536	E1537	E1538	E1539	E1540	E1561	
C198	C198	C198	C198	C200		

Description

The 020 Organization Data record identifies the schools that are operated by a LEA (school district or charter school). This includes the campus charters that are approved by the Texas Education Agency for certain school districts. In addition, the 020 record collects the Student and Community Engagement indicators (E1531 – E1540).

Business Rules

CAMPUS-ID (E0266) indicates the unique campus identification number registered with the Texas Education Agency (TEA). It is the linking of DISTRICT-ID with the campus identification number.

The campuses reported on the 020 Campus record must match a campus registered with the TEA for the current year.

A campus must **not** be reported with a number greater than 698.

The first 6 characters of CAMPUS-ID on this record must match the value of the DISTRICT-ID on the LEA's 010 District record.

CAMPUS-NAME (E0267) identifies the name of the campus registered with the TEA as of the reporting date.

FINE-ARTS-CATEGORY-CODE (E1531) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for Fine Arts. TEC 39.0545(b)(1)(A)

A LEA must use criteria developed by a local committee to evaluate the campus performance in Fine Arts.

The FINE-ARTS-CATEGORY-CODE is only reported for Submission 3.

WELLNESS-AND-PHYSICAL-ED-CATEGORY-CODE (E1532) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for Wellness and Physical Education. TEC 39.0545(b)(1)(B)

A LEA must use criteria developed by a local committee to evaluate the campus performance in Wellness and Physical Education.

The WELLNESS-AND-PHYSICAL-ED-CATEGORY-CODE is only reported for Submission 3.

COMMUNITY-AND-PARENTAL-INVOLVEMENT-CATEGORY-CODE (E1533) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for Community and Parental Involvement. TEC 39.0545(b)(1)(C)

A LEA must use criteria developed by a local committee to evaluate the campus performance in Community and Parental Involvement.

The COMMUNITY-AND-PARENTAL-INVOLVEMENT-CATEGORY-CODE is only reported for Submission 3.

21ST-CENTURY-WORKFORCE-DEVEL-PGM-CATEGORY-CODE (E1534) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for 21st Century Workforce Development program. TEC 39.0545(b)(1)(D)

A LEA must use criteria developed by a local committee to evaluate the campus performance for the 21st Century Workforce Development Program.

The 21ST-CENTURY-WORKFORCE-DEVEL-PGM-CATEGORY-CODE is only reported for Submission 3.

SECOND-LANG-ACQUISITION-PGM-CATEGORY-CODE (E1535) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for Second Language Acquisition Program. TEC 39.0545(b)(1)(E)

A LEA must use criteria developed by a local committee to evaluate the campus performance for the Second Language Acquisition Program.

The SECOND-LANG-ACQUISITION-PGM-CATEGORY-CODE is only reported for Submission 3.

DIGITAL-LEARNING-ENVIRONMENT-CATEGORY-CODE (E1536) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for Digital Learning Environment. TEC 39.0545(b)(1)(F)

A LEA must use criteria developed by a local committee to evaluate the campus performance in Digital Learning Environment. The DIGITAL-LEARNING-ENVIRONMENT-CATEGORY-CODE is only reported for Submission 3.

DROPOUT-PREVENTION-STRATEGIES-CATEGORY-CODE (E1537) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for Dropout Prevention Strategies. TEC 39.0545(b)(1)(G)

A LEA must use criteria developed by a local committee to evaluate the campus performance of the Dropout Prevention Strategies.

The DROPOUT-PREVENTION-STRATEGIES-CATEGORY-CODE is only reported for Submission 3.

EDUCATIONAL-PGM-FOR-GT-STUDENTS-CATEGORY-CODE (E1538) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for Educational Program for Gifted and Talented students. TEC 39.0545(b)(1)(H)

A LEA must use criteria developed by a local committee to evaluate the campus performance in the Educational programs for Gifted and Talented students.

The EDUCATIONAL-PGM-FOR-GT-STUDENTS-CATEGORY-CODE is only reported for Submission 3.

OVERALL-RATING-CATEGORY-CODE (E1539) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for Overall Performance Rating. TEC 39.0545(a)

A LEA must use criteria developed by a local committee to evaluate the Overall Rating for the campus performance.

The OVERALL-RATING-CATEGORY-CODE is only reported for Submission 3.

STATUTORY-REPORTING-AND-POLICY-COMPLIANCE-CODE (E1540) indicates whether the LEA or campus has met compliance with Statutory Reporting and Policy Requirements by using criteria established by a local committee. TEC 39.0545(b)(2)

A LEA must use criteria developed by a local committee to evaluate campus compliance with Statutory Reporting and Policy Requirements for each campus.

The STATUTORY-REPORTING-AND-POLICY-COMPLIANCE-CODE is only reported for Submission 3.

NUMBER-OF-STUDENTS-REVIEWED-BY-IGC (E1561) indicates the number of students for whom an Individual Graduation Committee (IGC) was established at the end of the 2014-2015 school year as a result of the requirements of **Senate Bill 149** (84th Texas Legislature) becoming effective on May 11, 2015. This data element is collected in Submission 1, and expires at the end of the 2015-2016 school year.

Reporting Requirements

The 020 Campus data record is reported for all four data submissions: Fall, Midyear, Summer, and Extended.

Every LEA PEIMS data file must contain one 020 Campus record for each active instructional campus that is registered through askTED with the Texas Education Agency. Failure to meet this minimum reporting requirement will result in fatal errors when attempting a data submission.

A LEA cannot report the CAMPUS-ID of another LEA on the 020 Campus record.

Submission 1: If a campus is registered with the TEA as an active instructional campus, excluding DAEPs and budgeted campuses, then there must be at least one 110 Student - Enrollment record with a matching CAMPUS-ID-OF-ENROLLMENT.

Submission 3: With the exception of the Texas Juvenile Justice Department (TJJD) (227622), all LEAs must assign performance ratings for the community and student engagement indicators (E1531 – E1540) to all active instructional campuses in the LEA, except for Disciplinary Alternative Education Program (DAEP) campuses, Juvenile Justice Alternative Education Program (JJAEP) campuses, and certain Alternative Education Program (AEP) campuses that serve only students in TJJD facilities.

Special Reporting Requirements

All campus changes must be updated through askTED in order for the PEIMS system to accurately identify the campuses within a school district or charter school.

TSDS – Additional Interchange Education Organization Required Complexes

Class Period Complex Type and Course Complex Type

STAFF DATA – TSDS: INTERCHANGE STAFF ASSOCIATION

The staff data provides information about the Texas public school staff from education service centers, school districts, charter schools, and campuses. This information consists of the basic identification, demographic, employment, and payroll information as of the current year.

040 STAFF DATA - IDENTIFICATION/DEMOGRAPHIC – TSDS: STAFF EXTENSION COMPLEX TYPE

Input Record Type Code	District ID	Staff ID	First Name	Middle Name	Last Name	Generation Code	Sex Code	Staff Type Code	Total Years Prof Experience	Highest Degree Level Code
E0755	E0212	E0505	E0703	E0704	E0705	E0706	E0004	E1073	E0130	E0730
C042						C012	C013	C181		C015

Description

The 040 Staff Identification/Demographic Data record identifies by name the staff person that is either an employee of an ESC/LEA or is a contracted classroom teacher for a LEA that is reporting the PEIMS data.

Business Rules

STAFF-ID (E0505) is the person's Social Security number. Persons employed as staff in an LEA cannot be reported with an alternative identification number (S Number) as is allowed for students.

FIRST-NAME (E0703) identifies a person's legal first name.

For staff, enter the first name as shown on the identification documentation (Social Security Card).

MIDDLE-NAME (E0704) identifies a person's legal middle name.

For staff, enter the middle name as shown on the identification documentation (Social Security Card). If the staff person has no middle name, the field must be left blank. The middle name field for staff may only be reported as blank when the staff person does not have a middle name on their identification documentation (Social Security Card). Do not use any other text such as NONE, NA, NMI, etc... for the middle name if the staff person has no middle name on their identification documentation (Social Security Card). Do not use periods or any other punctuation other than a hyphen, a space, or a single apostrophe in the Middle Name field. (implemented by edit 04049)

LAST-NAME (E0705) identifies a person's legal last name.

For staff, enter the last name as shown on the identification documentation (Social Security Card).

GENERATION-CODE (E0706) GENERATION-CODE identifies the generation suffix, if any, which the person attaches to his name.

The GENERATION-CODE field may be blank and must be blank if the staff person does not have a generation suffix on their name based upon the identification documentation.

SEX-CODE (E0004) SEX-CODE identifies the gender of the person.

STAFF-TYPE-CODE (E1073) indicates whether the staff person is on the district payroll or is a contracted instructional staff person.

STAFF-TYPE-CODE indicates whether the staff person is on the district payroll or is a contracted instructional staff person.

TOTAL-YEARS-PROF-EXPERIENCE (E0130) indicates the number of verifiable years of creditable experience as specified in 19 TAC, Chapter 153.

TOTAL-YEARS-PROF-EXPERIENCE is intended to reflect only the completed years of professional experience (not including current year).

Professional staff include: Teachers, full-time librarians, full-time counselors, full-time school nurses, other employees who are required to hold a certificate issued under TEC, Chapter 21, Subchapter B, and any other personnel reported by a school district to the Public Education Information Management System with a "professional" Role-ID (E0721).

Some staff classified as professional by a district may not meet the requirements for receiving professional experience, such as non-degreed, non-certified business managers, and should be reported with a value of "00" for this field.

HIGHEST-DEGREE-LEVEL-CODE (E0730) identifies the highest post-secondary degree a person has earned from an institution recognized as accredited by the Agency.

All staff must report HIGHEST-DEGREE-LEVEL-CODE regardless of their professional or non-professional status in the ESC or LEA.

Reporting Requirements

A 040 Staff Data – Identification/Demographic record must be reported for the following submissions:

- **Submission 1**

Staff as of the Fall snapshot date (the last Friday in October):

1. Staff who are employed (on the payroll) or are volunteers providing professional service as of the Fall snapshot date. Do not report volunteers that are providing auxiliary services. The reportable staff are reported with 040, 043, 050, 060, and 090 records.
2. Contracted classroom teachers assigned to the classroom on the Fall snapshot date. These contracted classroom teachers are not considered employees of the LEA, so they are reported with 040, 043, 050, and 090 records only.

Staff who do **not** meet the conditions above are **not** reported in submission 1. For example:

- Staff who have left employment before the Fall snapshot date.
- Staff who have not begun employment as of the Fall snapshot date, even if they have begun employment by the time the data is submitted.

- **Submission 3**

Staff with ROLE-IDs 047 (Substitute Teacher) and 087 (Teacher). These staff are reported with 040, 043, and 050 records.

If a LEA has contracted out all or part of a campus operation to a third party vendor, the LEA is still required to report the teacher's (Role ID 087 and 047) individual identification and demographic information through the 040 Staff Identification/Demographic record. Even though the teachers are contracted through a third party vendor, the teachers are teaching at a campus in the LEA and must be reported so that the information can be included in the staff full-time equivalent (FTE) calculations for the Academic Excellence Indicator System and the Student Assessment Data Portal as required by law. It would not be appropriate to omit a contracted teacher who is teaching at a campus in the LEA from the staff data reporting on the 040 record.

FIRST-NAME, MIDDLE-NAME, and LAST-NAME fields on the 040 Staff Identification/Demographic record must match the staff names on the social security card. **If an employee is also a student of the district, then the staff naming rules apply to the student's 100 Student - Identification record.**

For the FIRST-NAME, MIDDLE-NAME, and LAST-NAME do not use periods. Do not use any punctuation other than a hyphen or single apostrophe. (implemented by edit 04049)

Staff identification/demographic data are usually not reported for substitute teachers. However, if a teacher has quit, died, or been fired, and the district has not hired a permanent replacement, then an 040 Staff Identification/Demographic record is required for the substitute who is working on the PEIMS fall snapshot date for reporting. 050, 060, and 090 Staff - Responsibilities records will also be required in these instances.

Identification information must be reported for all personnel employed by the district, whether or not they serve in areas requiring certification. The MIDDLE-NAME and GENERATION-CODE may not be applicable for all staff members.

If the STAFF-ID on the 040 Staff Identification record matches a STUDENT-ID on a 100 Student Identification record, then the FIRST-NAME, LAST-NAME, and DATE-OF-BIRTH must also match.

Special Reporting Requirements

The Texas School for the Blind and Visually Impaired, Texas School for the Deaf, and the Texas Juvenile Justice Department schools are only required to report teachers (Role ID 087 and 047) in the summer submission (Submission 3) for the purpose of supplying the required information for the Student Assessment Data Portal.

043 STAFF DATA – DEMOGRAPHIC – TSDS: STAFF EXTENSION COMPLEX TYPE

Input Record Type Code	District ID	Staff ID	Hispanic Latino Code	American Indian-Alaska Native Code	Asian Code	Black African American Code
E0755	E0212	E0505	E1064	E1059	E1060	E1061
C042			C088	C088	C088	C088

Native Hawaiian Pacific Islander Code	White Code	Filler	Date of Birth	TX Unique Staff ID	Filler
E1062	E1063		E0006	E1524	
C088	C088				

Description

The 043 Staff Demographics Data record identifies the date of birth and also the ethnicity and race information as collected on the 2 part ethnicity and race data questionnaire described in the record. The TX-Unique-Staff-ID data element collects the unique number assigned to a staff person by the Texas Education Agency's TSDS Unique ID application.

All staff demographics must be updated through the TSDS Unique ID Application.

Business Rules

STAFF-ID (E0505) is the person's Social Security number.

HISPANIC-LATINO-CODE (E1064) indicates a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

AMERICAN-INDIAN-ALASKA-NATIVE-CODE (E1059) indicates a person having origins in any of the original peoples of North and South America (including Central America).

ASIAN-CODE (E1060) indicates a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

BLACK-AFRICAN-AMERICAN-CODE (E1061) indicates a person having origins in any of the black racial groups of Africa.

NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE (E1062) indicates a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

WHITE-CODE (E1063) indicates a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

DATE-OF-BIRTH (E0006) indicates the month, day, and year of the person's birth.

TX-UNIQUE-STAFF- ID (E1524) is a unique number assigned to a staff member by the Texas Education Agency.

The TX-UNIQUE-STAFF-ID is issued to schools by the TSDS Unique ID Application. The TX-UNIQUE-STAFF-ID cannot be generated by a Local Education Agency (LEA).

Reporting Requirements

The 043 Staff Demographic record is submitted in both Submission 1 and Submission 3. However, only staff with ROLE-IDs 047 and 087 are to be submitted in Submission 3.

If a LEA has contracted out all or part of a campus operation to a third party vendor, the LEA is still required to report the teacher's (Role ID 087 and 047) individual demographic information through the 043 Staff Demographic record. Even though the teachers are contracted through a third party vendor, the teachers are teaching at a campus in the LEA and must be reported so that the information can be included in the staff full-time equivalent (FTE) calculations for the Academic Excellence Indicator System and the Student Assessment Data Portal as required by law. It would not be appropriate to omit a contracted teacher who is teaching at a campus in the LEA from the staff data reporting on the 043 record.

Staff ethnicity and race must be reported using the federal standard required for reporting to the United States Department of Education (USDE). ESCs and LEAs are to report the results of the following two-part question for each staff member employed by the ESC or LEA.

See Appendix F of the PEIMS Data Standards for additional information. In Appendix F is a standardized form that is to be used by all Texas public schools to collect the ethnicity and race information.

For each 043 Staff Demographic record there must be a matching 040 Staff Identification-Demographic record reported with a matching STAFF-ID.

Special Reporting Requirements

The Texas School for the Blind and Visually Impaired, Texas School for the Deaf, and the Texas Juvenile Justice Department schools are only required to report teachers (Role ID 087 and 047) in the summer submission (Submission 3) for the purpose of supplying the required information for the Student Assessment Data Portal.

050 STAFF DATA - EMPLOYMENT- PAYROLL SUMMARY– TSDS: STAFF EXTENSION COMPLEX TYPE and STAFF EDUCATION ORG EMPLOYMENT ASSOCIATION EXTENSION COMPLEX TYPE

Input Record Type Code	District ID	Staff ID	Years Experience in District	Number Days Employed	Percent Day Employed	Filler
E0755	E0212	E0505	E0161	E0160	E0760	
C042						

Description

The 050 Employment Payroll Summary record identifies the years of experience in the current school district along with the number of days employed and the percent of day employed. This information is used in calculating the staff full-time equivalent (FTE) data for a person's pay and the professional services that are provided by staff with ROLE-IDs.

Business Rules

STAFF-ID (E0505) is the person's Social Security number.

YEARS-EXPERIENCE-IN-DISTRICT (E0161) indicates the number of completed years that a person has been employed in any professional position in the current district or education service center, whether or not there has been any interruption in service. YEARS-EXPERIENCE-IN-DISTRICT refers to the total years of experience in the professional staff category only. All staff must report YEARS-EXPERIENCE-IN-DISTRICT.

NUMBER-DAYS-EMPLOYED (E0160) indicates the actual number of at-work days within the school year that a person is scheduled to work in the district. This number does not include holidays, weekends, and any other days the employee is not scheduled to work. NUMBER-DAYS-EMPLOYED should not exceed 261.

PERCENT-DAY-EMPLOYED (E0760) is that percentage of a standard district work day for which the employee is hired to work. For an employee on contract, the percentage may be determined directly from the contract: full-time = "100"; half-time = "050"; and so on. For an employee who is not on contract, the percentage may be determined as follows.

Example: The standard work day for the district is 7 hours. An employee is hired to work for 4 hours a day. This data element is coded as "057" for this employee because $4/7 = .571$, which is rounded down. The value reported must be a whole number. If the computed value is greater than ".##50...", use rounding to the next higher percent to avoid the use of decimals or fractions. For example, .6251 is reported as "063".

PERCENT-DAY-EMPLOYED should not exceed 100. PERCENT-DAY-EMPLOYED refers to the percentage of the standard district work day for which the person is employed. Those employees such as cafeteria workers and bus drivers who work only a few hours each day are not to be reported as "100" in this field. Do not look at the job, but rather the number of hours worked in relation to the standard district work day.

Reporting Requirements

The 050 Employment Payroll Summary record is submitted in both Submission 1 and Submission 3. However, only staff with ROLE-IDs 047 and 087 are to be submitted in Submission 3.

If a LEA has contracted out all or part of a campus operation to a third party vendor, the LEA is still required to report the teacher's (Role ID 087 and 047) individual employment information through the 050 Staff Employment record. Even though the teachers are contracted through a third party vendor, the teachers are teaching at a campus in the LEA and must be reported so that the information can be included in the staff full-time equivalent (FTE) calculations for the Academic Excellence Indicator System and the Student Assessment Data Portal as required by law. It would not be appropriate to omit a contracted teacher who is teaching at a campus in the LEA from the staff data reporting on the 050 record.

All staff employed by the ESC or LEA must be reported with a 050 Employment Payroll Summary record. This includes those substitute teachers who are replacing teachers who have quit, died, or been fired and have not yet been permanently replaced. Districts are generally not required to report substitute teachers who work only on an "as needed" basis as these persons do not have a regular work schedule with a predictable NUMBER-DAYS-EMPLOYED or PERCENT-DAY-EMPLOYED.

NUMBER-DAYS-EMPLOYED and PERCENT-DAY-EMPLOYED are reported as it was planned for the school year as of the Fall snapshot date. If a staff person's situation changes after the Fall snapshot date, report that person only as they were employed on the Fall snapshot date (i.e. if changing from full time to part time after the snapshot date, report them as full time). If a person does not work the same amount of days as shown on the contract, then the actual number of days the employee will work must be reported. This situation may occur when a person does not begin work at the start of the school year.

Special Reporting Requirements

The Texas School for the Blind and Visually Impaired, Texas School for the Deaf, and the Texas Juvenile Justice Department schools are only required to report teachers (Role ID 087 and 047) in the summer submission (Submission 3) for the purpose of supplying the required information for the Student Assessment Data Portal.

STUDENT DATA – TSDS: INTERCHANGES: STUDENT EXTENSION, STUDENT ENROLLMENT, STUDENT ATTENDANCE, STUDENT DISCIPLINE, STUDENT TRANSCRIPT, and STUDENT PROGRAM

The Student Data provides information about the student. A student is a person who has been enrolled in a school district or charter school. This data reports the student's basic information, enrollment, leaver, programs, attendance, course history, discipline, and assessments.

100 STUDENT DATA – IDENTIFICATION – TSDS: STUDENT EXTENSION COMPLEX TYPE

Input Record Type Code	District ID	Student ID	First Name	Middle Name	Last Name	Generation Code	Crisis Code	ADA Eligibility Code	Homeless Status Code	Unaccompanied Youth Status Code
E0755	E0212	E0001	E0703	E0704	E0705	E0706	E1054	E0787	E1082	E1084
C042						C012	C178	C059	C189	C192

Description

The 100 Student Identification record indicates the basic student identification as well as other demographics such as homeless status and ADA Eligibility Code for students who are enrolled and receive instruction and/or services in an elementary, secondary, or post secondary educational program under the jurisdiction of an LEA.

Business Rules

STUDENT-ID (E0001) is the student's Social Security number or a state-approved alternate identification number. The first character of STUDENT-ID must be "S" or "0"- "8". When available, the student's Social Security number should be used. If this number is not available, follow the instructions in Section 2 for the assignment of an alternate identification number.

The district should request the student's SSN or assign a state-approved alternate identification number from the list of alternate ID number provided by the school district. Once a student's identification (ID) number is assigned, it should be removed from the pool of unassigned alternate ID numbers. Do not reassign an alternate ID number once it has been assigned to a student.

Every effort should be made to obtain the student's SSN. For previously enrolled students with no record of an SSN, the school district should request the student's SSN at the beginning of each school year.

When the student transfers to another school district or returns to the same school district, the school district **must** use the student ID number already assigned to the student. If the student fails to provide records from the prior school district that indicate the student's ID number, the receiving school district should request the ID number and a copy of the student's prior school records from the sending school district through the Texas Records Exchange (TREX).

An LEA that is unable to locate a student ID number for a student that was previously enrolled in a Texas public school, should contact TEA at (512) 463-9229 to request a student ID number search.

All student demographics changes including Student ID must be managed through the TSDS Unique ID Application.

Migrant three-year and four-year olds who do not have a Social Security number should still be reported through PEIMS using a state-assigned alternate ID number. Children should never be omitted from PEIMS merely because they do not have a Social Security number.

FIRST-NAME (E0703) identifies a person's legal first name.

Do not use an initial for FIRST-NAME, unless an initial is the legal first name.

Do not use periods. Do not use any punctuation other than a hyphen or a single apostrophe.

MIDDLE-NAME (E0704) identifies a person's legal middle name.

For students, enter the middle name as shown on the identification documentation used for school enrollment. If the student has no middle name, the field must be left blank. The middle name field may be reported as blank for students only when the student does not have a middle name on their identification documentation.

Do not use any other text such as NONE, NA, NMI, etc... for the middle name if the staff person or the student has no middle name. Do not use periods or any other punctuation other than a hyphen or a single apostrophe. (implemented by edit 10015)

LAST-NAME (E0705) identifies a person's legal last name.

Do not use periods. Do not use any punctuation other than a hyphen or a single apostrophe. (implemented by edit 10015)

GENERATION-CODE (E0706) identifies the generation suffix, if any, which the person attaches to his name.

