

A background photograph of a modern school building interior. It shows a wide staircase with blue carpeting and metal railings. Several students are walking up and down the stairs. Large windows in the background offer a view of green trees outside. The overall atmosphere is bright and active.

Student Attendance Accounting Handbook 2022-2023

Joe Herrera, Financial Compliance

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Student Attendance Accounting Handbook

State law requires that every Texas school district adopts an attendance accounting system that includes procedures to ensure the accurate recording and reporting of student attendance data. The *Student Attendance Accounting Handbook (SAAH)* contains the official attendance accounting requirements that all public school districts and open-enrollment charter schools in Texas must meet. The agency collects student attendance data primarily to ensure that Foundation School Program (FSP) funds can be correctly allocated to Texas's public schools.

The SAAH

- describes the FSP eligibility requirements for all students,
- prescribes the minimum standards for all attendance accounting systems,
- lists the documentation requirements for attendance audit purposes, and
- details the responsibilities of all district personnel involved in student attendance accounting.

The proposed version of the 2022-2023 SAAH has been added to the table below. The comment period for the proposed SAAH is from June 24, 2022 to July 25, 2022. Public comments can be sent to: <https://form.jotform.com/210613401561138>. The webpage will be updated with the final adopted version of the document after the completion of the comment period.

SAAH	PDF Version	Change Document	PDF Version
2022-2023 Handbook, Proposed	PDF, 4,543 KB	2022-2023 Change Document	PDF, 869 KB
2021-2022 Handbook, Adopted	PDF, 4,493 KB	2021-2022 Change Document	PDF, 1,032 KB

Financial Compliance

[Financial Integrity Rating System of Texas](#)

[Student Attendance Accounting Handbook](#)

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SAAH: Why and How

Statutory Citations Relating to Amendment to 19 TAC Chapter 129, Student Attendance, Subchapter AA, Commissioner's Rules, §129.1025, Adoption by Reference: Student Attendance Accounting Handbook

Texas Education Code (TEC), Chapter 25, Admission, Transfer, and Attendance, Subchapter C, Operation of Schools and School Attendance

SAAH: Why and How

Chapter 129. Student Attendance

Subchapter AA. Commissioner's Rules

§129.1025. Adoption by Reference: Student Attendance Accounting Handbook.

- (a) The student attendance accounting guidelines and procedures established by the commissioner of education under §129.21 of this title (relating to Requirements for Student Attendance Accounting for State Funding Purposes) and the Texas Education Code, §48.004, to be used by school districts and charter schools to maintain records and make reports on student attendance and student participation in special programs will be published annually.
- (b) The standard procedures that school districts and charter schools must use to maintain records and make reports on student attendance and student participation in special programs for school year 2022-2023 are described in the official Texas Education Agency (TEA) publication *2022-2023 Student Attendance Accounting Handbook*, dated October 2022 which is adopted by this reference as the agency's official rule. A copy of the *2022-2023 Student Attendance Accounting Handbook*, dated October 2022, is available for examination during regular office hours, 8:00 a.m. to 5:00 p.m., except holidays, Saturdays, and Sundays, at the Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701. In addition, the publication can be accessed from the TEA official website. The commissioner will amend the *2022-2023 Student Attendance Accounting Handbook*, dated October 2022, and this subsection adopting it by reference, as needed.
- (c) Data from previous school years will continue to be subject to the student attendance accounting handbook as the handbook existed in those years.

SAAH by Section: 1-13

- 1: Overview
- 2: Audit Requirements
 - general, system, documentation
- 3: Attendance
 - responsibilities, attendance taking, caler
- 4: Special Education
 - ECSE
- 5: Career and Technology (CTE)
 - contact hours, documentation
- 6: Emergent Bilinguals/English Learne
- 7: Prekindergarten
- 8: Gifted/Talented
- 9: Pregnancy Related Services
- 10: AEP and Disciplinary Removals
- 11: Nontraditional Programs
 - dual credit, OFSDP
- 12: Virtual Remote and Electronic Learning
- 13: Appendix

A group of students are gathered around a table, engaged in a hands-on learning activity. They are using tablets to interact with digital content, likely related to math or science. The table is covered with various colorful manipulatives, including small blocks and beads, arranged in trays and on the surface. One student is pointing at a tablet screen, while others look on with interest. The scene is brightly lit, suggesting a classroom or lab environment.

2022-2023 Updates

SAAH Section 2.3.1, 2.3.2, 2.3.3

13-18:

- eligible days present for bilingual/ESL students **(in-person, remote synchronous, and remote asynchronous)**
- eligible days bilingual/ESL dual language one-way program **(in-person, remote synchronous, and remote asynchronous)**
- eligible days bilingual/ESL dual language two-way program **(in-person, remote synchronous, and remote asynchronous)**

22

- total contact hours for all career and technical education codes **(V1–V3)** by grade and a campus total for all grades, where applicable

Code 9 Enrolled, Not In Membership Due to Virtual Learning

Code 9 applies to a student who is enrolled in a virtual learning program but not in membership. This code applies to students who are attending a virtual program under SB15 and are not eligible to participate in the program.

District of Responsibility to Secure Student Records

If your district requests this information from the district where a student was previously enrolled and that district fails to provide the required information within 10 working days, your district should report the noncompliant district to the **Division of Compliance and Inquiry of TEA at (512) 463-3544.**



Entry and Reentry Dates

The student's entry date is the first day the student is physically present during the official attendance accounting period on a particular campus **at the attendance taking time (see 3.6.2 Time of Day for Attendance Taking)**. A student's reentry date is the first day the student is physically present during the official attendance accounting period **at the attendance taking time** after having been withdrawn from the same campus.

3.3.8 Immunization

Except as provided by the TEC, §38.001(c), a student who is not fully immunized and has not begun the required immunization must not attend school. **However, a student shall be provisionally enrolled if they have begun the required immunization series. A homeless student or a student who is in foster care shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. The school shall promptly refer the student to the appropriate health provider to obtain the required vaccines.** A student who is a military dependent or any student coming from another Texas school may be enrolled for 30 days pending transfer of immunization records.

Temporary Absences and Withdrawal

Your district must **not** withdraw a student who is temporarily absent (for example, as a result of illness, **hospitalization, treatment for a mental health or substance abuse condition**, or suspension) but still a member of your district.

Compulsory Attendance

School districts must adopt truancy prevention measures designed to address student conduct related to truancy before the student engages in truant conduct, and the district must minimize the need for referrals to truancy court for absences in accordance with the TEC, §25.0915.

The district also must consider the best practices for truancy prevention measures found in 19 TAC §129.1045. In addition, tardies generally are not considered absences for purposes of compulsory attendance enforcement.



Requirements for a Student to Be Considered Present for FSP

is absent as the result of a serious or life-threatening illness or related treatment that makes the student's attendance infeasible. Documentation from a health care professional licensed, certified, or registered to practice in Texas must be provided that specifies the student's illness and the anticipated period of the student's absence relating to the illness or related treatment.

A student with a mental health or substance abuse condition who is being treated for a serious illness (TEC, §25.087(b)(3)) in an outpatient day treatment program or partial hospitalization program, under the care of a health care professional licensed, certified, or registered to practice in Texas, shall be excused for the authorized treatment period, and shall not be withdrawn from school. The discharge summary from the outpatient day treatment or partial hospitalization program must include treatment admission and discharge dates to be provided to the school by the family upon return to school as documentation to excuse absences for the duration of the authorized outpatient treatment plan or partial hospitalization.

SAAH: 3.8.1.5

Low-Attendance Waiver—Remote Conferencing

The guidance in this subsection applies to remote conferencing only. This guidance does not apply to remote learning.

For a day when school was held and the district had at least one student present in remote conferencing (as defined in 12.3.1 Remote Conferencing—Regular Education Students and 12.3.2 Remote Conferencing—Special Education Students) but attendance was at least five percentage points below the overall average attendance rate for your district or the applicable campus for the prior year because of issues related to inclement weather, health, or safety, your district may apply for a waiver to have the day excluded from ADA and FSP funding calculations.

An application for a low-attendance day waiver for districts with students present in remote conferencing on the applicable date must be submitted using TEA's automated waiver application system, which is available in TEAL.

Your district must include the following three items in its application:

- documentation of low attendance for the day, including the reason for the low attendance rate
- an attendance summary report for the date(s) requested in the waiver, including the number of students present in remote conferencing
- the prior year's attendance report, showing the overall average attendance rate for the year for the district or applicable campus. For a district or campus with multiple tracks, the overall average attendance rate for all tracks must be used. For a campus that existed as two separate campuses the prior year, the overall average attendance rate for the district as a whole must be used.

These documents should be uploaded as attachments in the automated waiver application system.