GENERATION-CODE may be blank and must be blank if the student does not have a generation suffix on their name based upon the identification documentation.

CRISIS-CODE (E1054) indicates a state health or weather related event that impacts a group of students, and may require additional funding, educational, or social services. The event may or may not cause the student to leave the district or campus of residence. A crisis event is designated by the Commissioner of Education.

The CRISIS-CODE is used to report those situations recognized by TEA as a health or weather related event that impacts students' ability to attend school in the district where they reside. This data is reported based on code table C178. The code table will be populated as events occur that will require state reporting. If the commissioner of education declares a crisis, then this data must be reported for the affected students based on the guidance from TEA. Otherwise, if a student is not affected by a declared crisis, then this field may be left blank and TEA will convert this blank field to a value of "00". This data may be used for determining special funding and/or accountability measures.

ADA-ELIGIBILITY-CODE (E0787) indicates the eligibility status of the student as reflected in the attendance accounting records of the district.

The ADA-ELIGIBILITY-CODE identifies the level of membership and Average Daily Attendance eligibility for a particular student. Additional requirements and rules concerning this code are available in Section 3 of the Student Attendance Accounting Handbook

For submission 1 and students enrolled on the "PEIMS fall snapshot date", the ADA-ELIGIBILITY-CODE must match the ADA-ELIGIBILITY-CODE on a 110 Student Enrollment record.

The ADA-ELIGIBILITY-CODE must be blank in Submission 3 and Submission 4. (implemented by edit 10024)

HOMELESS-STATUS-CODE (E1082) As defined by NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths"

- means individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 103(a)(1)]; and
- includes:
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 103(a)(2)(C)];
 - iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - iv. migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purpose of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

HOMELESS-STATUS-CODE is reported by all districts to indicate whether or not a student is homeless and, if homeless, what their primary nighttime residence is at the time of identification. There are only four categories of homeless primary nighttime residence, and, if a student is homeless, their nighttime residence must be in one of these four categories. See PEIMS Code Table C189.

The four categories are: Shelters, Doubled-Up, Unsheltered, and Motels/Hotels.

- **Shelters:** Supervised publicly or privately operated facilities designed to provide temporary living accommodations. These include but are not limited to emergency shelters, family shelters, domestic violence shelters, youth shelters, transitional housing programs, and temporary placements while awaiting foster care. The shelters category for homeless students **does not** include residential treatment facilities, Title I Neglected or Delinquent facilities, or TJJD facilities.
- **Doubled-Up:** Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (e.g., living with another family). This classification requires a case-by-case determination.
- **Unsheltered:** A nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. It includes such places as cars, parks, campgrounds (if living there because they lack an alternative accommodation), temporary trailers (if living there because they lack an alternative accommodation), abandoned buildings, and substandard housing. Substandard housing may be determined by local building codes, community norms, and/or a case-by-case determination as to whether the accommodation is a "fixed, regular, and adequate nighttime residence."
- **Motels/Hotels:** Students who stay at a motel or hotel are considered homeless if they reside there because they have lost their housing, lack an alternative accommodation, and do not have a "fixed, regular, and adequate nighttime residence."

Code "0" is used for students who are not homeless.

HOMELESS-STATUS-CODE is used to identify and report all the students that have experienced homelessness at some point during the school year. If a student is identified as homeless, but later in the same school year enters into permanent housing, this Homeless Status Code should not be changed and should still indicate that the student is homeless for the remainder of the current school year.

For Submission 1, all students identified as homeless in the Fall Snapshot must also be coded as homeless in the summer collection (Submission 3).

The homeless status of each student should be determined upon enrollment and/or at the start of each new school year. Additionally, every school district and open enrollment charter school should have processes and procedures in place to identify students who become homeless after enrollment or after the start of a new school year.

The McKinney-Vento Homeless Education Assistance Improvements Act (Title X, Part C of the *No Child Left Behind Act*) requires that all students that meet the statutory definition of homelessness be identified by the school district. The law requires that all students experiencing homelessness are able to enroll, attend, and succeed in school. The purpose of identifying students experiencing homelessness is to make sure that all are able to enroll, that they have access to services for which they are eligible, and to provide a count of the numbers of students that experience homelessness during a given school year.

The McKinney-Vento Act requires that every school district designate a homeless liaison. One of the responsibilities assigned to homeless liaisons under the McKinney-Vento Act is the identification of students experiencing homelessness. Many districts use a residency questionnaire to help determine homeless status. A sample residency questionnaire is available on the Texas Homeless Education Office website.

Contact your local homeless liaison for questions about the statutory definition of homelessness in the McKinney-Vento Act, whether or not a student meets that definition, and what category of living situation is appropriate.

Additional information regarding student homelessness situations and determinations can be obtained from the Texas Homeless Education Office. To contact the Texas Homeless Education Office, call 1-800-446-3142. For access to the McKinney-Vento Act, relevant laws and rules, guidance and information about serving the needs of homeless students, and a database of homeless liaisons, visit the Texas Homeless Education Office Website at <http://www.utdanacenter.org/theo/>.

UNACCOMPANIED-YOUTH-STATUS-CODE (E1084) As defined by NCLB, Title X, Part C, Section 725(6), the term “unaccompanied youth” means a youth not in the physical custody of a parent or guardian.

UNACCOMPANIED-YOUTH-STATUS-CODE is to be used by all districts to identify and report whether or not a homeless student is unaccompanied (not in the physical custody of a parent or legal guardian).

Any homeless student who is 1) under age 21 on September 1 of the applicable school year or if the student is less than 22 on September 1 of the applicable school year and is eligible for special education services, and 2) not in the physical custody of a parent or legal guardian, even if the student is living with a caregiver who is not the student’s parent or legal guardian.

If a homeless student is unaccompanied, but later that school year becomes accompanied, this status code should not be changed and should still indicate that the student had been unaccompanied.

For Submission 1, all students identified as Unaccompanied Youth on the Fall Snapshot must also be coded as Unaccompanied Youth in the summer collection (Submission 3).

The unaccompanied status of each homeless student should be determined upon enrollment and at the start of each new school year. Additionally, every school district needs to have processes and procedures in place to help identify students who become unaccompanied after enrollment or after the start of a new school year. The unaccompanied status of each homeless student must be determined each year.

Reporting Requirements

For Submission 1, for every student reported with a 100 Student - Identification record, there must be a matching 101 Student - Demographic record for that student. For Submission 3, for every student reported with a 100 Student - Identification record, there must be a matching 400 and/or 500 Student - Flexible Attendance record for that student.

The PEIMS fall snapshot date or the “October snapshot” date, is the last Friday in October. The school-start window extends from the first day of school through the last Friday in September.

A 100 Student - Identification record must be reported for the following submissions:

- **Submission 1**

Children who on the PEIMS fall snapshot date who are:

1. are served only by a public school;
2. are served by both a public and a nonpublic school (including students served under an individualized services plan);
3. are in a special education nonpublic day school;
4. are in a special education residential placement, or;
5. do not fit any of the above situations but were served in grades 7-12 in the school district at any time during the prior year and: do not enroll in the district within the school-start window; do not enroll in another Texas public

2015-2016 PEIMS Data Standards

school; do not receive a General Educational Development (GED) certificate within Texas by August 31st; and are not accounted for by other state reconciliation processes.

- **Submission 3**

If the student is in membership in the school district (service at least two hours per day) then report any student in the above submission 1 categories 1-4.

Report any student who participated in the Electronic Course Program (eCP)

- **Submission 4**

If a student is served in the Extended School Year (ESY) services program and/or Bilingual/ESL Summer School then report any student in the above Submission 1 categories 1-4.

Do **not** report a 100 Student - Identification record for the following (in Submission 1 or Submission 3):

- Adult Basic Education (ABE) students.
- Nonpublic school children living in the school district, but who are served totally by a nonpublic school except those who receive Special Education services from the school district.
- Home-school or Private school students except those who receive Special Education services from the school district.

All PEIMS data for each student enrolled in the LEA, are to be reported by that LEA. However, if the LEA participates in an instructional shared services arrangement with another LEA(s), then there should be an interlocal agreement between the superintendents of the LEAs that governs which LEA will enroll and report to TEA the students receiving instruction in the instructional SSA.

For Submission 1, because a student can only be enrolled in one LEA on the "PEIMS fall snapshot date", only **one** LEA is to report a given student. For submission 3, because a student can attend multiple LEA's throughout the school year, each LEA must report a 100 Student - Identification record for each student who attended and was in "membership". For Submission 4, because a student can attend multiple LEA's, each LEA must report a 100 Student - Identification record for each student that participated in an extended year program.

Be aware that as a general rule, accountability follows enrollment. The LEA that reports the student will be subject to all state accountability implications for the student.

TEC §25.0021 states that a Texas public school student must be identified by his or her legal surname. Legal name is obtained from the birth certificate. The name entered matches the birth certificate exactly as shown. "Double" last names on the birth certificate are recorded exactly as shown. Each name on the birth certificate appears in one of the PEIMS name fields. If the birth certificate name cannot be understood completely, the parent is asked to clarify. If the first or last name is not indicated on a student's birth certificate, then the parent(s) provides a first or last name to be used for PEIMS reporting purposes. The name chosen by the parent is used consistently while the child is enrolled in Texas public schools. **If a student is also an employee of the district, then staff naming rules must apply.**

If a birth certificate is not **obtainable**, the name entered matches an alternate document. Acceptable alternate documents include: driver's license; passport; school identification card, record, or report card; military identification; hospital birth record; adoption record; church baptismal record; court-ordered legal name change documentation; or any other legal document that establishes identity.

Special Reporting Requirements

Children served by the Texas School for the Deaf (TSD) and the Texas School for the Blind and Visually Impaired

(TSBVI) students are reported by these state operated programs while the child is in attendance in these programs. District and parental referrals to the TSD and district referrals to the TSBVI will be reported by these respective institutions. **Note:** Students enrolled at TSD and TSBVI are not eligible for average daily attendance funding and must be reported with an ADA-ELIGIBILITY-CODE of "not in membership", or "ineligible for ADA".

Texas Juvenile Justice Department (TJJD) (formerly TYC) students are reported by this state operated program while the child is in attendance in this program. Students who are enrolled in the Texas Juvenile Justice Department (TJJD) (formerly TYC) are only eligible for ADA and are not eligible for any other program funding (i.e. special education, career and technical, bilingual/ESL, etc...).

Please note the following exception: LEAs that provide the educational component for certain TJJD facilities, and therefore collect ADA on these youth, will report these students in place of TJJD.

101 STUDENT DATA – DEMOGRAPHIC – *TSDS: STUDENT EXTENSION COMPLEX TYPE and INTERCHANGE STUDENT ENROLLMENT – STUDENT SCHOOL ASSOCIATION EXTENSION COMPLEX TYPE*

Input Record Type Code	District ID	Student ID	Sex Code	Unschoolered Asylee/ Refugee Code	Date of Birth	Career and Technical Ed Ind Cd	Campus ID of Residence
E0755	E0212	E0001	E0004	E1076	E0006	E0031	E0903
C042			C013	C183		C142	

Last Date of Enrollment	American Indian-Alaska Native Code	Asian Code	Black African American Code	Native Hawaiian Pacific Islander Code	White Code	Filler	Student Attribution Code
E1044	E1059	E1060	E1061	E1062	E1063		E1000
	C088	C088	C088	C088	C088		C161

As Of Status Code	Grade Level Code	Migrant Indicator Code	Campus ID of Enrollment	Campus ID of Accountability	Bilingual/ESL Summer School Indicator Code	Hispanic Latino Code	Economic Disadvantage Code
E1002	E0017	E0984	E0782	E1027	E1028	E1064	E0785
C163	C050	C088			C088	C088	C054

Description

The 101 Student - Demographic record represents the student demographics for which instruction and/or services are provided in a LEA. These data elements are used for a variety of purposes, including but not limited to, the accountability ratings system and the Academic Excellence Indicator System.

Business Rules

STUDENT-ID (E0001) is the student's Social Security number or a state-approved alternate identification number.

When available, the student's Social Security number should be reported. If this number is not available, follow the instructions under the 100 Student Identification record for the assignment of an alternate identification number.

The first character of STUDENT-ID must be "S" or "0"- "8".

SEX-CODE (E0004) identifies the gender of the person.

UNSCHOOLED-ASYLEE/REFUGEE-CODE (E1076) indicates whether a student's initial enrollment in a school in the United States in grades 7 through 12 was as an unschooled asylee or refugee per TEC Section 39.027(a-1).

"Unschoolered asylee or refugee" means a student who:

- (1) initially enrolled in a school in the United States as:
 - a. an asylee as defined by 45 Code of Federal Regulations, Section 400.41; or
 - b. a refugee as defined by 8 United States Code Section 1101;
- (2) has a visa issued by the United States Department of State with a Form I-94 Arrival/Departure record, or a successor document, issued by the United States Citizenship and Immigration Services that is stamped with "Asylee," "Refugee," or "Asylum"; and
- (3) as a result of inadequate schooling outside of the United States, lacks the necessary foundation in the essential knowledge and skills of the curriculum prescribed under TEC Section 28.002, as determined by the language proficiency assessment committee established under TEC Section 29.063.

The Student Assessment Division's definition applies for purposes of the statewide assessment program. The PEIMS definition is used to identify exclusions in the calculation of dropout and completion rates.

UNSCHOOLED ASYLEE/REFUGEE CODE is mandatory for all students. However, only students in Grades 7-12 may be reported with Unschooled Asylee Refugee codes other than "0". Unschooled Asylee Refugee Code is reported in Submissions 1 and 3 only.

Asylee/refugee status for PEIMS applies *only* to students whose initial enrollment was in a school in the United States in grades 7 through 12 as an unschooled asylee or refugee. It does not apply to students whose initial enrollment in a school in the United States was in a grade lower than grade 7 as an unschooled asylee or refugee.

Documentation substantiating the use of UNSCHOOLED ASYLEE/REFUGEE CODE "1 = REFUGEE" includes the following:

- Form I-94 Arrival/Departure card stamped with one of the following: Refugee, Section 207 of the Immigration and Nationality Act (INA), RE-1, RE-2, RE-3, RE-4, or RE-5.
- Lawful permanent resident card ("green card") stating: Refugee, Section 207 of the INA, RE-1, RE-2, RE-3, RE-4, or RE-5.

Families needing written documentation that a student meets refugee status for PEIMS reporting purposes can contact the U.S. Office of Refugee Resettlement for assistance (www.acf.hhs.gov/programs/orr/). Assistance is also available from the Office of Immigration and Refugee Affairs at the Texas Health and Human Services Commission (512) 206-5033.

Documentation substantiating the use of UNSCHOOLED ASYLEE/REFUGEE CODE "2 = ASYLEE" includes the following:

- Form I-94 Arrival/Departure card stamped with one of the following: Asylum status granted, Section 208 of the Immigration and Nationality Act (INA), AS-1, AS-2, or AS-3.
- Lawful permanent resident card ("green card") stating: Asylum status granted, Section 208 of the Immigration and Nationality Act (INA), AS-1, AS-2, or AS-3.
- Order of an immigration judge granting asylum under Section 208 of the INA.
- Asylum approval letter from an Immigration and Naturalization Service (INS) asylum office: Letter indicates that the individual has been granted asylum pursuant to Section 208 of the INA.
- I-730 Approval letter: Written decision from the Board of Immigration Appeals.

Only students who have been granted asylum qualify for UNSCHOOLED ASYLEE/REFUGEE CODE "2 = ASYLEE." This code cannot be used for a student whose Form I-94 Arrival/Departure card indicates asylum status pending. Asylum must have been granted to use this code.

Families needing written documentation that a student meets asylee status can contact U.S. Citizenship and Immigration Services (www.uscis.gov/portal/site/uscis). Assistance is also available from the Office of Immigration and Refugee Affairs at the Texas Health and Human Services Commission (512) 206-5033.

Documentation substantiating the coding of a student as an asylee or refugee must be obtained by the resubmission deadline for the relevant PEIMS submission (i.e., PEIMS submission 1 or PEIMS submission 3).

DATE-OF-BIRTH (E0006) indicates the month, day, and year of the person's birth.

CAREER-AND-TECHNICAL-ED-IND-CD (E0031) indicates whether the student is enrolled in a state-approved career and technical education course as an elective, as a participant in the district's career and technical coherent sequence of courses, or as a participant in the district's tech prep program.

A CTE Tech-Prep program:

1. combines at a minimum two years of secondary CTE with a minimum of two years of postsecondary education in a non-duplicative, sequential course of study;
2. integrates academic, and career and technical instruction, and utilizes work-based learning where appropriate and available;
3. provides technical preparation in a career field such as engineering technology, applied science, a mechanical/industrial/practical art or trade, agriculture, health occupations, business, or applied economics;
4. builds student competence in mathematics, science, reading, writing, communications, economics, and technical skills through applied, contextual academics, and integrated instruction, in a coherent sequence of courses;
5. leads to an associate or a baccalaureate degree, a two-year postsecondary certificate in a specific career field; and
6. leads to placement in appropriate employment or to further education.

NOTE: Funding for the Career and Technical Education Tech Prep Program ended in 2010. The only students that are to be reported as participating in the Tech Prep Program are those students that were already in the program during the 2010-2011 school year. In place of the Tech Prep Program, the Coherent Sequence of Courses option should be used for students desiring to develop occupational knowledge, skills, and competencies relating to a CTE program of study.

The Tech Prep code will remain in place for the 2015-2016 school year and then be removed for the 2016-2017 school year. New edits are in place for the 2015-2016 school year that restrict certain students from being reported with CTE code 3.

This data element is reported **only** for those students who have been coded 01-03, 06-07, **21, or 23** for the STUDENT-ATTRIBUTION-CODE. This includes legally transferred students, Public Education Grant (PEG) students, students enrolled in open enrollment charter schools, students served in a Juvenile Justice Alternative Education Program (JJAEP), students who live outside the boundaries of the state of Texas, and students that do not regularly reside in the district but are court ordered to a Texas Juvenile Justice Commission (TJPC) facility, a Texas Juvenile Justice Department (TJJD) (formerly TYC) facility, or a residential treatment center facility.

For Submission 1, the CAREER-AND-TECHNICAL-ED-IND-CD is reported as a "1", "2", or "3" only for those students enrolled on the snapshot date (AS-OF-STATUS-CODEs "B", "D", or "F"). If a student was only enrolled during the School-Start Window (AS-OF-STATUS-CODE "C") and was a participant in the Career and Technical Education program, then the student's applicable CAREER-AND-TECHNICAL-ED-IND-CD must be "0". Also, if a student was enrolled in the prior year and not enrolled at all in the current year (AS-OF-STATUS-CODE "A"), then the CAREER-AND-TECHNICAL-ED-IND-CD must be "0".

For Submission 3, the CAREER-AND-TECHNICAL-ED-IND-CD is reported based on the end of year status for the student. The student's last CAREER-AND-TECHNICAL-ED-IND-CD would be reported for submission 3. For example, if the student was a CAREER-AND-TECHNICAL-ED-IND-CD of "1" in the fall but changed to a CAREER-AND-TECHNICAL-ED-IND-CD of "2" for the spring, then the CAREER-AND-TECHNICAL-ED-IND-CD would be reported as a "2" for Submission 3. Students, who are coded as CAREER-AND-TECHNICAL-ED-IND-CD "1", must have completed a CTE course during the course of the school year. Students who are reported with a CAREER-AND-TECHNICAL-ED-IND-CD of a "2" or "3", must have either been enrolled in a CTE course during the school year, or have already completed at least one CTE course which is part of their CTE coherent course sequence. See Special Reporting Instructions for more detailed information.

CAMPUS-ID-OF-RESIDENCE (E0903) indicates the unique campus identification number corresponding to the campus attendance area in which the student currently resides. The first six characters of CAMPUS-ID-OF-RESIDENCE must not match DISTRICT-ID.

The county-district-campus number of the campus in which the student resides is to be reported for each student who resides outside the district, regardless of where his or her parent or guardian resides. A student whose current address is outside the boundary of the state of Texas must be reported with a STUDENT-ATTRIBUTION-CODE of 07 and a CAMPUS-ID-OF-RESIDENCE of 255000000.

A district receiving students from another district that does not offer all grade levels (for example, high school students from a district that only offers K-8) should show those students as transfer students, with their CAMPUS-ID-OF-RESIDENCE reflecting the last campus they attended at the previous district. In this case, transfers are performed de facto by the two districts' boards, and an Application for Transfer does not have to be completed or approved.

All criteria for approving or disapproving transfers are set by the receiving district, unless a district's transfers in total would affect the ethnic makeup of either district by more than 1%, which would trigger the Federal Desegregation Court Order for Texas. Students who move from one campus to another (or from one attendance zone to another) within a district are not transfer students.

LAST-DATE-OF-ENROLLMENT (E1044) indicates a student's final date of enrollment in a school year.

LAST-DATE-OF-ENROLLMENT is mandatory for students in grades 7-12 and is collected only in submission 3.

LAST-DATE-OF-ENROLLMENT is the student's final day of enrollment in the regular school year.

- If the student was enrolled in the district on the final day of the regular school year, the LAST-DATE-OF-ENROLLMENT is the final day of the school year.
- If the student was enrolled in the district at some time during the year, but not on the final day of the school year, the LAST-DATE-OF-ENROLLMENT is the last day the student was enrolled in the district.

Each student has only one LAST-DATE-OF-ENROLLMENT regardless of the number of times he or she was enrolled during the school year. If a student was enrolled in the district, left, and then enrolled again, LAST-DATE-OF-ENROLLMENT is the student's final date of enrollment.

AMERICAN-INDIAN-ALASKA-NATIVE-CODE (E1059) indicates a person having origins in any of the original peoples of North and South America (including Central America).

ASIAN-CODE (E1060) indicates a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

BLACK-AFRICAN-AMERICAN-CODE (E1061) indicates a person having origins in any of the black racial groups of Africa.

NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE (E1062) indicates a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

WHITE-CODE (E1063) indicates a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

STUDENT-ATTRIBUTION-CODE (E1000) indicates whether the student:

- attends an open enrollment charter school;
- is served in a juvenile justice alternative education program (JJAEP);
- attends school in the district through a Public Education Grant (PEG);
- attends school by means of a transfer between school districts;
- attends school in the district, lives outside the boundaries of the state of Texas, and therefore is not an inter-district transfer;
- lives in Texas but outside district boundaries and is served in a juvenile pre-adjudication secure detention facility or a juvenile post-adjudication secure correctional facility;
- lives in Texas but outside district boundaries and is served in a residential treatment center;
- is served by the Texas School for the Deaf as a parent referral;

2015-2016 PEIMS Data Standards

- or is a student with a disability enrolled by their parent(s) in a private school (including a home school) but who receives special education and/or related services from the public school district under an individualized services plan (ISP).

All open-enrollment charter schools must report a STUDENT-ATTRIBUTION-CODE other than “00” for each student that is enrolled. This rule applies to each PEIMS submission that reports students. Open-enrollment charter schools may use any applicable STUDENT-ATTRIBUTION-CODE depending on the individual enrollment circumstances of each student. Open Enrollment Charter Schools may not report STUDENT-ATTRIBUTION-CODE 03 – Public Education Grant (PEG). Charter school campuses are not included on the PEG list (even if their performance meets the eligibility criteria) because charters are schools of choice and students at a charter school are eligible to “transfer” back to their home school district whenever they desire.