Special Education and Eligibility

Provided that they are served by appropriately certified special education staff members, students who are eligible for special education services and are provided those services by your district are eligible for special education contact hours and weighted funding. **The IFSP or ARD committee determines the special education services and documents the frequency, location, and duration of those services that impact contact hours and weighted funding described within this section for a child or eligible student.**

Code 50 - Residential Nonpublic School and Code 60 - Nonpublic Day School

This instructional setting code does **not** generate ADA or contact hours. A residential nonpublic school student should be reported with an ADA eligibility code of 0 – Enrolled, Not in **Membership**.

Eligibility of Students for Funding

Students in grades six through 12 are eligible to be served in CTE programs.

Eligibility for Contact Hours: Students in grades seven through 12 are eligible for CTE contact hours when enrolled in **approved CTE courses** for high school credit.

SAAH: 5.2.2

Eligibility of Courses for Funding

Funding students enrolled in a Pathways in Technology Early College High School (P-TECH)

Students enrolled on TEA-designated P-TECH campuses will generate **\$50 for each student in ADA** (grades nine through 12 only). The campus must be designated by TEA and listed on the Texas Education Standards website. **Campuses report** the students enrolled on the TEA-designated P-TECH campus in TSDS PEIMS submissions 1 and 3 using the TSDS **PEIMS P-TECH-INDICATOR-CODE (E1612)**. **Students coded with the indicator 1 in PEIMS submission 3 will be funded.**

Funding students enrolled in a New Tech Network (NTN) school

Students enrolled on campuses that have an active agreement with the NTN will generate **\$50 for each student in ADA** (grades seven through 12 only). The campus must have an active agreement with the NTN and be listed on the Texas Education Data Standards website. Campuses report the students enrolled on NTN campus in PEIMS submissions 1 and 3 using the PEIMS **NEW-TECH-INDICATORCODE (E1647)**. **Students coded with the indicator 1 in PEIMS submission 3 will be funded.**

Withdrawal Procedures

To reiterate, an LEA may place a student in a disciplinary setting for up to and including five consecutive days and continue to claim CTE contact hours even though no CTE services are provided to the student. A student may earn state graduation credit for a CTE course if the student continues to work on the course even though direct CTE instruction **by a certified CTE teacher** is not provided during periods of disciplinary removal.

Bilingual/English as a Second Language (ESL)

Within this section, the term "parent" includes the parent or legal guardian of the student in accordance with the TEC, §29.052. Also, the term "district" includes all school districts, open-enrollment charter schools, and districts of innovation.



Identification of Emergent Bilingual (EB) Students

The procedures below must be completed within the first four **calendar** weeks of a student's initial enrollment in a Texas public school.

Parents may request a correction on the HLS only if the child has not yet been assessed for English proficiency **and corrections are made within two calendar weeks of the child's enrollment date**

Documentation of parental approval for bilingual or ESL program participation must be obtained. Parental approval may be obtained in writing with the parent's signature and date on the notification form, through a documented phone conversation, or through an email that is retained in accordance with 19 TAC §89.1220 (m).

SAAH: 6.5, 6.6, 6.9, 6.10.2

6.5 Program Services: Eligibility for State Bilingual Education Allotment (BEA) Funding

6.6 Program Services: Teacher Certification Requirements

6.9 Monitoring of a Student Who Has Been Reclassified

6.10.2 Other Required Documentation

SAAH: 9.11

Returning to Campus for Support Services or Testing

A student **who has been confined to the home by a medical practitioner during their prenatal or postpartum period** may be allowed to return to campus and remain coded PRS to receive **temporary, limited** support services (see the introduction to Section 9 Pregnancy Related Services (PRS) for a list of examples of support services) or take required state assessments.

The time spent on campus receiving temporary, limited support services or taking required state assessments must not count as any part of the number of hours served as CEHI for eligible days present.

A student receiving CEHI who returns to campus to receive temporary, limited support services or take required state assessments must have a medical release from a licensed medical practitioner to do so. **For a PRS student who only receives the normal six weeks of CEHI, no medical release is required to return to campus for testing during this period because a medical practitioner's note is not required. A medical release is required only during the prenatal and extended postpartum periods.**

SAAH: 11.6.1

Student Eligibility

A student **in any grade level** is eligible to participate in an OFSDP authorized under the TEC, §29.0822, **if the student is:**

- **at risk** of dropping out of school, as defined by the TEC, §29.081,
- **attending** a campus implementing an approved innovative campus plan,
- **attending** a TEA-designated ECHS (**as defined by the TEC, §29.908**), P-TECH, or ICIA,
- **attending** a community-based dropout recovery education program, as defined by the TEC, §29.081(e-1) or (e-2), or
- **not meeting** attendance requirements under the TEC, §25.092, **resulting in** denied credit for one or more classes in which the student has been enrolled.