STUDENT-ATTRIBUTION-CODE for school districts, excluding open-enrollment charter schools, may be any valid attribution code depending on the individual enrollment circumstances of each student.

STUDENT-ATTRIBUTION-CODE 12 (Private School) is only reported for special education students who are enrolled in a non-public school (private school or home school) and are served with special education services under an Individualized Service Plan (ISP). For Submission 1, these students must be reported with ADA Eligibility Code 0 – Enrolled, Not in Membership. Additionally, these students must also be enrolled on the Snapshot date (last Friday in October) to be reported with Student Attribution Code 12. Otherwise, if these students are secondary students (grades 7-12) and were enrolled in the prior year and/or the current year, then they will likely be reported with Student Attribution Code 00 – No Attribution. For Submission 3, Student Attribution Code 12 students are not reported with an attendance record for the time of enrollment that they were “not in membership”.

STUDENT-ATTRIBUTION-CODEs “21” – “28” are only to be reported by LEAs that serve students in Texas Juvenile Justice Department (Formerly Texas Youth Commission) schools or Residential Treatment facilities.

Summary of C161 STUDENT-ATTRIBUTION-CODEs 21-28.

Code	Facility	Court-ordered?		Regularly assigned to district? *	
		Yes	No	Yes	No
21	Residential treatment facility	X			X
22	Residential treatment facility	X		X	
23	Residential treatment facility		X		X
24	Residential treatment facility		X	X	
25	Texas Juvenile Justice Department (TJJD)	X			X
26	Texas Juvenile Justice Department (TJJD)	X		X	
27	Texas Juvenile Justice Department (TJJD)		X		X
28	Texas Juvenile Justice Department (TJJD)		X	X	

*“Regularly assigned to district” means that the student was a resident of the LEA immediately prior to being placed in one of these special facilities.

AS-OF-STATUS-CODE (E1002) indicates the student's current status in the district on the Submission 1 and 3 as-of dates.

For Submission 1, AS-OF-STATUS-CODE is required and indicates a student's school-start window and Snapshot date enrollment status for the current year. Report codes A – G and X only.

For Submission 3, AS-OF-STATUS-CODE is required and indicates a student's enrollment status in the district on the final day of the school year. Report codes H, I, and X only.

For Submission 4, the AS-OF-STATUS-CODE is not reported.

AS-OF-STATUS-CODEs A through G are reported in Submission 1 and only in Submission 1 and indicate student enrollment status within the school-start window and on the PEIMS fall as-of-date in the current year.

AS-OF-STATUS-CODEs A, D, and E indicate that the student was enrolled last year but not in the school-start window this year.

AS-OF-STATUS-CODEs B, D, and F are used by TEA to determine the fall as-of date enrollment for each district. Students coded with B's may or may not have been enrolled in the district during the prior year.

AS-OF-STATUS-CODE C indicates that a student was enrolled in the district in the school-start window during the current year, but not on the fall as-of date. Students coded with C's may or may not have been enrolled in the district during the prior year.

Districts are required to report students who were not prior year students and were not enrolled on the current year fall as-of date. Students coded with C's are not counted as enrolled students when TEA publishes enrollment counts by district.

2015-2016 PEIMS Data Standards

AS-OF-STATUS-CODE X is used in both Submissions 1 and 3 for students in grades EE-06 and first time 7th graders.

AS-OF-STATUS-CODEs H and I are used in Submission 3 and only in Submission 3 and indicate student enrollment status in the district on the final day of the school year.

For grades 07-12, for Submission 3, AS-OF-STATUS-CODE indicates student enrollment status on the final day of the school year and only AS-OF-STATUS-CODEs H and I are used.

The final day of the school year is determined by instructional track and local school calendar. A student may be absent on the last day, but have an AS-OF-STATUS-CODE of H. Any student with an AS-OF-STATUS-CODE of H in Submission 3 will have a 400 Student - Basic Attendance record in the 6th reporting period except when ADA-ELIGIBILITY-CODE is 0.

GRADE-LEVEL-CODE (E0017) indicates the current grade level of the student.

For Submission 1, the Grade Level Code of a student enrolled in the current school reflects the most current grade level of the student.

For Submission 1, the Grade Level Code of a school leaver refers to the last grade of enrollment. Students who complete a grade, but do not return to school within the school-start window the following year, will be reported with the last grade level during the last year of enrollment.

For Submission 3 and 4, Grade Level Code refers to the last grade level at the end of the school year or on the last day of enrollment of the school year.

MIGRANT-INDICATOR-CODE (E0984) indicates whether the student (ages 3-21) is, or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work:

- 1) has moved from one school district to another; or
- 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

A migrant student does not have to actually receive migrant-funded services in order to be coded as a participant in the program (MIGRANT-INDICATOR CODE 1). The student simply has to be eligible under the federal legal definition of an eligible migrant child.

The MIGRANT-INDICATOR-CODE identifies every migrant student enrolled in any LEA in any LEA in the state. A migrant student should be reported with MIGRANT-INDICATOR CODE of 1 whether the district receives migrant funds or not.

Migrant students who have a MIGRANT-INDICATOR-CODE of 1 must have a current Certificate of Eligibility (COE) on file at the district or regional education service center completed and signed by an individual trained by the Texas Migrant Education Program (MEP). The district should ensure that all school-aged children coded on PEIMS and all children listed on the COE should match. Questions regarding eligibility, program qualification, etc. should be directed to the migrant funded staff at the regional education service center.

Migrant students ages 3-21 who are enrolled in school in campus-based programs, but who have not yet received a high school diploma are coded 1. A migrant student ages three and four, who are enrolled in home-based early childhood programs, should be coded as "enrolled, but not in membership." Note that migrant students ages 5-21 who are **not** enrolled in school (what the Migrant Education Program calls residency-only students) are **not** reported in PEIMS.

For Submission 1, the MIGRANT-INDICATOR-CODE is reported as MIGRANT-INDICATOR-CODE 1 for a migrant student who has a current Certificate of Eligibility (COE) on file at the district or regional education service center completed and signed by an individual trained by the Texas Migrant Education Program (MEP) as of the last Friday in October (Fall Snapshot).

For Submission 3, the MIGRANT-INDICATOR-CODE is reported as MIGRANT-INDICATOR-CODE 1 for a migrant student who has a current Certificate of Eligibility (COE) on file at the district or regional education service center completed and signed by an individual trained by the Texas Migrant Education Program (MEP) as of the last day of enrollment for the student during the school year.

CAMPUS-ID-OF-ENROLLMENT (E0782) indicates the unique campus identification number of the campus in which the student is enrolled.

The last three characters of CAMPUS-ID-OF-ENROLLMENT must be in the range of 001-698. ORGANIZATION-CODE 699 is designated for summer school, and is never used in reporting student data.

For Submission 1, CAMPUS-ID-OF-ENROLLMENT is required and allowed on the 101 record only for students with AS-OF-STATUS-CODEs of "C", "E", or "G".

For Submission 3, CAMPUS-ID-OF-ENROLLMENT must be blank on the 101 record.

For Submission 4, CAMPUS-ID-OF-ENROLLMENT is required and allowed on the 101 record only for students participating in the Bilingual/ESL Summer School program.

CAMPUS-ID-OF-ACCOUNTABILITY (E1027) indicates the campus number to which a student’s attendance and/or leaver accountability data are attributed for campus accountability purposes.

This field is used for students who were enrolled only at a DAEP and/or a JJAEP. CAMPUS-ID-OF-ACCOUNTABILITY cannot be a DAEP and/or a JJAEP.

CAMPUS-ID-OF-ACCOUNTABILITY will be reported in Submissions 1 and 3.

When reported in Submission 1, this field is used to determine assessment data attribution for campus accountability for a student enrolled at a DAEP or JJAEP campus on the fall snapshot.

When reported in Submission 3, this field is used to determine attendance and/or leaver data attribution for campus accountability.

Please note that any time a district is required to report a CAMPUS-ID-OF-ACCOUNTABILITY, it must be a campus within the reporting district. If a district allows a student from another district to enroll, the reporting district accepts the accountability responsibility for the student, and it cannot be attributed back to the student’s home district through the CAMPUS-ID-OF-ACCOUNTABILITY field.

SUBMISSION 3 CAMPUS-ID-OF-ACCOUNTABILITY DETERMINATION

(Applicable to Attendance and Leaver Data ONLY)

CAMPUS-ID-OF-ACCOUNTABILITY is determined using attendance data. In most cases, the CAMPUS-ID-OF-ACCOUNTABILITY is assigned by determining the campus with the highest REPORTING-PERIOD-INDICATOR-CODE. In the case of a student with attendance at any campus that is not a DAEP or a JJAEP, no CAMPUS-ID-OF-ACCOUNTABILITY reporting is required. In the case of a student with attendance only at a DAEP and/or a JJAEP, a CAMPUS-ID-OF-ACCOUNTABILITY must be reported. The following table shows how TEA performs accountability attribution using student attendance data during a given school year and for leavers from the same school year, as reported in the fall, for students who attend only DAEP and/or JJAEP campuses. The Xs represent enrollment at these campuses.

Campus that is not a DAEP or JJAEP	DAEP campus	JJAEP campus	Campus of accountability	Campus of accountability determined by:
X			Instructional campuses other than DAEPs or JJAEPs	attendance*
X	X			attendance*
X		X		attendance*
X	X	X		attendance*
	X	X		E1027**
	X			E1027**
		X		E1027**

* CAMPUS-ID-OF-ACCOUNTABILITY must be blank.

** CAMPUS-ID-OF-ACCOUNTABILITY must not be blank.

BILINGUAL/ESL-SUMMER-SCHOOL-INDICATOR-CODE (E1028) indicates whether the student participated in the Bilingual/ESL Summer School program as described in TEC §29.060 and 19 TAC §89.1250.

BILINGUAL/ESL-SUMMER-SCHOOL-INDICATOR-CODE is reported in Submission 4 only.

Districts will report Bilingual/ESL Summer School data in Submission 4 only if the district served students through the Bilingual/ESL Summer School Program in accordance with TEC §29.060 and 19 TAC §89.1250.

To be eligible for enrollment in the Bilingual/ESL Summer Program, a student must be limited English proficient (LEP) and must be eligible for admission to kindergarten or first grade at the beginning of the next school year. LEP shall be determined by screening students using oral proficiency instruments approved by the Commissioner of Education.

Every LEP student who is eligible for admission to kindergarten or first grade at the beginning of the next school year and who participates in the Bilingual/ESL Summer School Program for at least one day should have a BILINGUAL/ESL-SUMMER-SCHOOL-INDICATOR-CODE of "1". GRADE-LEVEL-CODE should indicate the student’s grade level during the regular school year or the grade level in which the student would have been if the student did not attend school during the regular school year.

TEA will determine the number of Bilingual/ESL Summer School Program teaching units by dividing the total number of students reported with BILINGUAL/ESL-SUMMER-SCHOOL-INDICATOR-CODEs of "1" by 18 and rounding to the next highest whole number. A district’s Bilingual/ESL Summer School Program allotment will be based on the number of teaching units.

In order for a district to receive Bilingual/ESL Summer School Program funding, the district must report BILINGUAL/ESL-SUMMER-SCHOOL-INDICATOR-CODEs of "1" on 101 Student - Demographic records for students who participate in the Bilingual/ESL Summer School Program.

Districts should retain locally for audit purposes the starting and ending dates of the Bilingual/ESL Summer School Program.

LEP students participating in the Bilingual/ESL Summer School Program may also participate in Extended School Year (ESY) Services if the students have been identified as being eligible for these services/programs. However, participation in the

Bilingual/ESL Summer School Program is separate and apart from ESY and is not dependent upon participation in either program.

HISPANIC-LATINO-CODE (E1064) indicates a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

ECONOMIC-DISADVANTAGE-CODE (E0785) indicates the student's economic disadvantage status.

Regardless of the level of participation in a school lunch program, LEAs determine the Economic Disadvantaged status of students each school year upon enrollment. In many cases the Economic Disadvantaged status is derived from documents used in the National School Lunch Program (NLSP). If these documents are not available to assist LEA staff in determining the Economic Disadvantaged status of students, then the LEA may need to develop its own survey instrument using the available criteria from the United States Department of Agriculture (USDA).

For LEAs participating in the NSLP Provision 2 program

When reporting the ECONOMIC-DISADVANTAGE-CODE, districts that are in the second or subsequent year of operation under Provision 2 of the National School Lunch and Child Nutrition Program may use the student eligibility data from the base year for those students who are still in the district. Provision 2 LEAs must report any new student enrolled in the second or subsequent year of the program as either Economic Disadvantaged code 00 or 99 depending upon the eligibility of the student.

Although Provision 2 LEAs must also determine the economic status of each new student, this cannot be accomplished through the use of the Free and Reduced Price Lunch Application Form. LEAs can ask for information needed to determine the Economic Disadvantaged Status of students as a part of the enrollment process.

The ECONOMIC-DISADVANTAGE-CODE is reported based on a student's status as follows:

AS-OF-STATUS-CODEs B, D, and F – report student's Economic Disadvantaged Status as of the October snapshot date;

AS-OF-STATUS-CODEs C, E, and G – report student's last Economic Disadvantaged Status in the current year;

AS-OF-STATUS-CODE A – report student's last Economic Disadvantaged Status from the prior year.

For Submission 3, ECONOMIC-DISADVANTAGE-CODE is reported based on a student's last status at the end of the school year or at the end of the student's enrollment period; whichever comes last.

For Submission 4, ECONOMIC-DISADVANTAGE-CODE is not reported.

Reporting Requirements

Districts must take appropriate measures to ensure that prior year students who are "no shows" in the current year are not "rolled over" in the student system and reported as enrolled students in the district's PEIMS Submission 1. If this happens, these students may be on the district's underreported student listing the next year. If a student was in grade 7-12 during the prior year, does not enroll in the district within the school-start window, does not enroll in another Texas public school, does not receive a General Educational Development (GED) in Texas by August 31st, and is not accounted for by other state reconciliation processes, then a 203 Student - School Leaver record is reported. **The school-start window extends from the first day of school through the last Friday in September.**

A 100, 101, 102, and 110 Student - Enrollment record is required for every student (grades EE-12) who on the fall as-of-date was served by the district. The fall as-of date is the "October snapshot" date, usually the PEIMS fall snapshot date. (Other records are required if the student participates in special education or career and technical education).

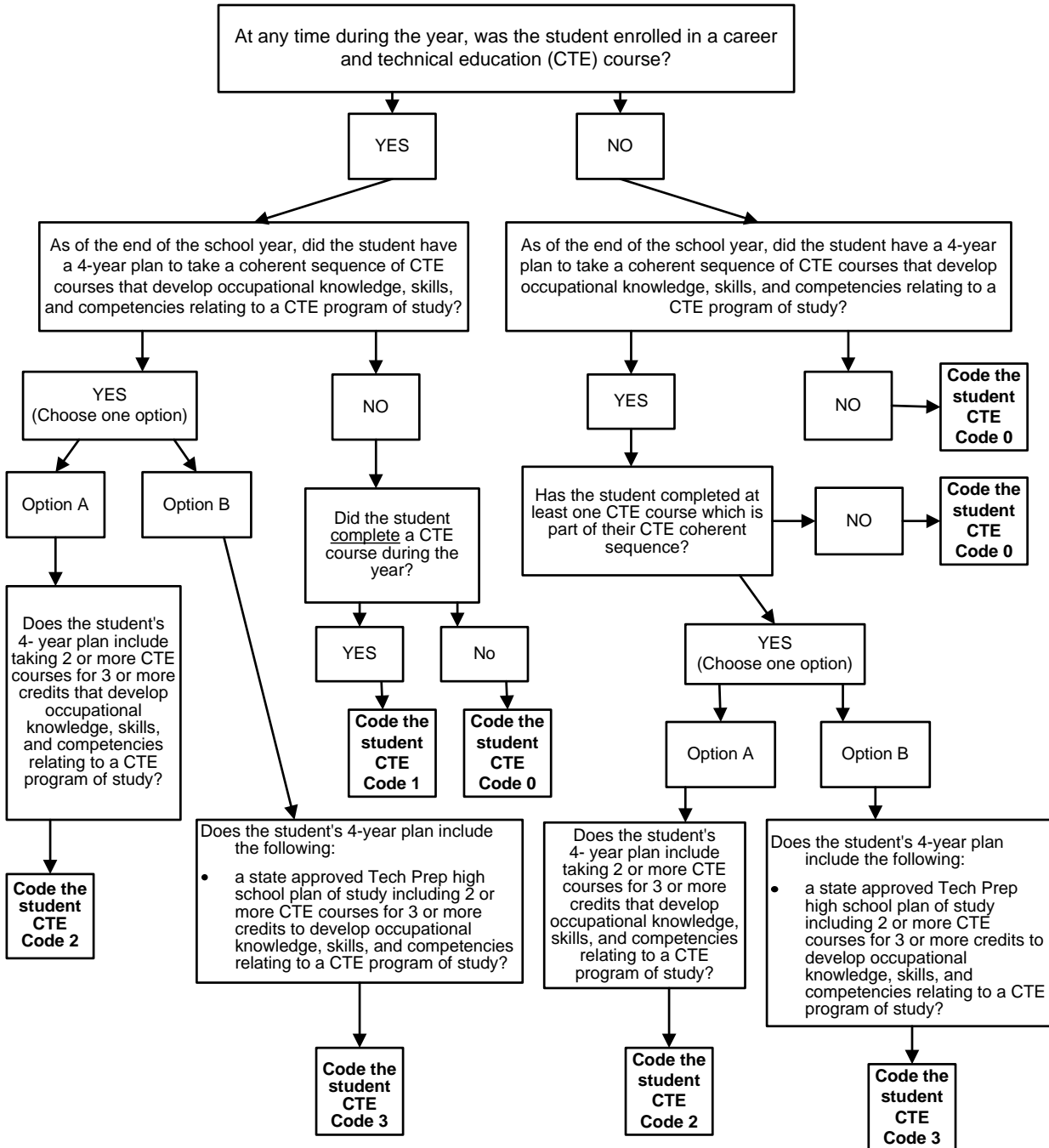
A 100, 101, and 102 Student - Demographic record is required for every student who was served in grades 7-12 in the district during the prior school year and who does not enroll in the district within the school-start window, is not enrolled in another Texas public school, does not receive a General Educational Development (GED) certificate within Texas by August 31st, and is not accounted for by other state reconciliation processes. Do not submit a 100, 101, and 102 Student - Demographic record for those students who were served in grades EE-6 during the prior school year, but who were not enrolled on the PEIMS fall as-of-date during the current school year. Additional records are required or disallowed depending on the student's GRADE-LEVEL-CODE and AS-OF-STATUS-CODE. If the grade level on the 101 Student - Demographic record is EE-6, then the only other records possible for Submission 1 are the 110, 163, 169, and 170 Student - Career and Technical Course records.

Student ethnicity and race must be reported using the federal standard required for reporting to the United States Department of Education (USDE). School districts are to report the results of the following two-part question for each student enrolled in the district. (See Appendix F of the PEIMS Data Standards for additional information. In Appendix F is a standardized form that is to be used by all Texas public schools to collect this information.)

Special Reporting Requirements

The 101 Student Demographic record must be reported for students enrolled at Texas School for the Deaf, Texas School for the Blind and Visually Impaired, and Texas Juvenile Justice Department (formerly Texas Youth Commission).

Career and Technical Education Indicator Code Summer Submission Decision Chart (E0031)



102 STUDENT DATA – DEMOGRAPHIC - TSDS: STUDENT EXTENSION COMPLEX TYPE

Input Record Type Code	District ID	Student ID	TX Unique Student ID	Early Reading Indicator Code	Foster Care Indicator Code	Military Connected Student Code	T-STEM Indicator Code	ECHS Indicator Code	Filler
E0755	E0212	E0001	E1523	E1522	E1528	E1529	E1559	E1560	
C042				C195	C196	C197	C088	C088	

Description

The 102 Student-Data - Demographic record collects the unique ID number assigned to a student by the Texas Education Agency's TSDS Unique ID application. Several other indicators are collected on this record, including the Early Reading Indicator Code for Kindergarten, First, and Second grade students.

Business Rules

STUDENT-ID (E0001) is the student's Social Security number or a state-approved alternate identification number.

When available, the student's Social Security number should be reported. If this number is not available, follow the instructions under the 100 Student Identification record for the assignment of an alternate identification number.

The first character of STUDENT-ID must be "S" or "0"- "8".

TX-UNIQUE-STUDENT-ID (E1523) identifies a unique number assigned to a student by the Texas Education Agency.

The TX-UNIQUE-STUDENT-ID is issued to schools by the TSDS Unique ID Application. The TX-UNIQUE-STUDENT-ID cannot be generated by a Local Education Agency (LEA).

EARLY-READING-INDICATOR-CODE (E1522) indicates whether a student is eligible for accelerated reading instruction as a result of reading difficulties or having dyslexia as indicated by the administered reading instrument.

The EARLY-READING-INDICATOR-CODEs 1, 2 and 3 only apply to students in grades KG, 01, and 02. Students enrolled in all other grade levels should be reported with a blank.

For Submission 1: report eligibility status based on the Beginning of Year assessment results.

For Submission 3: report eligibility status based on the latest assessment results available for the student.

For Submission 4: The EARLY-READING-INDICATOR-CODE must be blank for all students.

FOSTER-CARE-INDICATOR-CODE (E1528) indicates whether a student is in the conservatorship of the Department of Family and Protective Services (DFPS) currently, or for certain students that were previously in the conservatorship of DFPS.

The general term "foster care" for education purposes includes all students in the managing conservatorship (legal custody) of the Texas Department of Family and Protective Services (DFPS). This includes students placed by DFPS with a Kinship caregiver, when the child remains in the legal custody of Texas DFPS. The Texas Legislature only authorized TEA permission to collect the "foster care" status of students in Texas DFPS Managing Conservatorship. Students in foster care from other states must not be reported as foster care for PEIMS reporting purposes.

The Foster Care Indicator Code is reported in fall, summer, and extended year submissions (submissions 1, 3, and 4).

For Submission 1, report the Foster Care Indicator Code for each student reported in the fall snapshot data submission based on the foster care status as of the last Friday in October. The Foster Care Indicator Code cannot be reported for students who are being reported as leavers and have not returned to enrollment in the current school year.

For Submission 3, all students identified as being in foster care for the fall submission must also be coded and reported as being in foster care in the summer submission (Submission 3).

For submission 4, report the Foster Care Indicator Code for any student who is included in submission 4 based on their foster care status as reported in the summer submission (Submission 3). The foster care data is reported in submission 4 to comply with TEC 25.007 concerning the Agency's legislative requirement to facilitate access to credit recovery, high school completion, and dual credit programs for foster care students.

Please refer to the Student Attendance Accounting Handbook Pre-kindergarten section 7.2.6 for additional information and documentation concerning pre-kindergarten foster care student eligibility.

The following link <http://tea.texas.gov/FosterCareStudentSuccess/> provides additional information related to the foster care provisions, resources, and opportunities for LEAs.

Documentation required for a school to report a student as a Foster Care student is as follows:

For Foster Care Indicator Code 0, no documentation is required because the student is not currently in the conservatorship of the Texas DFPS when enrolling in the school.

For Foster Care Indicator Code 1, schools may accept any official Texas Department of Family and Protective Services form, listed below, that designate that a student is in *Texas DFPS Managing Conservatorship*. A school may also accept a copy of the court order for this purpose.

Acceptable Documentation:

1. All forms in the 2085 series:
 - Foster Care/Residential Care - 2085 FC
 - Kinship or Other Non-Foster Caregiver - 2085 KO
 - Verified Kinship Foster Caregiver - 2085 KF
 - Legal Risk - 2085 LR
 - Home and Community-based Services (HCS) - 2085 HCS
 - Supervised Independent Living - 2085 SIL
 - Designation of Education Decision-Maker - 2085 E
 - Designation of Medical Consenter - 2085 B
2. DFPS Kinship Caregiver Agreement - 0695
3. Court-Order naming Texas DFPS as the Temporary Managing Conservator (TMC) or Permanent Managing Conservator (PMC).

For Foster Care Indicator Code 2, the Pre-kindergarten student is enrolling in school for the purpose of participating as an eligible student in a Pre-kindergarten program and eligibility documentation must be provided. At least annually, the Texas DFPS and Child Protective Services will mail verification letters of PK eligibility to the parents and caregivers of eligible children who in turn must provide this verification documentation to the school at enrollment.

The "foster care" status of students is highly confidential. Foster care status and related information should be handled with the utmost sensitivity and in accordance with all FERPA guidelines. All foster care related documents should be stored under lock and key with other privacy protected records. Providing training for registrars, counselors, and school staff on confidentiality and sensitivity when enrolling students in foster care is highly recommended.

Chart for determining Foster Care Indicator Code.

Foster Care Indicator Code	Student Age	Student Grade level	Student Foster Care Status
0	Any	Any	Student is not currently in the conservatorship of the Department of Family and Protective Services
1	Any	Any	Student is currently in the conservatorship of the Department of Family and Protective Services
2	3 or 4 on September 1	PK	Pre-kindergarten student was previously in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code.

MILITARY-CONNECTED-STUDENT-CODE (E1529) indicates a student enrolled in a school district or open-enrollment charter school who is a dependent of a member of the United States military service in the Army, Navy, Air Force, Marine Corps, or Coast Guard on active duty, the Texas National Guard, or a reserve force of the United States military.

The MILITARY-CONNECTED-STUDENT-CODE is reported only for students grades PK-12. The Interstate Compact on Military Students only pertains to students in grade levels KG – 12. Students in grade level PK are included to determine eligibility for participation in the Pre-kindergarten program.

The MILITARY-CONNECTED-STUDENT-CODE is reported for Submissions 1 and 3 only.

For Submission 1, report the Military Connected Student Code for each student reported in the fall snapshot data submission based on the military connected status as of the last Friday in October. The Military Connected Student Code cannot be reported for students who are being reported as leavers and have not returned to enrollment in the current school year.

For Submission 3, all students identified as being military connected students for the fall submission must also be coded and reported as being military connected students in the summer submission (Submission 3)

Students in grade level PK who are eligible for pre-kindergarten as the result of being a dependent of certain military personnel can only be coded with MILITARY-CONNECTED-STUDENT-CODE 4. MILITARY-CONNECTED-STUDENT-CODE 4 (dependent of active duty military, a military member injured or killed while on active duty) can only be reported for PK students. All other Pre-Kindergarten students (eligible or ineligible) must be reported with MILITARY-CONNECTED-STUDENT-CODE 0.

Pre-Kindergarten students can only be reported with MILITARY-CONNECTED-STUDENT-CODEs 0 and 4.

Students in grade levels KG – 12 can only be reported with MILITARY-CONNECTED-STUDENT-CODEs 0, 1, 2, and 3.

2015-2016 PEIMS Data Standards

A uniformed member of the United States military service in the Army, Navy, Air Force, Marine Corps, or Coast Guard on active duty, the Texas National Guard (Army, Air Guard, or State Guard), or a reserve force of the United States military considered Missing In Action (MIA) should be presumed to be on "active duty" until such time as a death of the military member has been confirmed.

The term "dependent", with respect to a member of a uniformed service, means the spouse of the member, an unmarried child of the member, an unmarried person who is placed in the legal custody of the member and is dependent on the member for over one-half of the person's support, resides with the member unless separated by the necessity of military service or to receive institutional care as a result of disability or incapacitation, or under such other circumstances as the Secretary concerned may by regulation prescribe and is not a dependent of a member under any other paragraph. (37 USC Sec. 401)

T-STEM-INDICATOR-CODE (E1559) indicates whether a student is enrolled in a Texas Science, Technology, Engineering, and Mathematics (T-STEM) Academy as defined in TAC §102.1093.

The data collection for this new requirement will begin in the 2015-2016 school year, and E1559 will be collected in Submissions 1, 3, and 4.

Students enrolled in T-STEM on the last Friday in October (Fall Snapshot date) are reported in Submission 1. Students enrolled in T-STEM at any point in time during the school year are reported in Submission 3. Students enrolled in T-STEM over the summer are reported in Submission 4.

ECHS-INDICATOR-CODE (E1560) indicates whether a student is enrolled in an Early College High School (ECHS) as defined in TAC §102.1091.

The data collection for this new requirement will begin in the 2015-2016 school year, and E1560 will be collected on the 102 Student Demographic record in Submissions 1, 3, and 4.

Students enrolled in an ECHS on the last Friday in October (Fall Snapshot date) are reported in Submission 1. Students enrolled in an ECHS at any point in time during the school year are reported in Submission 3. Students enrolled in an ECHS over the summer are reported in Submission 4.

203 STUDENT - SCHOOL LEAVER AND GRADUATION PROGRAM - TSDS: INTERCHANGE STUDENT ENROLLMENT – STUDENT GRADUATION PROGRAM EXTENSION COMPLEX TYPE

Input Record Type Code	District ID	Student ID	Campus ID	Leaver Reason Code	Filler	Date of Graduation	Graduation Type Code	FHSP Participant Code	FHSP Disting Level Achieve Indicator Code
E0755	E0212	E0001	E0266	E1001		E0791	E0806	E1541	E1542
C042				C162			C062	C199	C199

Filler	Local Student ID	STEM Endorsement Indicator Code	Business and Industry Endorsement Indicator Code	Public Services Endorsement Indicator Code	Arts and Humanities Endorsement Indicator Code	Multi-Disciplinary Studies Endorsement Indicator Code	Individual Graduation Committee Graduate Code	Individual Graduation Committee Review Code	Filler
	E0923	E1544 C199	E1545 C199	E1546 C199	E1547 C199	E1548 C199	E1562 C201	E1563 C201	

Description

The 203 Student School Leaver and Graduation Program record is reported in Submission 1 and Submission 3.

In Submission 1, the 203 Student School Leaver record identifies students who were enrolled in grades 7-12 at some point during the prior school year and did not graduate, earn a GED by August 31, or return to school enrollment by the last Friday in September (the school start window). In Submission 1, the 203 Student School Leaver record also identifies students who have graduated in the prior school year.

In Submission 3, the 203 Student Graduation Program record identifies the intent of grade 9-12 students enrolled in the Foundation High School Program by collecting the Participant Code, Distinguished Level of Achievement Indicator Code, and the Endorsement Indicator Codes.

Business Rules

STUDENT-ID (E0001) is the student's Social Security number or a state-approved alternate identification number.

The first character of STUDENT-ID must be "S" or "0"-"8".

CAMPUS-ID (E0266) indicates the unique campus identification number registered with the Texas Education Agency. It is the linking of DISTRICT-ID with the campus identification number.

For Submission 3, CAMPUS-ID on the 203 Student Graduation Program record refers to the campus that the high school student was enrolled in on the last day of the school year, or the last day of enrollment during the school year. For example, if a student was enrolled at both campus 004 and campus 003 during the course of the school year and was last enrolled at campus 003, then the 203 Student Graduation Program record should reflect the Foundation High School Program data from campus 003 and not 004.

FHSP-PARTICIPANT-CODE (E1541) – indicates whether a student is currently enrolled in the Foundation High School Program.

The FHSP-Participant-Code is reported at the end of the school year for all students in Grades 9-12. (Submission 3 only)

C199 – FHSP-Indicator Code

0 = Student is not Pursuing or Participating (Submissions 1 and 3)

1 = Student is Pursuing (Submission 3 ONLY)

2 = Student has Completed (Submissions 1 and 3)

Reminders:

Beginning with the 2014-15 school year, all students entering Grade 9 for the first time are coded as Foundation High School Program participants. Students who entered Grade 9 prior to the 2014-2015 school year and who chose to graduate on the Foundation High School Program will also be indicated as FHSP participants.

FHSP-DISTING-LEVEL-ACHIEVE-INDICATOR-CODE (E1542) – indicates whether a student is currently pursuing or has successfully completed the distinguished level of achievement program **under the Foundation High School Program** as provided by TEC 28.025 (b-15).

The FHSP-DISTING-LEVEL-ACHIEVE-INDICATOR-CODE must be reported at the end of the school year for any student who has completed or is pursuing the Foundation High School Program. (Submission 3)

The FHSP-DISTING-LEVEL-ACHIEVE-INDICATOR-CODE must be reported in the fall submission (**Submission 1**) for students who graduated under the Foundation High School Program and have completed the Distinguished Level of Achievement for the Foundation High School Program. (Graduation Type Code 34)

LOCAL-STUDENT-ID (E0923) is the student's local identification number as assigned by the district. LOCAL-STUDENT-ID is optional.

STEM-ENDORSEMENT-INDICATOR-CODE (E1544) - indicates whether a student is currently enrolled in (pursuing) or has successfully completed a Science, Technology, Engineering, and Mathematics Endorsement.

The STEM-ENDORSEMENT-INDICATOR-CODE must be reported at the end of the school year (Submission 3) for any student who has completed or is pursuing the Foundation High School Program.

The STEM-ENDORSEMENT-INDICATOR-CODE must be reported in the fall submission (Submission 1) for students who graduated under the Foundation High School Program. (Graduation Type Code 34)

BUSINESS-AND-INDUSTRY-ENDORSEMENT-INDICATOR-CODE (E1545) - indicates whether a student is currently enrolled in (pursuing) or has successfully completed a Business and Industry Endorsement.

The BUSINESS-AND-INDUSTRY-ENDORSEMENT-INDICATOR-CODE must be reported at the end of the school year (Submission 3) for any student who has completed or is pursuing the Foundation High School Program.

The BUSINESS-AND-INDUSTRY-ENDORSEMENT-INDICATOR-CODE must be reported in the fall submission (Submission 1) for students who graduated under the Foundation High School Program. (Graduation Type Code 34)

PUBLIC-SERVICES-ENDORSEMENT-INDICATOR-CODE (E1546) - indicates whether a student is currently enrolled in (pursuing) or has successfully completed a Public Services Endorsement.

The PUBLIC-SERVICES-ENDORSEMENT-INDICATOR-CODE must be reported at the end of the school year (Submission 3) for any student who has completed or is pursuing the Foundation High School Program.

The PUBLIC-SERVICES-ENDORSEMENT-INDICATOR-CODE must be reported in the fall submission (Submission 1) for students who graduated under the Foundation High School Program. (Graduation Type Code 34)

ARTS-AND-HUMANITIES-ENDORSEMENT-INDICATOR-CODE (E1547) - indicates whether a student is currently enrolled in (pursuing) or has successfully completed an Arts and Humanities Endorsement.

The ARTS-AND-HUMANITIES-ENDORSEMENT-INDICATOR-CODE must be reported at the end of the school year (Submission 3) for any student who has completed or is pursuing the Foundation High School Program.

The ARTS-AND-HUMANITIES-ENDORSEMENT-INDICATOR-CODE must be reported in the fall submission (Submission 1) for students who graduated under the Foundation High School Program. (Graduation Type Code 34)

MULTI-DISCIPLINARY-STUDIES-ENDORSEMENT-INDICATOR-CODE (E1548) - indicates whether a student is currently enrolled in (pursuing) or has successfully completed a Multi-Disciplinary Studies Endorsement.

The MULTI-DISCIPLINARY-STUDIES-ENDORSEMENT-INDICATOR-CODE must be reported at the end of the school year (Submission 3) for any student who has completed or is pursuing the Foundation High School Program.

The MULTI-DISCIPLINARY-STUDIES-ENDORSEMENT-INDICATOR-CODE must be reported in the fall submission (Submission 1) for students who graduated under the Foundation High School Program. (Graduation Type Code 34)

INDIVIDUAL-GRADUATION-COMMITTEE-GRADUATE-CODE (E1562) indicates whether a student for whom an Individual Graduation Committee (IGC) was established has graduated based on an IGC decision. This is reported for graduates in Submission 1 only.

INDIVIDUAL-GRADUATION-COMMITTEE-REVIEW-CODE (E1563) indicates whether an Individual Graduation Committee (IGC) has been established for a student. This is only reported for 11th and 12th grade students in Submission 3.

Reporting Requirements

Submission 3 Reporting Requirements

The 203 Student Graduation Program record identifies the Foundation High School Program graduation intention of grade 9 – 12 students enrolled at the end of the school year or their enrollment term for the school year. This reporting is accomplished by collecting the Foundation High School Program Participant Code, Distinguished Level of Achievement Indicator Code, and the Endorsement Indicator Codes.

Foundation High School Program Graduation Intention Reporting Requirements

Grade Level on Last Day of Enrollment	AS-OF-STATUS-CODE	Record Required			
		100	101	102	203
EE- 6	X	Yes	Yes	Yes	No
7-8	H	Yes	Yes	Yes	No
7-8	I	Yes	Yes	Yes	No
9-12	H	Yes	Yes	Yes	Yes
9-12	I	Yes	Yes	Yes	Yes

If a student is reported as enrolled in the Foundation High School Program, then they must also be reported with the Distinguished Level of Achievement Indicator Code and the Endorsement Indicator Codes. Otherwise, the Distinguished Level of Achievement Indicator Code and the Endorsement Indicator Codes must be blank.

Additional Information – TEA Power Point on IGC:

Senate Bill 149 – IGS: Established the Individual Graduation Committee option for students who cannot pass all five of the mandated End-of-Course exams required for graduation. Two elements capture the IGC student information. Both use code table C201 – Individual Graduation Committee Code: **00=Not applicable, 01=IGC reviewed (Sub 3 only) and 02=IGC Graduate (Sub 1 Only)**

Individual-Graduation-Committee-Graduate-Code (E1562) – indicates whether a student for whom an IGC was established has graduated based on an IGC decision. **This is reported for graduates in Submission 1 ONLY.** For sub 1 the only IGC codes reported are 00 or 02.

Individual-Graduation-Committee-Review Code (E1563) – indicates whether an IGC has been established for a student. This is only reported for 11th and 12th grade student **in Submission 3.** Grades 11th and 12th checked with fatal edit. **For Submission 3,** the only Individual-Graduation-Committee-Codes (C201) reported are: **00 – Not Applicable or 01 – IGC Reviewed (Sub 3 Only).**

Do not report the entire grade 11 and/or 12 population as “IGC Reviewed” unless each student has failed to pass not more than 2 EOC exams and has been assigned an IGC.

Refer to the Commissioner’s rules (TAC 74.1025) for additional guidance on the assignment of students to an IGC.

300 COURSE SECTION DATA – CAMPUS - *TSDS: INTERCHANGE EDUCATION ORGANIZATION – CLASS PERIOD COMPLEX TYPE, COURSE COMPLEX TYPE, INTERCHANGE MASTER SCHEDULE – SECTION EXTENSION COMPLEX TYPE*

Input Record Type Code	District ID	Campus ID	Class ID Number	Service ID	Class Period	Course Sequence Code	Non Campus Based Instruction Code	Filler
E0755	E0212	E0266	E1056	E0724	E1074	E0948	E1072	
C042				C022		C135	C182	

Description

The 300 Campus - Course Section record is used to capture the complete course offerings for a particular campus. This information is then used for translating the data submitted for staff and student course participation in order to identify the classes enrolled in by students and classes taught by teachers.

Business Rules

CAMPUS-ID (E0266) indicates the unique campus identification number registered with the Texas Education Agency. It is the linking of DISTRICT-ID with the campus identification number.

CLASS-ID-NUMBER (E1056) is a number identifying a unique course section that is unique for a particular school year, Campus, and SERVICE-ID.

The CLASS-ID-NUMBER may be any 14 character district defined identifier comprised of letters and/or numbers.

The CLASS-ID-NUMBER and SERVICE-ID must be unique for a particular course section at the campus level and match an entry on the 300 Course Section record.

SERVICE-ID (E0724) refers to the services supplied by staff.

For the 300 Course Section record, do not include courses with SERVICE-IDs that begin with SA, SE, SR, SS, 01, 8, or 9. Additionally the SERVICE-IDs for Prekindergarten and Kindergarten that begin with “02” cannot be reported on the 300 Course Section record. This rule is enforced by a fatal edit.

SERVICE-ID 02000000, Elementary, Grades 1-6, should be used only when a teacher is serving multi-grade or ungraded student populations, typically in a pullout program. It is not used for those situations where a district assigns a teacher two contiguous grades of students because neither grade has enough students to allow for a single classroom.

For elementary school courses, districts have the option of using either the generic elementary SERVICE-IDs (02010000 - Grade 1, 02020000 - Grade 2, 02030000 - Grade 3, 02040000 - Grade 4, 02050000 - Grade 5, 02060000 - Grade 6) for the core curriculum or the subject specific Service IDs in the student and teacher scheduling system(s). However, the district should make the decision to report these elementary Service IDs based upon how the students will be reported on the 415 Course Completion record in the summer submission. A school will not be able to report teachers using one method and students with the other as the data will not pass the fatal edits in the summer submission for the Classroom Link data reporting.

CLASS-PERIOD (E1074) is the class period identifier that illustrates the time of the school day that a particular class was offered. The value reported for CLASS-PERIOD may consist of any combination of letters (A – Z) and/or numbers (0 – 9). The value reported for CLASS-PERIOD is useful to school teachers and administrators who review classroom performance data in the Student Assessment Data Portal.

COURSE-SEQUENCE-CODE (E0948) indicates which portion of a course that is more than one semester in length is being reported. The COURSE-SEQUENCE-CODE identifies the order in which the course was scheduled in the class scheduling system.

NON-CAMPUS-BASED-INSTRUCTION-CODE (E1072) indicates that a course was offered for class credit or student achievement, but 1) was not taught by a school district/charter school employee or a contracted teacher, or 2) was taught by a school district/charter school employee or a contracted teacher at a facility other than the campus where the student is enrolled.

NON-CAMPUS-BASED-INSTRUCTION-CODE Reporting Guidelines

01 - College Campus Based Course - College course (usually a dual credit course) is taught either on a college campus or a high school campus by an instructor not employed by the LEA. College courses taught on a high school campus by a LEA teacher with college credentials cannot be coded with NON-CAMPUS-BASED-INSTRUCTION-CODE 01.

02 - Electronic/Internet/Correspondence Based Course – Any course that is taught not using an actual teacher (ROLE-ID 087 or 047) in the classroom where the student(s) meet for the class. Examples include internet delivered curriculum, academic instructional software programs, video instruction (live or recorded), online courses, etc...

03 - Non-District Teacher Providing Classroom Instruction Services – This course is taught by a teacher that is employed by another school district/charter. The “classroom” could be at any suitable location. Do not use this code for reporting college instructors.

04 – Texas Virtual School Network (TxVSN) Online Schools program (Formerly Electronic Course Program (eCP)) – This is a full-time virtual program available only to eligible students in grade levels 3 - 12 who are enrolled in an eligible LEA participating

in the program. For additional information and rules refer to the Student Attendance Accounting Handbook. **In order for a school to receive state funding for students enrolled in the TxVSN online school, all TxVSN Online Schools program course sections offered to students must be reported with this code.**

05 - Texas Virtual School Network (TxVSN) Statewide Online Course Catalog – This program provides a supplemental statewide online course catalog of high school, advanced placement, and dual credit courses to eligible students in grade levels 9 - 12 who are enrolled in the LEA. For additional information refer to the Student Attendance Accounting Handbook. **In order for a school to receive state funding for students enrolled in courses offered through the TxVSN statewide course catalog, all TxVSN Statewide course catalog course sections offered to students must be reported with this code.**

06 - Non-Campus Teacher Providing Instruction at Another District Facility – These courses are taught in the district at a location that does not have its own campus number. An example of this would be when the CTE program courses are all taught at a central CTE location that is not eligible for its own campus number. These teachers are not associated with any other campus in the LEA.

07 - Juvenile Justice Alternative Education Program (JJAEP) - TEC 37.011 – These courses are always taught at a JJAEP that has been established in accordance with TEC 37.011, and are taught by teachers that are hired or are paid for by the JJAEP.

08 - Credit by Exam – This code reflects those courses for which a student earned credit through the official “credit by exam” process.

09 - Out of District DAEP Program – This code reflects those courses that a student is assigned to while placed in a DAEP that is physically located in another school district or charter school. While this code is similar to the “Non District Teacher “code 03, it is limited to those instances of a student attending a DAEP that is physically under the control of another school district or charter school.

10 - Non-District PE Substitution Program (Limited to Service IDs PES00008 - PES00011) – The use of this code is limited to those cases where the LEA has authorized a student to earn PE credit by participating in a physical education activity that is not offered by the LEA. These include such things as gymnastic organizations, etc...

99 – Other - The use of this code is limited to those situations where no other Non Campus Based Instruction code listed above applies and the teacher, if applicable, in the classroom is not employed by or under direct contract to the LEA. The use of Non Campus Based Instruction Code 99 should be rare.

Reporting Requirements

One 300 Course Section record must be submitted in submission 3 for each reportable unique class (course section) that was offered during the school year. Report all courses offered through a campus regardless of the method of instructional delivery. If a student is being instructed in a particular Service on or through a campus, then the information for that SERVICE-ID should be included on the 300 Course Section record. Each LEA must begin tracking the course sections for reporting purposes as of the PEIMS fall snapshot date and for any course sections that were completed prior to the PEIMS fall snapshot date.

For each 300 Campus - Course Section record reported there must be a matching 305 record where CAMPUS-ID, SERVICE-ID, CLASS-ID-NUMBER, and COURSE-SEQUENCE-CODE is the same. This rule checks the data key between the 300 Course Section and the 305 Teacher Class Assignment record and is enforced by a fatal edit.

For each 300 Campus - Course Section record where NON-CAMPUS-BASED-INSTRUCTION-CODE is “00”, there must be a matching 305 record (DISTRICT-ID, CAMPUS-ID, SERVICE-ID, CLASS-ID-NUMBER, and COURSE-SEQUENCE-CODE, where CLASS-ROLE is ‘01’ (Teacher of Record). This rule ensures that each course section offered at a campus that should have a teacher assigned to it, does indeed have a teacher reported for that section. This rule is enforced by a fatal edit.

For each 300 Campus - Course Section record, there must be a matching 415 Student - Course Completion record where CAMPUS-ID-OF-ENROLLMENT matches CAMPUS-ID, and SERVICE-ID, CLASS-ID-NUMBER, and COURSE-SEQUENCE-CODE is the same. This rule ensures that each course section offered at a campus has at least one student assigned to that course section. This rule is enforced by a fatal edit.

For students that are placed in or are expelled to a DAEP program, or expelled to a JJAEP, the campus that enrolls the student during these disciplinary removals is responsible for creating the 300 Course Section records that reflect the new course sections to which the student has been assigned while attending a DAEP or a JJAEP.

Special Reporting Requirements

Texas School for the Deaf (TSD) and Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice Department (TJJD) (formerly TYC) must report the 300 Course Section record.

305 STAFF DATA – TEACHER CLASS ASSIGNMENT – TSDS: INTERCHANGE MASTER SCHEDULE – SECTION EXTENSION COMPLEX TYPE, INTERCHANGE STAFF ASSOCIATION - TEACHER SECTION ASSOCIATION EXTENSION COMPLEX TYPE

Input Record Type Code	District ID	Staff ID	Campus ID	Role ID	Service ID	Class ID Number	Course Sequence Code	Population Served Code	Class Role	Assignment Begin Date	Assignment End Date	Filler
E0755	E0212	E0505	E0266	E0721	E0724	E1056	E0948	E0747	E1067	E1065	E1066	
C042				C021	C022		C135	C030	C180			

Description

The 305 record is used to capture the classroom assignments for classroom teachers only (Role IDs 087 and 047 only). This information is also used to link back to the 300 Course Section record in order to identify the classroom information associated with a teacher's respective class assignments. This information is collected in Submission 3 only.

Business Rules

STAFF-ID (E0505) is the person's Social Security number.

CAMPUS-ID (E0266) indicates the unique campus identification number registered with the Texas Education Agency.

ROLE-ID (E0721) identifies the capacity in which a person serves. Examples of roles are teacher, art therapist, and superintendent. For the 305 Teacher Class Assignment record, the only staff reported are those with ROLE-IDs 087 and 047. All other roles are not reported on this record. Do not report any staff roles other than 047- Teacher or 047 – Substitute Teacher. Do not report the substitute teachers as assigned to a particular course section unless the substitute teacher has replaced a teacher who died, resigned, or was terminated.

SERVICE-ID (E0724) refers to the services supplied by staff. For the 305 Teacher Class Assignment record, do not include courses with SERVICE-IDs that begin with SA, SE, SR, SS, 01, 8, or 9. Additionally the SERVICE-IDs for Prekindergarten and Kindergarten that begin with "02" cannot be reported on the 305 Teacher Class Assignment record. This rule is enforced by a fatal edit. SERVICE-ID 02000000, Elementary, Grades 1-6, should be used only when a teacher is serving multi-grade or ungraded student populations, typically in a pullout program. It is not used for those situations where a district assigns a teacher two contiguous grades of students because neither grade has enough students to allow for a single classroom.

For elementary school courses, districts have the option of using either the generic elementary SERVICE-IDs (02010000 - Grade 1, 02020000 - Grade 2, 02030000 - Grade 3, 02040000 - Grade 4, 02050000 - Grade 5, 02060000 - Grade 6) for the core curriculum or the subject specific Service IDs in the student and teacher scheduling system(s). However, the district should make the decision to report these elementary Service IDs based upon how the students will be reported on the 415 Course Completion record in the summer submission. A school will not be able to report teachers using one method and students with the other as the data will not pass the fatal edits in the summer submission for the Classroom Link data reporting.

CLASS-ID-NUMBER (E1056) identifies the type of class providing instruction to students in particular class settings.

The CLASS-ID-NUMBER and SERVICE-ID reported on the 305 Teacher Class Assignment record must be unique for a particular course section at the campus level and must match an entry on the 300 Course Section record. (CAMPUS-ID, SERVICE-ID, CLASS-ID-NUMBER, and COURSE-SEQUENCE-CODE). CLASS-ID-NUMBER must be unique such that when one or more teachers are assigned to a particular course section, the teachers can be linked to a particular 300 Course Section record through the 305 Teacher Assignment Records. Additionally, the uniqueness of the CLASS-ID-NUMBER will allow the students reported on the 415 Course Completion Record to be linked to the particular 300 Course Section record. The union of these three data records creates the classroom link.

COURSE-SEQUENCE-CODE (E0948) indicates which portion of a course that is more than one semester in length is being reported. The COURSE-SEQUENCE-CODE identifies the order in which the course was scheduled in the scheduling system.

POPULATION-SERVED-CODE (E0747) identifies the student population for which a service has been designed or is intended. It does not necessarily identify the program eligibility of the students who receive the service. The POPULATION-SERVED-CODE is determined for the population which the service (class) was designed, not by the student population(s) that receives the service. If two or more populations are being served in the same course section, only one POPULATION-SERVED-CODE can be reported for that course section. If the POPULATION-SERVED-CODE intent cannot be determined, report POPULATION-SERVED-CODE 01, regular students.

CLASS-ROLE (E1067) identifies the role served by a teacher for a class. CLASS-ROLE identifies the role served by a teacher(s) in a class. The teacher(s) reported for each course section are a "Teacher of Record", "Assistant Teacher", or a "Support Teacher".

-A "Teacher of Record" is almost always in the classroom of a particular course section delivering the class curriculum delivery to students, and determining the final outcome for each student in the class.

-An “Assistant Teacher” is almost always in the classroom of a particular course section and assist the “Teacher of Record” in the delivery of the class curriculum to the students. This teacher may work with the students as a whole or in part as directed by the “Teacher of Record”.

-A “Support Teacher” is occasionally in the classroom assisting the “Teacher of Record” with the delivery of specialized instruction related to that course section for all or part of the class as directed by the “Teacher of Record”.

Each course section must be reported with at least one “Teacher of Record”. This rule is enforced by a fatal edit.

If the “Teacher of Record” changes during the duration of the course section, then the “Teacher of Record” will be shown with an ending date and the new “Teacher of Record” will be shown in the same course section with a starting date after the former “Teacher of Record” ended their service for the course section.

ASSIGNMENT-BEGIN-DATE (E1065) identifies the date a teacher was assigned, or reassigned, to a particular course section in the current school year. If more than one teacher is assigned to a course section during the duration of a course section, then there must be a 305 Teacher Class Assignment record for each teacher that was assigned to the course section. If a particular teacher is assigned to a course section, leaves that course section assignment, and then at a later date is reassigned to that course section (returns to that class at a later date), then there must be a 305 Teacher Class Assignment record for each of these teacher ASSIGNMENT-BEGIN-DATES.

ASSIGNMENT-END-DATE (E1066) identifies the last date a teacher was assigned, or reassigned to a particular course section in the current school year. If after being assigned to a particular course section a teacher leaves that course section, then there must be a 305 Teacher Class Assignment record reflecting both the ASSIGNMENT-BEGIN-DATE and the Teacher Class Assignment for that particular teacher’s segment of service to that course section. If a particular teacher is assigned to a course section, leaves that course section assignment more than once, then there must be a 305 Teacher Class Assignment record for each of these teacher ASSIGNMENT-BEGIN-DATE and ASSIGNMENT-END-DATES.

The teacher(s) that are assigned to a particular course section on the last date the course section meets must be reported on their 305 Teacher Class Assignment record(s) with an ASSIGNMENT-END-DATE that reflects the last date the class met.

Reporting Requirements

At least one 305 Teacher Class Assignment record must be submitted in submission 3 for each reportable unique class (course section) that was offered during the school year. If a student is being instructed in a particular service on or through a campus by a teacher employed or contracted for by the LEA, then the information for that SERVICE-ID should be reported on a 305 Teacher Class Assignment record. Each LEA must begin tracking the course sections for reporting purposes as of the PEIMS fall snapshot date and for any course sections that were completed prior to the PEIMS fall snapshot date. For each 305 Teacher Class Assignment record, there must be a matching 300 Course Section record with a matching CAMPUS-ID, SERVICE-ID, CLASS-ID-NUMBER, and COURSE-SEQUENCE-CODE. For a particular STAFF-ID on a 305 Teacher Class Assignment record, there must be a matching STAFF-ID on some 040 Staff Identification, 043 Staff Demographic, and 050 Staff Employment record. LEAs are required to report all teachers (Teachers of Record, Assistant Teachers, and Support Teachers) that provide instructional services for a particular class, excluding the Service IDs that are not reportable. For example, if a teacher rotates through each of the third grade classes providing a reading service to the students, then that teacher would have a “class role” of “support teacher” and would be assigned to and reported with each class (course section) that they provide the instructional reading service.

LEAs are required to report the actual ASSIGNMENT-BEGIN-DATES and the ASSIGNMENT-END-DATES for all teachers (Teachers of Record, Assistant Teachers, and Support Teachers) associated with a particular class (course section). For example, if a particular section of Algebra I had two different “Teachers of Record” before the class ended, then the actual ASSIGNMENT-BEGIN-DATES and ASSIGNMENT-END-DATES for each teacher’s service would be reported on their respective 305 records.

For teaching staff that are assigned to an in-district DAEP program (not a DAEP campus), the 305 Teacher Assignment records should identify the teachers serving as either a “teacher of record”, “assistant teacher”, or “support teacher”. If the teaching staff in charge of the DAEP classrooms are merely serving as a “facilitator” for the home campus “teacher(s) of record” of the students that are assigned to the DAEP, then the DAEP facilitators should not be reported with a 305 Teacher Class Assignment record. In this scenario, the home campus “teacher(s) of record” will be reported with a 305 Teacher Class Assignment record for the students assigned to the DAEP program. This will likely mean that the students assigned to a DAEP program in this situation will remain assigned to their course sections at the campus where they are still enrolled. Determining the “teacher of record” for students assigned to a DAEP program is based on the definition of “teacher of record” (CLASS-ROLE “01”) from PEIMS code table C180.

For homebound teachers serving homebound students on a **short-term basis** (less than a full grading period/semester), the homebound students served should remain assigned to the course section (teacher of record) they were assigned prior to moving into the homebound setting. For homebound teachers serving homebound students on a **long-term basis** (full grading periods/semesters/school year), the LEA should determine the “teacher of record” based on the definition of “teacher of record” (CLASS-ROLE “01”) from PEIMS code table C180.

Special Reporting Requirements

If a LEA school offers a “Non-Campus Based Instruction” career and technical education opportunity for its students, and the LEA is required to report a “Teacher of Record” per requirements documented in the Student Attendance Accounting Handbook, then the LEA must enter into either a contractual relationship or develop a “memorandum of understanding” with the entity providing the educational instruction to obtain the minimum staff identification and demographic information required on the 040 Staff Identification, 043 Staff Demographic, and 050 Staff Employment PEIMS records. Failure to obtain and report this required staff information may result in a loss of state funding in the event of an audit. Despite any PEIMS reporting allowances offered for Non-Campus Based Instructional education situations, a LEA must follow the reporting requirements documented in the Student Attendance Accounting Handbook to ensure eligibility for specific special program funding.

Texas School for the Deaf (TSD) and Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice Department (TJJD) (formerly TYC) must report the 305 Teacher Class Assignment record.

If a LEA has contracted out all or part of a campus operation to a third party vendor, the LEA is still required to report the teachers’ (Role ID 087 and 047) individual class assignments through the 305 Teacher Class Assignment record. Even though the teachers are contracted through a third party vendor, the teachers are teaching at a campus in the LEA and must be reported so that the information can be included in the Student Assessment Data Portal as required by law. It would not be appropriate to code a contracted teacher who is teaching at a campus in the LEA with a Non-Campus Based Instruction Code.

400 BASIC ATTENDANCE DATA – STUDENT – TSDS: INTERCHANGE STUDENT ATTENDANCE – BASIC REPORTING PERIOD ATTENDANCE EXTENSION COMPLEX TYPE, SPECIAL PROGRAMS REPORTING PERIOD ATTENDANCE EXTENSION COMPLEX TYPE

Input Record Type Code	District ID	Student ID	Campus ID of Enrollment	Instructional Track Indicator Code	Reporting Period Indicator Code	Number Days Taught	Grade Level Code	Total Days Absent	Total Ineligible Days Present
E0755	E0212	E0001	E0782	E0975	E0934	E0935	E0017	E0036	E0936
C042				C141	C130		C050		

Total Eligible Days Present	Total Elig Bilingual/ESL Days Present	Total Elig Preg Rel Svcs Days Present	Total Elig Sp Ed Main-stream Days Present	Filler	Gifted Talented Indicator Code	Local Student ID	Filler	Primary Disability Code	Multiply Disabled Indicator Code
E0937	E0938	E0939	E0940		E0034	E0923		E0041	E0882
					C088			C053	C088

LEP Indicator Code	PK Program Type Code	Primary PK Funding Source Code	Secondary PK Funding Source Code	Filler
E0790	E1078	E1079	E1080	
C061	C185	C186	C186	

Description

The 400 Basic Attendance Data –Student record identifies the students that are in attendance for the school year that are reported in PEIMS data submission 3. This data record makes up the basic attendance data that must be reported for all students who were in membership at least one school day during the course of the school year. Submission 3 is for all six six-week reporting periods.

Reporting Requirements

There must be at least one 400 Student – Basic Attendance record for each student who was in membership. In order to be counted in membership, a student must be enrolled and scheduled for at least two hours (120 minutes) of instruction each school day. Students enrolled for less than two hours per day are not counted in membership and are not reported on the 400 Student - Basic Attendance record for the period of time that they were not in membership.

Students who are enrolled in more than one grade, track, or campus during a unique reporting period will have a 400 attendance record for each grade, track, or campus.

TOTAL-DAYS-ABSENT, TOTAL-INELIGIBLE-DAYS-PRESENT, TOTAL-ELIGIBLE-DAYS-PRESENT, TOTAL-ELIG-BILINGUAL/ESL-PRESENT, TOTAL-ELIGIBLEPREG-REL-SVCS-DAYS-PRESENT, and TOTAL-ELIG-SP-ED-MAINSTREAM-DAYS-PRESENT ("days present") can only be reported as whole days or half days. The "days present" reported for students in half-day programs, such as prekindergarten, cannot be more than half of the NUMBER-DAYS-TAUGHT for that reporting period.

Refer to the Student Attendance Accounting Handbook for the complete attendance accounting rules for basic attendance eligibility, special program eligibility, and audit concerns.

405 SPECIAL EDUCATION ATTENDANCE DATA – STUDENT - TSDS: INTERCHANGE STUDENT ATTENDANCE – SPECIAL PROGRAMS REPORTING PERIOD ATTENDANCE EXTENSION COMPLEX TYPE

Input Record Type Code	District ID	Student ID	Campus ID of Enrollment	Instruc-tional Track Indi-cator Code	Reporting Period Indicator Code	Number Days Taught	Grade Level Code
E0755	E0212	E0001	E0782	E0975	E0934	E0935	E0017
C042				C141	C130		C050

Reg Day Sch Prog Deaf Code	Instruc-tional Setting Code	Eligible Days Present in Instr Setting	Excess Hours in Instruc-tional Setting	Reg Day Sch Prog Deaf Code	Instruc-tional Setting Code	Eligible Days Present in Instr Setting	Excess Hours in Instruc-tional Setting
E0833	E0173	E0944	E0945	E0833	E0173	E0944	E0945
C067	C035			C067	C035		

Reg Day Sch Prog Deaf Code	Instruc-tional Setting Code	Eligible Days Present in Instr Setting	Excess Hours in Instruc-tional Setting	District of RDSPD service	Filler
E0833	E0173	E0944	E0945	E1527	
C067	C035				

Description

The 405 Special Education Attendance Data –Student record identifies each eligible student (September 1 ages 1 through 21) served through the special education program if the student was schedules to attend for at least two hours each day (“in membership”). Students who were scheduled to attend less than two hours per day or are receiving special education services under an individualized services plan (ISP) (Student Attribution Code “12” - private school students with disabilities) are not “in membership” and are not reported with a 405 Special Education Attendance Data –Student record.

Business Rules

REG-DAY-SCH-PROG-DEAF-CODE (E0833) indicates the student is receiving instructional services from the regional day school program for the deaf.

Please note the following guidelines for the reporting of PEIMS data on RDSPD students:

- Only one district may report PEIMS data on a RDSPD student.
- If there are sending and receiving districts involved, an agreement must be made between the two districts regarding which district will report PEIMS data. Note:-The RDSPD SSA Procedures require this to be addressed in the SSA contract.
- All RDSPD students who are in the RDSPD program may generate average daily attendance (ADA) based on their special education instructional setting code. These general education funds in regular education and in regular special education can be used to supplement the costs of the RDSPD program.
- Regional Day School Program for the Deaf Students who are age and residence eligible and are in membership are reported with a 405 Student - Special Education Attendance record with the REG-DAY-SCH-PROG-DEAF-CODE is reported as a “3”.

INSTRUCTIONAL-SETTING-CODE (E0173) identifies the setting used in providing instruction to students.

Please refer to the Student Attendance Accounting Handbook for additional rules concerning the assignment of the INSTRUCTIONAL-SETTING-CODE for special education students.

DISTRICT-OF-RDSPD-SERVICE (E1527) indicates the district identification number of the RDSPD Fiscal Agent that is providing RDSPD services. This district is registered with the Texas Education Agency.

Reporting Requirements

A 405 Special Education Attendance Data record is required for each special education student who was in membership for at least one day during the course of the school year and was served with special education services.

Mainstream special education students are not reported on the 405 special education attendance record. TOTAL-ELIG-SP-ED-MAINSTREAM-DAYS-PRESENT are reported on the 400 Student - Basic Attendance record.

408 STUDENT DATA - EXTENDED SCHOOL YEAR (ESY) SERVICES – TSDS: INTERCHANGE STUDENT PROGRAM – STUDENT ESY PROGRAM ASSOCIATION EXTENSION COMPLEX TYPE

Input Record Type Code	District ID	Student ID	Campus ID of Enrollment	Grade Level Code	Instructional Setting Code	Total ESY Contact Hours in Instr Setting	Instructional Setting Code	Total ESY Contact Hours in Instr Setting	Local Student ID	Filler
E0755	E0212	E0001	E0782	E0017	E0173	E1013	E0173	E1013	E0923	
C042				C050	C035		C035			

Description

The 408 Student Data – Extended School Year (ESY) Services indicates those students served through the Extended School Year (ESY) services program alternative/fourth submission. This record indicates the total contact hours in an instructional setting provided to the student through the extended school year services component of special education. Districts will report 408 Student - Extended Year School Services records in an alternative/fourth submission only if the district served students through the Extended School Year (ESY) services program.

Business Rules

STUDENT-ID (E0001) is the student's Social Security number or a state-approved alternative identification number. When available, the student's Social Security number should be reported. If this number is not available, follow the instructions under the 100 Student Identification record for the assignment of an alternate identification number. The first character of STUDENT-ID must be "S" or "0"-8".

CAMPUS-ID-OF-ENROLLMENT (E0782) indicates the unique campus identification number of the campus in which the student is enrolled. CAMPUS-ID-OF-ENROLLMENT is the student's campus of enrollment from the regular school year.

The last three characters of CAMPUS-ID-OF-ENROLLMENT must be in the range of 001-698.

GRADE-LEVEL-CODE (E0017) indicates the current grade level of the student.

For ESY reporting, the GRADE-LEVEL-CODE reflects the student's grade level from the prior school year.

INSTRUCTIONAL-SETTING-CODE (E0173) identifies the setting used in providing instruction to students.

INSTRUCTIONAL-SETTING-CODE 40 (mainstream) is ineligible for ESY services state funding. This does not mean that districts should not or cannot administer mainstream services in their ESY services program. If a student who received ESY services during the regular school year needs mainstream services through the summer, then the school district should serve the student accordingly. However, funding for this mainstream service must come from sources other than ESY services.

The INSTRUCTIONAL-SETTING-CODE for Speech Therapy is "00", regardless of whether the student is also receiving services in another instructional setting.

Please refer to the Student Attendance Accounting Handbook for additional rules concerning the Extended Services Year (ESY) program for special education students.

TOTAL-ESY-CONTACT-HOURS-IN-INSTR-SETTING (E1013) indicates the total contact hours in an instructional setting provided to the student through the extended school year services component of special education. The instructional setting reported is the instructional setting in which the student was served during the regular school year.

The ESY services contact hours are reported in 30 minute increments. Increments of less than 30 minutes are not reported.

LOCAL-STUDENT-ID (E0923) is the student's local identification number as assigned by the district.

The LOCAL-STUDENT-ID field is optional.

Reporting Requirements

A 408 ESY record must be reported for each special education student served in the ESY services program.

For each 408 Student - Extended Year School Services record there must be a 101 Student Demographic record with a matching STUDENT-ID and GRADE-LEVEL-CODE.

Do not create a 408 Student - Extended Year School Services record for students who did not participate in special education during the regular school year.

Refer to the Student Attendance Accounting Handbook for the complete ESY services eligibility and attendance coding instructions.

Special Reporting Requirements

Texas School for the Deaf (TSD) and Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice Department (TJJD) (formerly TYC) do not report the 408 ESY special education record.

410 CAREER & TECHNICAL EDUCATION (CTE) ATTENDANCE – STUDENT - *TSDS: INTERCHANGE STUDENT ATTENDANCE – SPECIAL PROGRAMS REPORTING PERIOD ATTENDANCE EXTENSION COMPLEX TYPE*

Input Record Type Code	District ID	Student ID	Campus ID of Enrollment	Instruc-tional Track Indi-cator Code	Reporting Period Indicator Code	Number Days Taught	Grade Level Code
E0755	E0212	E0001	E0782	E0975	E0934	E0935	E0017
C042				C141	C130		C050

Eligible Days Present V1	Eligible Days Present V2	Eligible Days Present V3	Eligible Days Present V4	Eligible Days Present V5	Eligible Days Present V6	Filler
E0950	E0951	E0952	E0953	E0954	E0955	

Description

The 410 Career and Technical Education (CTE) Attendance data record indicates the level of CTE participation for each eligible CTE student who took an eligible CTE class. The CTE attendance data is transformed in to CTE contact hours and then into CTE full-time equivalents (FTEs) for funding purposes. CTE funding is only available for eligible CTE students in grades 7-8, and 9-12.

Reporting Requirements

A 410 CTE attendance record is required for each CTE student who was in membership for at least one day during the course of the school year and was enrolled in an approved CTE course eligible for CTE funding. LEAs who offer CTE courses that have not been approved for funding do not report a 410 CTE attendance record.

For each student reported with a 410 CTE attendance record, there must be a corresponding 400 Student -Basic Attendance record with matching values for CAMPUS-ID-OF-ENROLLMENT, INSTRUCTIONAL-TRACK-INDICATOR-CODE, REPORTING-PERIOD-INDICATOR-CODE, NUMBER-DAYS-TAUGHT, and GRADE-LEVEL-CODE.

Do not create a 410 CTE attendance record for a student who did not participate in an approved CTE course(s) during a particular reporting period indicated or who was ineligible for ADA during the entire reporting period.

Students in grades 7 and 8 can only be reported with a 410 CTE attendance record for approved Career and Technical Education for the Disabled (CTED) courses.

Eligible half-day CTE students can only earn half-day (1/2) of attendance in the CTE program for each day the student is present.

415 COURSE COMPLETION DATA – STUDENT - TSDS: INTERCHANGE STUDENT TRANSCRIPT – STUDENT ACADEMIC RECORD COMPLEX TYPE, COURSE TRANSCRIPT EXTENSION COMPLEX TYPE: INTERCHANGE STUDENT ENROLLMENT – STUDENT SECTION ASSOCIATION COMPLEX TYPE

Input Record Type Code	District ID	Student ID	Campus ID of Enrollment	Service ID	Course Sequence Code	Pass/Fail Credit Indicator Code	Dual Credit Indicator Code	ATC Indicator Code
E0755	E0212	E0001	E0782	E0724	E0948	E0949	E1011	E1058
C042				C022	C135	C136	C088	C088

Class ID Number	Student Begin Date	Student End Date	Course Completion Indicator	Filler	College Credit Hours	Filler
E1056	E1069	E1070	E1068		E1081	
			C088			

Description

The 415 Course Completion record is used to capture the course activity for students. This information is also used to link back to the 300 Course Section record in order to identify the classroom information associated with a student’s respective class assignments.

Business Rules

STUDENT-ID (E0001) is the student's Social Security number or a state-approved alternative identification number.

When available, the student's Social Security number should be reported. If this number is not available, follow the instructions under the 100 Student Identification record for the assignment of an alternate identification number.

The first character of STUDENT-ID must be "S" or "0"- "8".

CAMPUS-ID-OF-ENROLLMENT (E0782) indicates the unique campus identification number of the campus in which the student is enrolled.

For submission 3, CAMPUS-ID-OF-ENROLLMENT identifies the campus that scheduled the student for a particular course section and where the student was enrolled while taking the course.

For submission 4, CAMPUS-ID-OF-ENROLLMENT identifies the campus that scheduled and/or awarded the high school credit for the dual credit course the student attempted in the summer between school years.

SERVICE-ID (E0724) refers to the services supplied by staff.

For the 415 Course Completion record, do not include courses with SERVICE-IDs that begin with SA, SE, SR, SS, 01, 8, or 9. Additionally the SERVICE-IDs for Prekindergarten and Kindergarten that begin with “02” cannot be reported on the 415 Course Completion record. This rule is enforced by a fatal edit.

For students that are assigned to an in-district DAEP program, the 415 Course Completion records should reflect the course sections that are associated with the student’s “teacher of record” based upon the definition of “teacher of record” (CLASS-ROLE “01”) from PEIMS code table C180. If it is determined that the teaching staff at the DAEP program are not the “teacher(s) of record” for the student(s) assigned to the DAEP, then the students should continue to be assigned to the home campus course sections they were assigned to prior to being removed to the DAEP program.

Short term homebound students should remain in the course section with the “teacher of record” prior to moving into the homebound setting. For long term homebound students (full grading period/semester), the district should determine the “teacher of record” and report the 415 Course Completion records for the student(s) based on the definition of “teacher of record” (CLASS-ROLE “01”) from PEIMS code table C180.

COURSE-SEQUENCE-CODE (E0948) indicates which portion of a course that is more than one semester in length is being reported.

The COURSE-SEQUENCE-CODE identifies the order in which the course was scheduled in the class scheduling system.

PASS/FAIL-CREDIT-INDICATOR-CODE (E0949) indicates the outcome for a course taken by a particular student.

The 415 Course Completion record must reflect the PASS/FAIL-CREDIT-INDICATOR-CODE determined at **the end** of the course. For example: A student completes the first half of Chemistry, a two-semester course. The course was failed, no credit was received (Code “02”). The second semester, this student completed the second half of Chemistry. The course was passed and credit was received (Code “01”). The district averages the grades earned in each half of the course to determine if course credit should be received. In this example, the average grade was passing. The 415 Student - Course Completion record should reflect a PASS/FAIL-CREDIT-INDICATOR-CODE of “08” (course was failed but credit was received) for the first half of Chemistry. Therefore, the Code “02” originally recorded must be changed to Code “08”.

If a student leaves and returns to the same course section for a particular class during the school year, the student will have a 415 Course Completion record for each of those class assignments. As a result, only one of the 415 Course Completion records for that student for that course section may be reported with a Pass Fail Credit Indicator Code other than “00”. This rule is enforced by a fatal edit.

DUAL-CREDIT-INDICATOR-CODE (E1011) indicates whether the student was eligible to receive both high school and college credit for a college course.

Advanced Placement courses reported on the 415 Course Completion record cannot be reported as dual credit unless the course has been approved as an AP® course by the College Board through the AP® Course Audit. A College Board-approved AP® course must adhere to the AP® course descriptions and be approved through the AP® Course Audit. This means the college instructor must have submitted his/her course syllabus and have received approval in advance.

ATC-INDICATOR-CODE (E1058) indicates a high school course for which college credit may be awarded by a post-secondary institution under the conditions of a local articulation agreement or the statewide Advanced Technical Credit (ATC) program agreement. ATC courses cannot be reported as dual credit courses. Likewise, Dual Credit courses cannot be reported as local or statewide articulated (ATC) credit. These rules are enforced by fatal edits. Additional information regarding Career and Technical Education Advanced Technical Credit is located at <http://www.atctexas.org>.

For submission 4, the ATC-INDICATOR-CODE must be "0".

CLASS-ID-NUMBER (E1056) is a number identifying a unique course section that is unique for a particular school year, Campus, and SERVICE-ID.

The CLASS-ID-NUMBER may be any 14 character district defined identifier comprised of letters and/or numbers.

The CLASS-ID-NUMBER and SERVICE-ID reported on the 415 Course Completion record must be unique for a particular course section at the campus level and must match an entry on the 300 Course Section record. (CAMPUS-ID, SERVICE-ID, CLASS-ID-NUMBER, and COURSE-SEQUENCE-CODE)

CLASS-ID-NUMBER must be unique such that when one or more students are assigned to a particular course section, the students can be linked to a particular 300 Course Section record through the 415 Course Completion records. Additionally, the uniqueness of the CLASS-ID-NUMBER will allow the students reported on the 415 Course Completion Record to be linked to the particular 305 Teacher Assignment records. The union of these three data records creates the classroom link.

STUDENT-BEGIN-DATE (E1069) identifies the date(s) a student was assigned, or reassigned, to a particular course section in the current school year.

If a student is assigned to a class, withdraws from that class, and then returns to that class at a later date, there must be a 415 course completion record for each of these STUDENT-BEGIN-DATES.

For submission 4, STUDENT-BEGIN-DATE identifies the date the dual credit course began.

STUDENT-END-DATE (E1070) identifies the last date(s) a student was assigned, or reassigned to a particular course section in the current school year.

The student(s) that are assigned to a particular course section on the last date the course section meets must be reported on their 415 Course Completion record with a STUDENT-END-DATE that reflects the last date the class met.

If a student withdraws from a class, returns to that class, and then withdraws from class at a later date, there must be a 415 course completion record for each of these STUDENT-END-DATES.

Whether or not a student completes a particular course section, report the STUDENT-END-DATE as the last day the student was assigned to the class. The STUDENT-END-DATE should never be greater than a student's withdrawal date from the school.

For submission 4, STUDENT-END-DATE identifies the date the dual credit course ended.

COURSE-COMPLETION-INDICATOR (E1068) indicates whether or not the student finished the full sequence of instruction for a course.

If the COURSE-COMPLETION-INDICATOR is "1", it does not mean that the student met all of the requirements to receive credit or a grade for the course.

A student cannot complete the same course (SERVICE-ID, CLASS-ID, and COURSE-SEQUENCE-CODE) more than one time. Any additional attempts for a particular SERVICE-ID must be reported with a new CLASS-ID-NUMBER.

COLLEGE-CREDIT-HOURS (E1081) indicates the number of college hours a student earned for the completion of a dual credit course.

In submission 4, one 415 Student - Course Completion record must be submitted for each unique class (course section) that was attended during the summer (between school years) for the purpose of a student attempting to earn dual credit.

COLLEGE-CREDIT-HOURS collects the number of college hours that a student earned while taking a dual credit course. If a student takes a dual credit course and does not complete the course, then the COLLEGE-CREDIT-HOURS will be reported as 0.

Use the following chart to determine if a 415 Student - Course Completion record is required.

Type of Instruction/Situation	415 Record Required?
Credit by examination	YES, if credit was received
Correspondence course	YES
Contracted instruction	YES
Local credit/locally developed course	NO
Special education locally developed course	NO
Summer school course other than dual credit course	NO
9-12 course taken in grade below 9	YES
Audited course	NO
Night school (district student earning high school credit)	YES
Night school (out of district student; tuition paid by another district)	NO
Course taken at a college (student also receives high school graduation credit)	YES
College Course taken at a college or high school during the summer (between school years) for dual credit	YES, submission 4 only
Course completed at another district	NO
Course completed at another district during current district enrollment	YES
Course completed during the year, but student is no longer in this district	YES

Reporting Requirements

Submission 3

In submission 3, there must be one 415 Course Completion record for each reportable course from PEIMS code table C022 that was attempted or completed by each student in membership in grades 1 through 12. Each campus that enrolls and serves students should report 415 Course Completion records. If a student repeats a course during the year with different outcomes, each course completion is to be reported.

The LEA must begin tracking these classes for reporting purposes as of the PEIMS fall snapshot date and for any courses that were completed prior to the PEIMS fall snapshot date. A course that was attempted but not completed prior to the PEIMS fall snapshot date is not required to be reported on the 415 Course Completion record, but may optionally be reported if the LEA chooses.

The 415 Course Completion data must reflect the campus where the student was enrolled while assigned to a particular course section. In the case of a JJAEP assignment, a student is withdrawn from their home campus and enrolled on the JJAEP campus for the duration of the JJAEP assignment. Students who are assigned to a course section while enrolled in a JJAEP campus must be reported with 415 Course Completion records that reflect the campus in which they were enrolled while attending the JJAEP. Additionally, the 415 Course Completion records for the JJAEP students must match the 300 Course Section records that the students were assigned to while enrolled in the JJAEP.

In submission 3, for each 415 Course Completion record reported, there must be a 400 Student Basic Attendance and/or 500 Flexible Attendance record with a matching STUDENT-ID and CAMPUS-ID-OF-ENROLLMENT where GRADE-LEVEL-CODE is "01"-"12". This rule is enforced by a fatal edit.

In submission 3, for each 415 Course Completion record reported, there must be a corresponding 300 Course Section record where CAMPUS-ID-OF-ENROLLMENT matches CAMPUS-ID, and SERVICE-ID, CLASS-ID-NUMBER, and COURSE-SEQUENCE-CODE are the same. This rule is enforced by a fatal edit.

Submission 4

In submission 4, **all and only** the dual credit courses attempted and/or completed, by students during the summer (between school years), must be reported with a 415 Course Completion record. This reporting requirement is based on the assumption that the LEA has knowledge of the dual credit courses attempted by the Submission 4 due dates published in Section 1 of the PEIMS Data Standards.

Given the course participation restrictions placed on students enrolling in college summer school programs, there must not be more than six (6) 415 Course Completion records for a particular STUDENT-ID in Submission 4.

For submission 4, the 300 Course Section and 305 Teacher Class Assignments are not reported.

Special Reporting Requirements

Texas School for the Deaf (TSD) and Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice Department (TJJD) (formerly TYC) must report the 415 Course Completion record.

425 DISCIPLINARY ACTION DATA – STUDENT - *TSDS: INTERCHANGE STUDENT DISCIPLINE – DISCIPLINE INCIDENT COMPLEX TYPE, STUDENT DISCIPLINE INCIDENT ASSOCIATION EXTENSION COMPLEX TYPE, DISCIPLINE ACTION EXTENSION COMPLEX TYPE*

Input Record Type Code	District ID	Student ID	Campus ID of Enrollment	Campus ID of Disciplinary Assignment	Disciplinary Action Number	Disciplinary Action Code	Disciplinary Action Reason Code	Official Length of Disciplinary Assignment
E0755	E0212	E0001	E0782	E1003	E1004	E1005	E1006	E1007
C042						C164	C165	

Actual Length of Disciplinary Assignment	Disciplinary Length Difference Reason Code	Disciplinary Incident Number	Reporting Period Indicator Code	Date of Disciplinary Action	Campus ID of Disciplinary Responsibility	Behavior Location Code	Filler
E1008	E1009	E1016	E0934	E1036	E1037	E1083	
	C166		C130			C190	

Description

The 425 Disciplinary Action Data – Student Data record indicates the student classroom removals based upon the student code of conduct violations enforced by the LEA. This data is mandated for collection by Texas Education Code TEC 37.020. The data record also indicates the incidents for which the LEA has filed a truancy complaint against the student and/or the student’s parent/guardian.

Business Rules

STUDENT-ID (E0001) is the student's Social Security number or a state-approved alternative identification number.

When available, the student's Social Security number should be reported. If this number is not available, follow the instructions under the 100 Student Identification record for the assignment of an alternate identification number.

The first character of STUDENT-ID must be "S" or "0"- "8".

CAMPUS-ID-OF-ENROLLMENT (E0782) indicates the unique campus identification number of the campus in which the student is enrolled.

The last three characters of CAMPUS-ID-OF-ENROLLMENT must be in the range of 001-698.

CAMPUS-ID-OF-ENROLLMENT must match CAMPUS-ID on a 020 Campus record.

For the 425 Discipline Assignment record, CAMPUS-ID-OF-ENROLLMENT must indicate the campus on which the student was enrolled when the disciplinary violation occurred. For all continuation disciplinary assignments, the CAMPUS-ID-OF-ENROLLMENT must be the campus at which the student is enrolled (PEIMS 400 Student - Basic Attendance Record/500 Flexible Attendance Record) for instructional services.

CAMPUS-ID-OF-ENROLLMENT must match CAMPUS-ID-OF-ENROLLMENT on a 400 Student - Basic Attendance Record and/or 500 Student - Flexible Attendance record with a matching STUDENT-ID.

CAMPUS-ID-OF-DISCIPLINARY-ASSIGNMENT (E1003) indicates the unique campus identification number of the campus in which the student was placed for disciplinary reasons.

CAMPUS-ID-OF-DISCIPLINARY-ASSIGNMENT will be blank when a campus of disciplinary assignment is not appropriate. Examples of this situation include out-of-school suspension, expulsion without placement in another educational setting, and truancy actions.

DISCIPLINARY-ACTION-NUMBER (E1004) indicates the differentiation between two or more separate disciplinary actions reported with identical values for STUDENT-ID and CAMPUS-ID-OF-ENROLLMENT.

DISCIPLINARY-ACTION-NUMBER is used to differentiate between separate disciplinary actions for a particular student on a particular campus. For example, while Janice was enrolled on Campus 002, she had DISCIPLINARY-ACTION-NUMBERS 001-013 reported on her 425 Student - Disciplinary Action records for Campus 002. After Janice moved to Campus 005, she had DISCIPLINARY-ACTION-NUMBERS 001-004 reported on her 425 Student - Disciplinary Action records for Campus 005. However, LEAs/campuses may choose any numbering sequence, as long as the same number is not repeated for a particular student at a particular campus.

DISCIPLINARY-ACTION-CODE (E1005) indicates the type of disciplinary action taken for a student. Refer to Appendix E for detailed definitions of the disciplinary action codes.

DISCIPLINARY-ACTION-REASON-CODE (E1006) indicates the reason a student was subject to a disciplinary action. Refer to Appendix E for detailed definitions of each disciplinary action reason codes.

Note. Switchblade knives are no longer prohibited weapons under Disciplinary Action Reason Code 14 - Prohibited Weapons. LEAs should adopt policy in the student code of conduct in regard to switchblade knives.

OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT (E1007) indicates the official length in days of a student’s disciplinary assignment. Include only instructional school days when calculating this number.

For ISS, OSS, JJAEP, DAEP, and Expulsion assignments that involve any part of a day, the OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT and/or ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT field should be rounded up to the

next whole number. (For example, if a student is suspended out of school for 2.5 days, then there should be one 425 Student - Disciplinary Action record where the OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT and/or ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT field should be reported with a value of 3.)

ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT (E1008) indicates the actual length in days of a student's disciplinary assignment. For ISS, OSS, JJAEP, DAEP, and Expulsion assignments that involve any part of a day, the OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT and/or ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT field should be rounded up to the next whole number. (For example, if a student is suspended out of school for 2.5 days, then there should be one 425 Student - Disciplinary Action record where the OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT and/or ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT field should be reported with a value of 3.)

Include only the actual number of instructional school days that the student was in attendance when calculating this number. Do not include days absent.

DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE (E1009) indicates the reason for the difference, if any, between the official and actual lengths of a student's disciplinary assignment.

DISCIPLINARY-INCIDENT-NUMBER (E1016) designates an incident that occurs on a campus and results in one or more disciplinary actions for one or more students. If, on a single campus, more than one student is involved in an incident that results in disciplinary action(s), all of the 425 Student - Disciplinary Action records for all the students must show the same incident number. Each district/campus must develop a system for assigning incident numbers. The same incident numbers can be used on multiple campuses, since incident numbers are required to be unique at a campus, but not for the district.

DISCIPLINARY-INCIDENT-NUMBER allows information users to see the connection between two or more students involved in a single incident and/or two or more disciplinary actions for the same incident. The same DISCIPLINARY-INCIDENT-NUMBER may appear on several 425 Student - Disciplinary Action records for a given student. The same DISCIPLINARY-INCIDENT-NUMBER may also appear on the 425 Student - Disciplinary Action records of more than one student. A particular DISCIPLINARY-INCIDENT-NUMBER may be duplicated for unrelated events across campuses in a particular district, but within a particular campus, the duplication of DISCIPLINARY-INCIDENT-NUMBERS must be related to the same event.

REPORTING-PERIOD-INDICATOR-CODE (E0934) indicates the period for which the attendance data are being reported.

In those situations where an incident resulting in disciplinary action occurs in one reporting period and the actual disciplinary action occurs in a subsequent reporting period, REPORTING-PERIOD-INDICATOR-CODE should be the reporting period in which the disciplinary assignment was ordered.

DATE-OF-DISCIPLINARY-ACTION (E1036) indicates the date on which the disciplinary assignment was ordered. This may or may not reflect the date on which the disciplinary infraction occurred. This date may or may not reflect the date on which the disciplinary assignment begins. For continuation assignments this date reflects the first day of the school year of the continuation.

DATE-OF-DISCIPLINARY-ACTION must be a valid date. This rule is enforced by a fatal edit.

CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY (E1037) indicates the instructional campus on which the student was enrolled when the student code of conduct violation occurred and the disciplinary assignment was made, **or** for a continuation disciplinary assignment the campus that the student would attend under all normal circumstances if not under a disciplinary assignment.

CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY must be a valid campus. This rule is enforced by a fatal edit.

CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY will identify the campus that is the owner of the student's accountability. For most 425 Student - Disciplinary Action records the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY field will be the same value as the CAMPUS-ID-OF-ENROLLMENT field. For continuation disciplinary assignments, the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY field will be a different value from the CAMPUS-ID-OF-ENROLLMENT field when the student's enrollment has been changed to a disciplinary campus type such as DAEP or JJAEP. The following common scenarios provide guidance on reporting the correct CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY:

1. If the student is enrolled in the same district that made the original disciplinary assignment, and the student is continuing the disciplinary assignment, then the regular education campus that the student would now attend under all normal circumstances must be identified as the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY on the PEIMS 425 Student - Disciplinary Action record.
2. If the student has been promoted or moved from the original campus making the disciplinary assignment, then the regular education campus that the student would now attend under all normal circumstances must be identified as the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY on the PEIMS 425 Student - Disciplinary Action record.
3. If the student has changed school districts and the new district is going to continue the disciplinary assignment, then the regular education campus that the student would now attend under all normal circumstances must be identified as the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY on the PEIMS 425 Student - Disciplinary Action record.
4. A campus registered in the Texas School Directory as a DAEP should never be reported as the CAMPUS-ID-OF-DISCIPLINARY RESPONSIBILITY. If the student violates the Student Code of Conduct while at the DAEP an additional disciplinary assignment may take place and the CAMPUS-ID-OF-DISCIPLINARY RESPONSIBILITY will be the regular education campus the student would attend if not in the DAEP.

5. A JJAEP can never be the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY because once the student has been expelled to a JJAEP; no further 425 Student - Disciplinary Action records are reported for disciplinary actions that occur while the student is in the JJAEP.

BEHAVIOR-LOCATION-CODE (E1083) indicates where a student committed an applicable offense that is enumerated in Texas Education Code 37.006 or 37.007. (On/off campus, school related activities, etc...)

The Behavior Location Code identifies those DISCIPLINARY-ACTION-REASON-CODEs that have a location specified in the Texas Education Code Chapter 37. In most cases where the BEHAVIOR-LOCATION-CODE is applicable to a particular DISCIPLINARY-ACTION-REASON-CODE, there is more than one possible action for that DISCIPLINARY-ACTION-REASON-CODE depending upon where the behavior occurred. If a DISCIPLINARY-ACTION-REASON-CODE only has a BEHAVIOR-LOCATION-CODE of 00 - Not Applicable, then the Texas Education Code Chapter 37 is silent as to a location of the behavior and it does not matter where the behavior occurred so long as the local Student Code of Conduct addresses the LEAs ability to take action for the behavior where it occurred.

Please refer to Appendix E for a complete guide to all DISCIPLINARY-ACTION-REASON-CODEs, the related BEHAVIOR-LOCATION-CODEs, and the allowable actions per Texas Education Code Chapter 37.

Reporting Requirements

The 425 Disciplinary Assignment record is only reported in submission 3.

A PEIMS 425 Student - Disciplinary Action record **must** be reported for each disciplinary action that results in a removal of a student from any part of their regular academic program. A single student will have multiple 425 Student - Disciplinary Action records if removed from his/her classroom more than once. Every disciplinary action that results in the removal of a student from any part of their regular academic program will be categorized in one of the following general categories: In-School Suspension (ISS), Out-of-School Suspension (OSS), Expulsion, Juvenile Justice Alternative Education Program (JJAEP), or DAEP assignments. Refer to PEIMS Code Table C164 Discipline Action Code for the specific actions to be reported.

The 425 discipline record data is also required by TEC, Chapter 37, P.L. 107-110 - No Child Left Behind (NCLB), and IDEA 2004, which includes students who are receiving special education and related services. TEA will maintain the privacy of this personally identifiable information in accordance with FERPA.

For each 425 Discipline Action record there must be a 400 Student - Basic Attendance Record and/or 500 Student - Flexible Attendance record with a matching STUDENT-ID.

A 425 Student - Disciplinary Action record is created if a student is placed in a JJAEP. However, once in the JJAEP, no further 425 Student - Disciplinary Action records are reported for disciplinary actions that occur while in the JJAEP. The **only** exception to this rule is when a student is continuing a JJAEP assignment from either a prior school district or prior school year.

Anytime a disciplinary action spans multiple school years or multiple school districts, the reporting period indicator code for continuation assignments should be the reporting period in which the continuation assignment is made in the subsequent school year or by the subsequent school district. Be sure that continuation DISCIPLINARY-ACTION-CODEs 08-12, 15, 55-59 or 61 are used when continuing a disciplinary assignment from a prior year or prior district.

For districts operating DAEPs, or participating in Shared Service Arrangements for DAEP services, or participating in a Memorandum of Understanding (MOU) for JJAEPs, all days of operation for student attendance must be reported through PEIMS Submission 3. There is no Summer School Program period for disciplinary programs such as DAEPs or JJAEPs and all days of student attendance for disciplinary assignments must be reported through PEIMS Submission 3. Each district has control over when its district's calendar for a DAEP or JJAEP begins and ends. For example, if the JJAEP has a 220 day calendar, and a school district's traditional calendar runs from August 15, 20XX through May 30, 20YY, then the calendar for the JJAEP could potentially run from June 1, 20XX through May 30, 20YY or some variation such that the district's ability to report PEIMS data for Submission 3 by the required due dates is not impaired.

For the behaviors identified in **TEC §37.006**, refer to the "**Mandatory DAEP Placement**" column on the Chart for Determining Mandatory Placement and Expulsion Codes at the end of Appendix E. For students identified with one of these behaviors there must be a 425 Student - Disciplinary Action record illustrating at least one day of removal to a DAEP unless the student is a student receiving special education services for whom a manifestation hearing is held in accordance with IDEA and a determination made that the mandatory action is not appropriate and will not be taken. When the mandatory action is not taken and another action is taken, the district must submit a 425 Student - Disciplinary Action record with DISCIPLINARY-ACTION-CODE 27 and a record with the action(s) taken by the district. Both records must have the same DISCIPLINARY-INCIDENT-NUMBER.

For the behaviors identified in **TEC §37.007**, refer to the "**Mandatory Expulsion**" column on the Chart for Determining Mandatory Placement and Expulsion Codes at the end of Appendix E. For students identified with one of these behaviors there must be a 425 Student - Disciplinary Action record illustrating at least one day of expulsion to either a JJAEP, DAEP, or no academic setting based upon the requirements in state law and/or district policy unless the student is a student receiving special education services for whom a manifestation hearing is held in accordance with IDEA and a determination made that the mandatory action is not appropriate and will not be taken. When the mandatory action is not taken and another action is taken, the district must submit a 425 Student - Disciplinary Action record with DISCIPLINARY-ACTION-CODE 27 and a record with the action(s) taken by the district. Both records must have the same DISCIPLINARY-INCIDENT-NUMBER.

A single incident/offense may result in multiple disciplinary actions. In such cases, multiple 425 Student - Disciplinary Action records must be reported for each action taken against a particular student for a particular incident/offense. See Example #2 of this section.

The use of DISCIPLINARY-ACTION-CODEs "50"- "61" are limited to those occasions when a Special Education hearing officer assigned by the TEA has been brought in to preside over the Discipline Action Hearing.

If DISCIPLINARY-ACTION-CODE is "50"- "61", then there must be at least some Regular or Flexible Special Education Attendance reported for this student in the same reporting period.

If DISCIPLINARY-ACTION-CODE is "27", then there must be at least some Regular or Flexible Special Education Attendance reported for this student in the same reporting period.

A student should not have more disciplinary removals in a six week reporting period than there are days in membership (sum of TOTAL-ELIGIBLE-DAYS-PRESENT, TOTAL-INELIGIBLE-DAYS-PRESENT and TOTAL-DAYS-ABSENT) on a 400 record for that student during that same reporting period.

A student may not have more than one day of disciplinary removal assigned or served for a Partial Day Out-Of-School Suspension or Partial Day In-School Suspension (DISCIPLINARY-ACTION-CODEs "25" or "26"). For Partial Day In-School Suspensions or Partial Day Out-Of-School Suspensions, the OFFICIAL-LENGTH-OF DISCIPLINARY-ASSIGNMENT and ACTUAL-LENGTH-OF DISCIPLINARY-ASSIGNMENT cannot be greater than one (1) day. Disciplinary removal assignments to Out-Of-School Suspension or In-School Suspension that are greater than one day must be coded with DISCIPLINARY-ACTION-CODEs "05" or "06".

For all of the 425 PEIMS records reported by a district or charter school there may only be one instance of the values for CAMPUS-ID-OF-ENROLLMENT, STUDENT-ID, DISCIPLINARY-INCIDENT-NUMBER, DISCIPLINARY-ACTION-CODE and DATE-OF-DISCIPLINARY-ACTION. Whenever a student is reported with multiple 425 PEIMS records at the same CAMPUS-ID-OF-ENROLLMENT, at least one of the elements DISCIPLINARY-INCIDENT-NUMBER, DISCIPLINARY-ACTION-CODE, or DATE-OF-DISCIPLINARY-ACTION must be different.

An exception to this rule would be an instance where the teacher has permanently removed a student from their classroom (DISCIPLINARY-ACTION-CODE "01") and the campus administrator has no other academic setting available for the student for this particular time period/subject.

Except for the reason of "bringing a firearm to school", a student who is younger than 10 years of age may not be expelled for engaging in conduct described in TEC 37.007. Students who are less than 10 years of age and commit an otherwise expellable offense may be placed to a DAEP via a DAEP conference hearing in lieu of an expulsion hearing. Students under the age of 10 who bring a firearm to school must be expelled with placement to a DAEP.

Special Reporting Requirements

For purposes of discipline data reported to TEA, the attendance/PEIMS data personnel are only responsible for entering information that has been provided to them by the Superintendent or their designee(s) who are responsible for applying the Student Code of Conduct to student behavior. In no case should attendance/PEIMS data personnel be responsible for determining a student's coding information for discipline actions taken.

The 425 Student - Disciplinary Action Record Chart for Determining Mandatory Placements and Expulsions located in Appendix E illustrates those occasions where mandatory action(s) must be taken. If the offense committed falls under either Mandatory DAEP Placement or Mandatory Expulsion, then the district should report at least one (1) 425 Student - Disciplinary Action record that matches the chart. Appropriate exceptions would include students receiving special education services for whom a manifestation ARD was held in accordance with the Individuals with Disabilities Education (omit-Improvement) Act (IDEA) and it was determined a link existed between the student's behavior and the student's disability. In reporting such an exception, the district must submit one record with DISCIPLINARY-ACTION-CODE 27 and another record(s) with the DISCIPLINARY-ACTION-CODE(s) that was taken by the district using the same incident number linking the records together.

Another exception is when a school district determines that the mandatory disciplinary action will not be taken because the district considered one or more of the TEC, §37.001(a)(4) provisions that requires the district to consider self defense, intent or lack of intent, student's disciplinary history, or disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct as a factor in a decision to order suspension, removal to a disciplinary alternative education program, or expulsion. The district must submit one record with DISCIPLINARY-ACTION-CODE 28 and another record(s) with the DISCIPLINARY-ACTION-CODE(s) of the action(s) that were taken by the district using the same incident number linking the records together.

TRUANCY:

Truancy data reporting is a federally mandated requirement under the NCLB.

A 425 Student - Disciplinary Action record is created after a truancy complaint has been filed against a student and/or parent/guardian in a truancy court (County, Municipal, or Justice of the Peace court). It is not necessary for the school to know the outcome of the truancy filing from the court to report the truancy incident to the Texas Education Agency.

Refer to Appendix E for additional information regarding reporting truancy violations though the PEIMS 425 data record.

Additional Information – TEA Power Point on Chapter 37 – Discipline Reporting:

Senate Bill 107 – Student Discipline: Established the requirement for a campus behavior coordinator and modified the coding for certain expellable behaviors. The campus behavior coordinator is primarily responsible for maintaining student discipline and the implementation of chapter 37.

TEC § 37.007 C165 Discipline Reasons changes:

(Old) 11: **Used, Exhibited, Or Possessed A Firearm - TEC §§37.007(a)(1)(A) and 37.007(e) and/or** brought a firearm to school – TEC §37.007(e)

(New) 11: Brought a Firearm to School – TEC § 37.007(e) or **Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)**

(Old) 12: **Used, Exhibited, Or Possessed** an Illegal Knife - TEC §37.007(a) (1) **(B)** (Illegal knife blade longer than 5.5 inches)

(New) 12: **Unlawful Carrying of an Illegal Knife under Penal Code 46.02 – TEC § 37.007(a)(1)** (Illegal knife - blade longer than 5.5 inches)

(Old) 13: **Used, Exhibited, Or Possessed** A Club – TEC §37.007(a)(1)**(C)**

(New) 13: **Unlawful Carrying of a Club under Penal Code 46.02 – TEC § 37.007(a)(1)**

(Old) 14: **Used, Exhibited, Or Possessed A** Prohibited Weapon Under Penal Code §46.05 – TEC § 37.007(a)(1)**(D)**

(New) 14: **Conduct Containing the Elements of an Offense Relating to** Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)

House Bill 2398 – Student Truancy Reporting: Decriminalized student truancy; Created truancy prevention measures; Raised the compulsory school age to age 19 (must attend school through 18).

Many schools have expunged truancy data for truancy events that occurred prior to the 2015-2016 school year in response to court orders received.

Truancy data, starting with the 2015-2016 school year, is not criminal and therefore is not subject to the data expunction requirements as the prior years data.

TEA has expunged all truancy data prior to 2015-2016 by replacing the Student IDs with an anonymous number.

The 2015-2016 school year is the last year that the student truancy data will be collected. Due the adoption of the Every Student Succeeds Act (formerly No Child Left Behind), truancy data is no longer reported to the USDE after the 2015-2016 school year.

Despite the fact that TEA will not be collecting truancy data in the 2016-2017 school year, schools are still required to track and manage student truancy matters. Such as truancy prevention measures, filing truancy complaints, special circumstances for students

For the 2015-2016 school year the **truancy reason codes** in C165 changed:

Old 44: Truancy (failure to attend school) – Student is at least 12 years old with 10 unexcused absences – **TEC §25.094**

New 44: Truancy (failure to attend school) – Student is at least 12 years old **and less than 19 years old** with 10 unexcused absences – **Texas Family Code §65.003**

Deleted Code: 43: Truancy (failure to attend school) – Student is at least 12 years old with at least 3 unexcused absences – TEC §25.094

For the 2015-2016 school year the **truancy action codes** in C164 have changed:

Deleted Codes: 16: Truancy (failure to attend school) charges filed in Juvenile Municipal or Justice of the Peace court and a fine was assessed

17: Truancy (failure to attend school) charges filed in Juvenile Municipal or Justice of the Peace court and no fine was assessed

Added Code: 29: Truancy Complaint Filed in Truancy Court (includes County Court, Justice of the Peace Court, or Municipal Court)

435 STUDENT RESTRAINT – STUDENT – TSDS: INTERCHANGE STUDENT RESTRAINT EVENT – RESTRAINT COMPLEX TYPE

Input Record Type Code	District ID	Student ID	Campus ID of Restraint Event	Restraint Instance Number	Instructional Setting Code	Reporting Period Indicator Code	Restraint Reason Code
E0755	E0212	E0001	E1032	E1035	E0173	E0934	E1033
C042					C035	C130	C173

Primary Disability Code	Date of Restraint Event	Restraint Staff Type Code	Special Ed Indicator Code	Filler
E0041	E1034	E1516	E0794	
C053		C194	C088	

Description

The 435 Student Restraint Data record captures the restraint data for 1) the restraints of all students that are administered by school district police officers and school resource officers working with a LEA under a local MOU, and 2) special education students that are restrained by school district/charter school employees and volunteers. Texas Education Code §37.0021 and TAC 89.1053(b)-(c). Please refer to TAC 89.1053 for additional operational rules related to the management of special education student restraint events.

Business Rules

STUDENT-ID (E0001) is the student's Social Security number or a state-approved alternative identification number.

When available, the student's Social Security number should be reported. If this number is not available, follow the instructions under the 100 Student Identification record for the assignment of an alternate identification number.

The first character of STUDENT-ID must be "S" or "0"- "8".

CAMPUS-ID-OF-RESTRAINT-EVENT (E1032) indicates the unique campus identification number of the campus at which a student was restrained for emergency purposes. This campus ID may or may not reflect the campus ID where the student was enrolled (within the district) but does reflect the campus ID at which the student was restrained.

The last three characters of CAMPUS-ID-OF-RESTRAINT-EVENT must be in the range of 001 – 698.

CAMPUS-ID-OF-RESTRAINT-EVENT must match CAMPUS-ID on a 020 Campus record.

If the restraint instance does not take place on a school campus, the CAMPUS-ID-OF-RESTRAINT-EVENT should reflect the CAMPUS-ID-OF-ENROLLMENT for the student. If the restraint occurs on a JJAEP campus, the corresponding restraint record must be reported by the student's home district and campus where the student is enrolled.

RESTRAINT-INSTANCE-NUMBER (E1035) indicates a restraint instance that occurs on a campus. It allows a district or campus to assign a unique identification number to a restraint event to distinguish between multiple instances of restraint that might occur at the same school on the same date for a given student.

INSTRUCTIONAL-SETTING-CODE (E0173) identifies the setting used in providing instruction to students.

The INSTRUCTIONAL-SETTING-CODE is defined as an optional field for the 435 Student Restraint record. It must be reported (must not be blank) when a special education student is restrained by a school employee/volunteer, or a school district police officer/SRO. The INSTRUCTIONAL-SETTING-CODE will be blank when a student who is restrained in not a special education student.

REPORTING-PERIOD-INDICATOR-CODE (E0934) indicates the period for which the attendance data are being reported.

For the purposes of reporting student restraints, the REPORTING-PERIOD-INDICATOR-CODE on the 435 Student Restraint record is limited to Reporting Period codes "1" – "6".

RESTRAINT-REASON-CODE (E1033) indicates that a student was physically or mechanically restrained due to imminent serious physical harm to themselves or others, imminent serious property destruction, or a combination of both imminent serious physical harm to themselves or others and imminent serious property destruction.

PRIMARY-DISABILITY-CODE (E0041) indicates the type of primary disability recorded in the student's individualized education program (IEP) that meets criteria specified in 19 TAC §89.1040.

PRIMARY-DISABILITY-CODE must be reported when a student restraint occurs for a special education student. This is regardless of whether the student was restrained by a LEA employee/volunteer, or a LEA police officer/SRO.

The PRIMARY-DISABILITY-CODE must be blank when a student who is restrained in not a special education student.

DATE-OF-RESTRAINT-EVENT (E1034) indicates the actual date on which a student was restrained for emergency purposes.

RESTRAINT-STAFF-TYPE-CODE (E1516) indicates the kind of school staff person that performed a student restraint.

School staff persons performing student restraints are divided into two categories:

- 1) LEA employees or volunteers, and
- 2) LEA police officers or school resource officers (SRO).

2015-2016 PEIMS Data Standards

LEA employees for the purposes of the 435 Student Restraint record are not law enforcement personnel. Student restraints performed by these staff are only reported if the student was a special education student at the time of the restraint event. Do not report non-special education student restraints performed by LEA employees or volunteers.

LEA police officers are licensed peace officers who are employed by a police department created by a particular LEA school board. School Resource Officers (SRO) are licensed peace officers who are employed by a state, county, or municipal law enforcement agency who through contract with a school district or charter school provide a police presence at a school district or charter school, or at a school campus.

SPECIAL-ED-INDICATOR-CODE (E0794) indicates whether the student is participating in a special education instructional and related services program or a general education program using special education support services, supplementary aids, or other special arrangements. (See 34 CFR §300.13 and 19 TAC §§89.1060 and 89.1090.)

Reporting Requirements

The 435 Student Restraint record is collected in Submission 3 only.

For each student reported on a 435 Student Restraint record, there must be a 400 Student - Basic Attendance Record or 500 Student Flexible Attendance record with a matching STUDENT-ID.

The data entered on the 435 Student Restraint record for a particular restraint event should reflect current data for the student as of the time the restraint event occurred.

Do not report student restraint events that are performed by law enforcement personnel who are not employed by a LEA police department or who are not serving as an SRO under a MOU with a LEA.

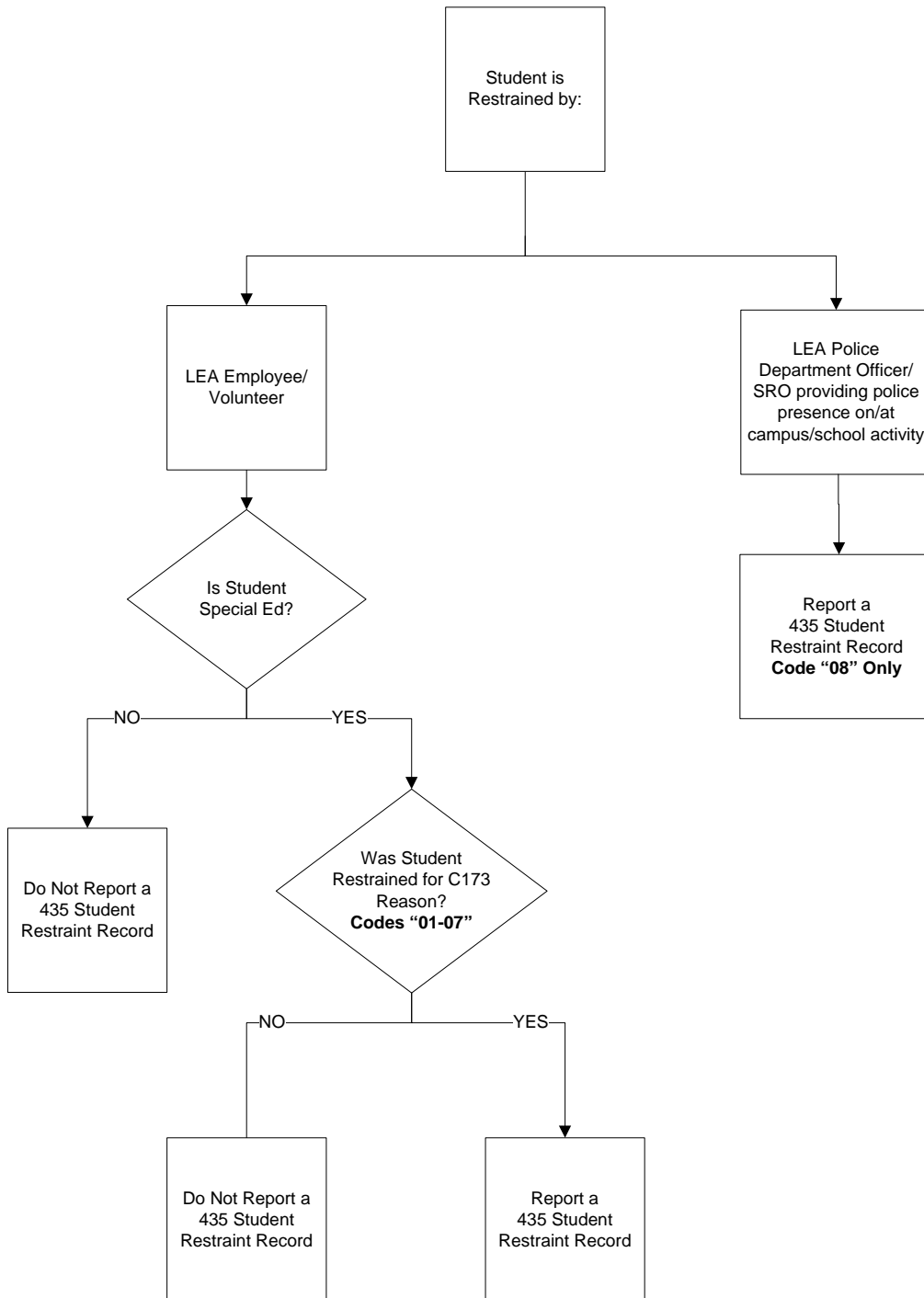
A school district shall report electronically to the agency information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. A report submitted under this rule must be consistent with the requirements as documented in the PEIMS Data Standards 435 Student Restraint data record.

LEA police officers are licensed peace officers who are employed by a police department created by a particular LEA school board. School Resource Officers (SRO) are licensed peace officers who are employed by a state, county, or municipal law enforcement agency who provide a police presence at a school district or charter school, or at a school campus.

Special Reporting Requirements

The Texas School for the Deaf, Texas School for the Blind and Visually Impaired and the Texas Juvenile Justice Department (formerly TYC) are required to report 435 Student Restraint records for their respective populations related to restraint events that occur within the educational program of the school and subject to any limitations imposed by TEC 37.0021.

435 STUDENT RESTRAINT REPORTING FLOWCHART



Example #1

A local police officer comes to Learner High School in Learning ISD with a warrant to arrest Johnny Student. Johnny Student is arrested and taken to jail.

No PEIMS 435 Student Restraint record is reported in this situation. Learner High School should not report the arrest of Johnny Student because the law enforcement officer that performed the arrest/restraint was not at the school for the purpose of providing a police presence on a campus or school related activity.

Example #2

Two students, Jerry Student (560000098) (a special education student), and Johnny Student (560000099) (a non-special education student), attend Learner Elementary in Learning ISD. These students were fighting each other in the hallway. Each student was restrained by a teacher. The restraint performed on the Jerry Student will be reported by the LEA using Restraint Reason codes "01-07" and the restraint for the Johnny Student will not be reported.

Example #3

Johnny Student (560000098) a non special education student attends Learner High School in Learning ISD. Johnny was restrained by a school district police officer for possession of a controlled substance. Since the restraint was performed by a school district police officer the restraint event must be reported by the LEA.

Example #4

Jimmy Student (560000099), attending Learner High School in Learning ISD, was restrained by a School Resource Officer (SRO) for bringing a gun on school property. This restraint must be reported since the SRO was engaged by the LEA to provide a police presence on the school campus.

Example #5

James Student (560000096) attending Learner High School in Learning ISD was caught with alcohol at a Learner High School football game and was arrested by Deputy Sherriff Smith. Due to the fact that Deputy Sherriff Smith was on part of his routine patrol, this arrest would not be reported by the LEA. (If Deputy Sherriff Smith had been requested to provide a police presence at the Learner High School football game by Learning ISD, then the arrest/restraint would have been reported by the LEA.)

461 STUDENT DATA - TITLE I, PART A – *TSDS: INTERCHANGE STUDENT PROGRAM – STUDENT TITLE I PART A PROGRAM ASSOCIATION EXTENSION COMPLEX TYPE*

Input Record Type Code	District ID	Student ID	Campus ID of Enrollment	Title I Part A Indicator Code	Filler	Title I Part A Reading Indicator Code	Title I Part A Mathematics Indicator Code
E0755	E0212	E0001	E0782	E0894		E1018	E1020
C042				C122		C088	C088

Title I Part A Science Indicator Code	Title I Part A Social Studies Indicator Code	Title I Part A Guidance Counseling Services Indicator Code	Title I Part A Social Work Services Indicator Code	Title I Part A Health Services Indicator Code	Filler
E1021	E1022	E1024	E1025	E1026	
C088	C088	C088	C088	C088	

Description

The 461 Student Data - Title I, Part A record represents a cumulative student count for all students receiving Title I, Part A services during the course of the entire school year. The 461 Title I Part A data indicates the type of Title I program offered at a particular campus and the specific Title I services that are provided to the students enrolled at that campus. The Title I services consist of 4 instructional services (reading, math, science, and social studies) and 3 support services (guidance counseling, social work, and health). The Information reported on Title I, Part A students is collected in order to meet reporting requirements to the U.S. Department of Education for schools that applied received Title I Part A monies.

Business Rules

STUDENT-ID (E0001) is the student's Social Security number or a state-approved alternative identification number.

When available, the student's Social Security number should be reported. If this number is not available, follow the instructions under the 100 Student Identification record for the assignment of an alternate identification number.

The first character of STUDENT-ID must be "S" or "0"-8".

CAMPUS-ID-OF-ENROLLMENT (E0782) indicates the unique campus identification number of the campus in which the student is enrolled.

The last three characters of CAMPUS-ID-OF-ENROLLMENT must be in the range of 001-698.

CAMPUS-ID-OF-ENROLLMENT must match CAMPUS-ID on a 020 Campus record.

TITLE-I-PART-A-INDICATOR-CODE (E0894) indicates whether the student is participating in a program authorized under ESEA, Title I, Part A of the Improving America's Schools Act.

For submission 3, TITLE-I-PART-A-INDICATOR-CODEs 6 (Schoolwide Program School), 7 (Targeted Assistance), 9 (Homeless) or A (Neglected) are the only valid codes.

All students attending a Title I, Part A Schoolwide Program School must be reported with a TITLE-I-PART-A-INDICATOR-CODE "6". Additionally, for all students reported on a Title I, Part A Schoolwide Program School, all the instructional and support service fields must be blank. (Enforced by fatal edit 46102)

Report a Participation Code of "1" for each of the Title I Part A instructional and/or support services that has been provided or is scheduled to be provided before July 1 for those students identified as Targeted Assistance (code 7), Homeless (code 9), or Neglected (code A). (Enforced by fatal edit 46103)

Definition of Neglected (Title I Part A Code "A"):

"Neglected" students are those who reside in a public or private residential (children are under 24-hour care) facility that is operated primarily for the care of children who have been committed to, or voluntarily placed in, the facility because of abandonment, neglect, or death of parents. These students are coded as "A" if they do not attend a schoolwide or targeted assistance campus. Such students who attend a Title I campus would be coded "6," or "7," as appropriate; if they attend a non-Title I campus or if the district provides instructional services to the student at the facility, they should be coded "A."

LEAs would only code students as "A" in one of the following circumstances:

1. The LEA received a "neglected share" as part of its Title I, Part A entitlement and provided Title I, Part A services to one or more neglected students attending a non-Title I campus; or
2. The LEA may not have received a "neglected share," but a facility for the neglected opened within the LEA's boundaries since the last October survey of facilities for the neglected was conducted. In this case, the LEA would report the address of the facility to the Division of Formula Funding at TEA so that a survey would be generated for that facility during the next survey period. If a student residing in this facility attended a non-Title I campus and the LEA provided Title I, Part A services to the student, the LEA would code the student as "A."

The TITLE-I-PART-A-INDICATOR-CODEs “9” and “A” apply only in special cases to students attending a non-Title I campus. These codes are only applicable to Non-Title I Part A campuses within Title I Part A-funded districts where the district is using Title I Part A funds to provide services to students identified as homeless or neglected.

TITLE-I-PART-A-READING-INDICATOR-CODE (E1018) indicates whether a student on a targeted assistance campus or non-Title I, Part A campus (identified as homeless or neglected) has received Title I, Part A funded supplementary reading instruction for a period of time during the course of the current school year, or will receive Title I, Part A reading instruction before July 1.

TITLE-I-PART-A-MATHEMATICS-INDICATOR-CODE (E1020) indicates whether a student on a targeted assistance campus or non-Title I, Part A campus (identified as homeless or neglected) has received Title I, Part A funded supplementary mathematics instruction for a period of time during the course of the current school year, or will receive Title I, Part A mathematics instruction before July 1.

TITLE-I-PART-A-SCIENCE-INDICATOR-CODE (E1021) indicates whether a student on a targeted assistance campus or non-Title I, Part A campus (identified as homeless or neglected) has received Title I, Part A funded supplementary science instruction for a period of time during the course of the current school year, or will receive Title I, Part A science instruction before July 1.

TITLE-I-PART-A-SOCIAL-STUDIES-INDICATOR-CODE (E1022) indicates whether a student on a targeted assistance campus or non-Title I, Part A campus (identified as homeless or neglected) has received Title I, Part A funded supplementary social studies instruction for a period of time during the course of the current school year, or will receive Title I, Part A social studies instruction before July 1.

TITLE-I-PART-A-GUIDANCE-COUNSELING-SERVICES-INDICATOR-CODE (E1024) indicates whether a student on a targeted assistance campus or non-Title I, Part A campus (identified as homeless or neglected) has received Title I, Part A funded supplementary counseling, pupil services, or college and career awareness and preparation, such as college and career guidance, comprehensive career development, occupational information, enhancement of employability skills and occupational skills, personal finance education or job placement services for a period of time during the course of the current school year, or will receive Title I, Part A guidance/counseling services before July 1.

TITLE-I-PART-A-SOCIAL-WORK-SERVICES-INDICATOR-CODE (E1025) indicates whether a student on a targeted assistance campus or non-Title I, Part A campus (identified as homeless or neglected) has received Title I, Part A funded supplementary social work services for a period of time during the course of the current school year, or will receive Title I, Part A social work services before July 1.

TITLE-I-PART-A-HEALTH-SERVICES-INDICATOR-CODE (E1026) indicates whether a student on a targeted assistance campus or non-Title I, Part A campus (identified as homeless or neglected) has received Title I, Part A funded health, dental, or eye care services for a period of time during the course of the current school year, or will receive Title I, Part A health services before July 1.

If health, dental or eye care services are not available to eligible children in a targeted assistance campus and funds are not reasonably available from other public or private sources to provide services, then Title I, Part A funds may be used as a last resort to provide such services such as eye glasses and hearing aids.

Reporting Requirements

A 461 Title I Part A record is required for each student in membership who was provided services through the Title I Part A program at any time from the beginning of the school year until the last day of school, or is scheduled to receive Title I Part A services before July 1.

Multiple 461 Title I Part A records must be reported for those students who transfer between from one Title I, Part A campus to another in the same LEA during the current school year.

CAMPUS-ID-OF-ENROLLMENT on the 461 Title I Part A record must match CAMPUS-ID-OF-ENROLLMENT on a 400 Student - Basic Attendance Record and/or 500 Student - Flexible Attendance record with a matching STUDENT-ID.

Special Reporting Requirements

Before completing the Title I Indicator Codes, please consult with the district’s Title I Coordinator to determine the Title I status of the LEA’s campuses.

500 FLEXIBLE ATTENDANCE DATA - STUDENT– TSDS: INTERCHANGE STUDENT ATTENDANCE – SPECIAL PROGRAMS REPORTING PERIOD ATTENDANCE EXTENSION COMPLEX TYPE

Input Record Type Code	District ID	Student ID	Campus ID of Enrollment	Instructional Track Indicator Code	Reporting Period Indicator Code	Number Days Taught	Grade Level Code	Flexible Attendance Program Type Code
E0755	E0212	E0001	E0782	E0975	E0934	E0935	E0017	E1045
C042				C141	C130		C050	C177

Flex Attend Total Eligible Minutes Present	Flex Attend Total Ineligible Minutes Present	Flex Attend Total PRS Days Eligible	Flex Attend Total Sp Ed Main-stream Days Eligible	Flex Attend Total Bilingual/E SL Days Eligible	Gifted Talented Indicator Code	Local Student ID	Filler	Primary Disability Code	Multiply Disabled Indicator Code	LEP Indicator Code	Filler
E1046	E1047	E1048	E1049	E1050	E0034	E0923		E0041	E0882	E0790	
					C088			C053	C088	C061	

Description

The PEIMS 500 Flexible Attendance data record is used to report the Flexible Attendance Program data for those LEAs/schools that are approved to participate in the Flexible Attendance programs.

FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE (E1045) indicates the unique type of flexible attendance program to which the student’s flexible attendance is related.

There are three (3) unique programs that generate attendance data on the 500 Flexible Attendance data record.

- 1: Optional Flexible School Day Program (OFSDP) – **Submission 3 only**
- 2: High School Equivalency Program (HSEP) – **Submission 3 only**
- 3: OFSDP Credit/Promotion Recovery Program – **Submission 4 only**

The following is a brief description of each of the Flexible Attendance Program Types:

- 1 - Optional Flexible School Day Program (OFSDP) – This is an attendance program for students who: 1) have dropped out of school or are at risk of dropping out, 2) are participating in an approved early college high school plan, or 3) are attending a campus implementing an innovative redesign under a plan approved by the commissioner of education. For the complete eligibility and program rules, refer to the Student Attendance Accounting Handbook.
- 2 - High School Equivalency Program (HSEP) - The High School Equivalency Program (HSEP) is also known as the "In-School GED Program." The Texas In-School GED Program provides an alternative for high school students aged 16 and older who are at risk of not graduating from high school and earning a high school diploma. Only those school districts that have applied and been approved by the agency may operate High School Equivalency Programs (HSEP). For the complete eligibility and program rules, refer to the Student Attendance Accounting Handbook.
- 3 - OFSDP Credit/Promotion Recovery Program – This is an attendance program that occurs in the summer period between school years for students who as a result of not meeting the attendance requirements under TEC, §25.092, will be denied credit (promotion) for one or more classes in which the students have been enrolled. For the complete eligibility and program rules, refer to the Student Attendance Accounting Handbook.

In all cases a student is limited to 1.000 ADA of Foundation School Program funding per school year. If a student attends both the regular school year and the OFSDP Credit/Promotion Recovery Program in the summer, that student cannot generate for than 1.000 ADA of funding for a LEA by combining the regular year and post school year eligible days present.

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT (E1046) indicates the total number of minutes the student was present and eligible for Foundation School Program funding during a particular reporting period. Eligibility for this program is determined by September 1 age and grade level.

Report FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT in whole numbers only, rounded down to the nearest minute. The minimum value for FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT is 45 minutes per reporting period.

In order for a student’s attendance in the flexible attendance programs to be counted for a particular school day, the student must attend their specific flexible attendance program for at least 45 minutes on that day. If a student does not attend their flexible attendance program for at least 45 minutes on a particular school day, then that amount of time (greater than zero minutes) cannot be counted toward the value reported for FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT for the particular reporting period.

Each increment of 240 minutes reported for FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT will be converted to one day of **eligible** days present. For a particular six weeks, TEA will divide the FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT by 240 to calculate the equivalent number of days present. This number will be calculated to two (2) decimal places. Funding is limited to the lesser of Equivalent Eligible Days Present or NUMBER-DAYS-TAUGHT. If the calculated Equivalent Eligible Days Present is greater than NUMBER-DAYS-TAUGHT for the reporting period, an Adjusted Equivalent Eligible Days Present is calculated to be NUMBER-DAYS-TAUGHT

The following is an illustration of how TEA will convert FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT to Average Daily Attendance for funding purposes.

Data Conversion Formulas/Rules

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT/240 minutes (4 hours x 60 minutes)
= Equivalent Eligible Days Present for the six-week reporting period

Adjusted Equivalent Eligible Days Present = the lesser of Equivalent Eligible Days Present or NUMBER-DAYS-TAUGHT

Adjusted Equivalent Eligible Days Present/NUMBER-DAYS-TAUGHT = Average Daily Attendance (ADA) value for six-week reporting period

Example 1:

NUMBER-DAYS-TAUGHT = 30

7000 FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT divided by 240 minutes = 29.17 Equivalent Eligible Days Present

Adjusted Equivalent Eligible Days Present = 29.17 (the lesser of Equivalent Eligible Days Present or NUMBER-DAYS-TAUGHT)

ADA = 29.17 Adjusted Equivalent Eligible Days Present divided by NUMBER-DAYS-TAUGHT of 30 = .9723

Example 2:

NUMBER-DAYS-TAUGHT = 30

9000 FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT divided by 240 minutes = 37.50 Equivalent Eligible Days Present

Adjusted Equivalent Eligible Days Present = 30.00 (the lesser of Equivalent Eligible Days Present or NUMBER-DAYS-TAUGHT)

ADA = 30.00 Adjusted Equivalent Eligible Days Present divided by NUMBER-DAYS-TAUGHT of 30 = 1.0

FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT (E1047) indicates the total number of minutes the student was present and ineligible for Foundation School Program funding during a particular reporting period. Ineligibility for this program is determined by September 1 age and grade level.

Report FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT in whole numbers only, rounded down to the nearest minute. The minimum value for FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT is 45 minutes per reporting period.

Each increment of 240 minutes reported for FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT will be converted to one day of **ineligible** days present. For a particular six weeks, TEA will divide the FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT by 240 to calculate the equivalent number of days present. This number will be calculated to two (2) decimal places. Funding is limited to the lesser of Equivalent Ineligible Days Present or NUMBER-DAYS-TAUGHT. If the calculated Equivalent Ineligible Days Present is greater than NUMBER-DAYS-TAUGHT for the reporting period, an Adjusted Equivalent Ineligible Days Present is calculated to be NUMBER-DAYS-TAUGHT.

The following is an illustration of how TEA will convert FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT to Ineligible Days Present.

Data Conversion Formulas/Rules

FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT/240 minutes (4 hours x 60 minutes)
= "Equivalent Ineligible Days Present" for the six-week reporting period

Adjusted Equivalent Ineligible Days Present = the lesser of Equivalent Ineligible Days Present or NUMBER-DAYS-TAUGHT

Example:

7000 FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT divided by 240 minutes = 29.17 Equivalent Ineligible Days Present.

FLEX-ATTEND-TOTAL-PRS-DAYS-ELIGIBLE (E1048) indicates the total number of school days a female student was eligible for compensatory education home instruction (CEHI) services and/or pregnancy related services (PRS) during a particular reporting period.

If a student was eligible for PRS services for the entire reporting period, then the value reported for FLEX-ATTEND-TOTAL-PRS-DAYS-ELIGIBLE will be equal to the value for NUMBER-DAYS-TAUGHT for that reporting period. Otherwise, report the number of school calendar days that the student was eligible to receive PRS services during the reporting period.

The eligible days present that a student can generate for the PRS program are limited to the lesser of the **Equivalent Days Present** calculated from the FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT on the 500 Flexible Attendance record or the FLEX-ATTEND-TOTAL-PRS-DAYS-ELIGIBLE.

For example, if a student is eligible for PRS services every day of a 30-day six-week reporting period, but attends only a equivalent of 29.17 days present (7000 minutes) during the reporting period, then only 29.17 days of the 30 days of PRS program services eligibility can be used in the calculation of PRS ADA.

The following is an illustration of how TEA will convert FLEX-ATTEND-TOTAL- PRS-DAYS-ELIGIBLE to PRS days present to PRS ADA.

Example of Flexible Attendance PRS ADA Calculation

Student Sue – Reporting Period 5

NUMBER-DAYS-TAUGHT = 30

FLEX-ATTEND-TOTAL-PRS-DAYS-ELIGIBLE = 30

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 7000 minutes

Flexible Attendance Equivalent Days Present = 7500 minutes / 240 minutes = 29.17 days present

Student Sue would be funded for 29.17 days of Flexible Attendance PRS Days Present. (29.17 is the lower of the Flexible Attendance *Equivalent Days Present* and the 30 days eligible for the PRS program.)

Note: Fractional days will be rounded to the nearest hundredth (2 decimal places). 29.167 days would be rounded to 29.17 Flexible Attendance *Equivalent Days Present*.

Result: Flexible Attendance PRS ADA = (29.17 PRS days present / 30 Days Taught) = .972 PRS ADA for Reporting Period 5.

FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE (E1049) indicates the total number of school days a student with a special education individualized education program (IEP) that provided for the mainstream instructional arrangement/setting was eligible for that instructional arrangement/setting during a particular reporting period.

If a student was eligible for Mainstream special education services for the entire reporting period, then the value reported for FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE will be equal to the value for NUMBER-DAYS-TAUGHT for that reporting period. Otherwise, report the number of school calendar days that the student was eligible to receive Mainstream special education services during the reporting period.

The eligible days present that a student can generate in the Mainstream special education program are limited to the lesser of the equivalent days present calculated from the FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT on the 500 Flexible Attendance record or the FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE. For example, Student John is eligible for Mainstream special education services every day of a 30-day six-week reporting period, but only attends 20.83 equivalent days present during the reporting period (5000 FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT from the 500 Flexible Attendance Record / 240 minutes), then only 20.83 days of the 30 days of Mainstream special education services eligibility can be used in the calculation of Mainstream special education ADA.

The following is an illustration of how TEA will convert FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE to Mainstream special education days present to Mainstream special education ADA.

Example of Flexible Attendance Special Education Mainstream ADA Calculation

Student Joe– Reporting Period 3

NUMBER-DAYS-TAUGHT = 30

FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE = 30

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 5000 minutes

Flexible Attendance Equivalent Days Present = 5000 minutes / 240 minutes = 20.83 days present

Student Joe would be funded for 20.83 days of Flexible Attendance Mainstream Days Present. (20.83 is the lower of the Flexible Attendance Equivalent Days Present and the 30 days eligible for special education mainstream.)

Note: Fractional days will be rounded to the nearest hundredth (2 decimal places). 20.833 days would be rounded to 20.83 equivalent days present.

Result: Flexible Attendance Special Education Mainstream ADA = (20.83 Flexible Attendance Mainstream Days Present / 30 Days Taught) = .694 Special Education Mainstream ADA for Reporting Period 3.

FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE (E1050) indicates the total number of school days the student was eligible as a participant in the state-approved bilingual/ESL program during a particular reporting period.

The eligible days present that a student can generate for the Bilingual/ESL program are limited to the lesser of the Equivalent Days Present calculated from the FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT on the 500 Flexible Attendance record or the FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE. For example, if a student is eligible for Bilingual or ESL services every day of a 30-day six-week reporting period, but attends only an equivalent of 25.00 days (6000 minutes) during the reporting period, then only 25.00 days of the 30 days of Bilingual or ESL services eligibility can be used in the calculation of Bilingual/ESL ADA.

The following is an illustration of how TEA will convert FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE to Bilingual/ESL days present to Bilingual/ESL ADA.

Example of Flexible Attendance Bilingual/ESL ADA Calculation

Student Jane– Reporting Period 1

NUMBER-DAYS-TAUGHT = 30

FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE = 30

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 6000 minutes

Flexible Attendance Equivalent Days Present = 6000 minutes / 240 minutes = 25.00 days

Student Jane would be funded for 25.00 days of Flexible Attendance Bilingual/ESL Days Present. (25.00 is the lower of the Flexible Attendance Equivalent Days Present and the 30 days eligible for the Bilingual/ESL program.)

Note: Fractional days will be rounded to the nearest hundredth (2 decimal places). 25.000 days would be rounded to 25.00 equivalent days present.



Result: Flexible Attendance Bilingual/ESL ADA = (25.00 Bilingual/ESL days present / 30 Days Taught) = .833
Bilingual/ESL ADA for Reporting Period 1.

GIFTED-TALENTED-INDICATOR-CODE (E0034) indicates whether the student is participating in a state-approved gifted and talented program, as defined in 19 TAC §89.1.

The GIFTED-TALENTED-INDICATOR-CODE must reflect the student's participation in the G/T program for each six-week reporting period.

If a student leaves the G/T program during a reporting period, report the student with a GIFTED-TALENTED-INDICATOR-CODE of "1" for the current reporting period and with a GIFTED-TALENTED-INDICATOR-CODE of "0" in the subsequent reporting period.

If a student begins or returns to the G/T program during a reporting period, report the student with a GIFTED-TALENTED-INDICATOR-CODE of "1" for the current reporting period.

For additional rules concerning the reporting of Gifted and Talented Indicator Code for a particular student, please refer to the Student Attendance Accounting Handbook.

LOCAL-STUDENT-ID (E0923) is the student's local identification number as assigned by the district.

The LOCAL-STUDENT-ID is optional.

PRIMARY-DISABILITY-CODE (E0041) indicates the type of primary disability recorded in the student's individualized education program (IEP) that meets criteria specified in 19 TAC §89.1040.

For submission 3, the PRIMARY-DISABILITY-CODE is reported for each reporting period that a student was in attendance. If the PRIMARY-DISABILITY-CODE changes for a student during the course of a school year, then the student's 500 Flexible Attendance records will reflect the different PRIMARY-DISABILITY-CODEs for each reporting period.

Refer to the 163 Student Data - Special Education record for additional information regarding PRIMARY-DISABILITY-CODE.

MULTIPLY-DISABLED-INDICATOR-CODE (E0882) indicates whether the student receiving special education and related services has been designated as multiply disabled by the admission, review, and dismissal committee. [See 19 TAC §89.1040(c)(6).]

A student who is multiply disabled has a combination of disabilities and meets all of the conditions listed in 19 TAC §89.1040(c)(6). Not all students who have more than one disability are determined to be multiply disabled.

Multiply disabled is not a disability in the Disability Code Table C053.

A student should not be coded as multiply disabled unless an ARD committee has determined that the student has a combination of disabilities included in TAC §89.1040 **and** meets **all** of the conditions listed below.

- The student's disability is expected to continue indefinitely; **and**
- The student's disabilities severely impair performance in two or more of the following areas:
 - psychomotor skills;
 - self-care skills;
 - communication;
 - social and emotional development; or
 - cognition.

Refer to the 163 Student Data - Special Education record for additional information regarding the MULTIPLY-DISABLED-INDICATOR-CODE.

LEP-INDICATOR-CODE (E0790) indicates whether the student has been identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC), or English proficient (19 TAC §89.1220), according to criteria established in 19 TAC §89.1225.

For submission 3, the LEP-INDICATOR-CODE must reflect the student's LEP status for each six-week reporting period. LEP-INDICATOR-CODE is 1 if the student was identified as LEP for one or more days during the reporting period. The purpose for collecting the LEP-INDICATOR-CODE on the 500 Flexible Attendance record is to meet cumulative reporting requirements to the United States Department of Education (Title I, Part A).

Monitored 1 or Monitored 2 LEP status is reported for those students who have recently been exited from the bilingual/ESL programs and are determined to no longer be Limited English Proficient (LEP). This information is reported for the first two school years on all students who have exited LEP status.

For additional information on LEP requirements, refer to the 110 Student Enrollment data record.

Reporting Requirements

Create 500 Student - Flexible Attendance records for only those students in the LEA who were enrolled in the Optional Flexible School Day Program (OFSDP), High School Equivalency Program (HSEP), or the OFSDP Credit/Promotion Recovery Program at some point during the school year.

Refer to the Student Attendance Accounting Handbook for additional rules concerning flexible attendance school day student attendance accounting rules.

A school district must be pre-approved by TEA School Finance Staff to operate an Optional Flexible School Day Program. For the submission 3, only students who have 1) dropped out of school, 2) are at-risk of dropping out of school, 3) are enrolled in an early-college high school, or 4) are enrolled on a campus that is operating under a Monitoring and Intervention Campus Improvement Plan may participate in the Optional Flexible School Day Program (OFSDP).

A flexible attendance student may not be simultaneously enrolled in the OFSDP and the traditional attendance program (2 hour / 4 hour membership rule) as referenced in the Student Attendance Accounting Handbook. It is acceptable to create and report both 400 Student - Basic Attendance Record and 500 Student - Flexible Attendance records for the student if the student's enrollment status changes from a traditional program to the Flexible Attendance Program or if the status changes back to a traditional program from the Flexible Attendance Program. **Note: If a student is participating in both the traditional attendance program and the OFSDP, all attendance must be reported through the OFSDP 500 series records.**

A school district must be pre-approved by TEA High School Equivalency Program staff to operate a High School Equivalency Program. Only students who have been court ordered to participate in a HSEP program, or students who are at least 16 years of age, who are at-risk of dropping out of school, whose parent or guardian has approved participation, and at least two school years have elapsed since the student first enrolled in ninth grade, and the student has accumulated less than one third of the credits required to graduate under the minimum graduation requirements may participate in the High School Equivalency Program (HSEP).

If a student has generated both FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT and FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT for a particular Campus, Reporting Period, and Instructional Track, report both values on the same 500 Student - Flexible Attendance record.

Special Reporting Requirements

Texas School for the Deaf (TSD) and Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice Department (TJJD) (formerly TYC) must report the 500 Flexible Attendance record for any students served using the Flexible Attendance Accounting Rules.

Additional Information – TEA Power Point on OFSDP:

House Bill 2660 - OFSDP: Alters the requirements related to OFSDP so that a student can generate one day of eligible attendance for each increment of 240 minutes of classroom attendance. The law formally required 360 minutes of classroom attendance to generate on day of eligible attendance.