There must be an agreement in writing to the student's participation:

- **by the student, if the student is over 18 years of age; or**
- **by the student and the student's parent, or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.**

SAAH: 12.3.1 and 12.3.2

Remote Conferencing—Regular Education Students and

Remote Conferencing—Special Education Students

A district can submit a request for a general “Other” waiver using TEA’s automated waiver application system, which is available in TEAL. When submitting a waiver request, one or both requirements must be cited in item 3 of the General Waivers section. (Item 3 reads: Cite the sections(s) of Texas Education Code or the Texas Administrative Code that the district or campus wishes to waive.) If the student is not on campus and receiving face-to-face instruction at the official attendance-taking time, cite 19 TAC §129.21 and 19 TAC §129.1025.

SAAH: 12.3.1 and 12.3.2

Remote Conferencing—Regular Education Students and

Remote Conferencing—Special Education Students

Waivers will be granted on a case-by-case basis. A waiver will not be granted if the student is unable to attend school for a reason other than a medical condition, such as confinement at home for disciplinary reasons. **Supporting documentation submitted with the waiver must also be submitted for each student on a case-by-case basis but must not contain identifiable information. This documentation must be retained by the LEA locally for audit purposes.**

Appendix: Average Daily Attendance (ADA) and Funding

CTE FTEs are assigned to Tier Categories (Tier 1, 2, or 3) in TSDS PEIMS based on course level assignments and service ID. (Course level provided in the CTE Lookup – Table. Link: [TSDS Calculation Tech Tips \[Select 2021 -2022 Source Data\]](#).) Tiered funding for the CTE FTEs is based on the applicable weight for each Tier Category.

P-TECH campuses must be designated by TEA and listed on the Texas Education Standards website. Campuses report the students enrolled on the TEA-designated P-TECH campus in TSDS PEIMS submissions 1 and 3 using the TSDS PEIMS indicator E1612. NTN campuses must be designated by TEA and listed on the Texas Education Standards website. Campuses report the students enrolled on the NTN campus in PEIMS submissions 1 and 3 using the PEIMS indicator E1647.

Glossary

admission, review, and dismissal (ARD) committee – **A team established by membership requirements under 19 TAC §89.1050 at each school district, open-enrollment charter school, or special education shared services arrangement that meets to determine eligibility based on a full and individual evaluation report and to develop an individualized education program (IEP) for the child, if applicable.** All members of the ARD committee must have the opportunity to participate in a collaborative manner in developing a student's IEP.

Glossary

At Risk—

- **student enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under the TEC, §39.0548**
- **students, regardless of age, who participate in an adult education program provided under a high school diploma and industry certification charter school program under the TEC, §29.259**

Glossary

bilingual/English as a second language (ESL) eligible days – A term used to describe the days that **students participating in a bilingual education or ESL program were in attendance. This includes students participating in a standard bilingual education or ESL program per 19 TAC §89.1210(c) and (d) and students participating in a temporary alternative language program (ALP) approved by TEA under a bilingual education exception or an ESL waiver (Section 6 Bilingual/English as a Second Language (ESL).**

Glossary

early education (EE) – A grade level for students through five years of age who have not been placed in prekindergarten or kindergarten. **See Section 3 General Attendance Requirements and Section 4 Special Education for EE coding requirements.**

Glossary

gifted/talented (G/T) student - A child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment, and who exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field.²¹ 2 TEC, §29.121

Glossary

individualized education program (IEP) – A program developed by an ARD committee for each student served in special education. The IEP should include the **frequency, location, and duration of special education and related services the student is to receive to determine the instructional setting code.**

SAAH: Examples

Section 3: General Attendance Requirements

Section 4: Special Education

Section 5: Career and Technology Education

A photograph of a prom pageant scene at night. Several young people are on a stage, wearing crowns and sashes. One man on the left wears a black top hat and a sash that says 'MISS TEXAS PROM'. A man in the center wears a red shirt and a sash that says 'MISS TEXAS PROM'. A woman in the center wears a tiara and a light-colored dress. A man on the right wears a crown and a red cape. A woman on the right wears a tiara and a red dress. A man on the far right wears a red shirt and a sash that says 'MISS TEXAS PROM'. The background shows a crowd of people in a stadium setting.

Public Comment Changes



Entry and Reentry Dates

The student's entry date is the first day the student is physically **or** **virtually** present during the official attendance accounting period on a particular campus **at the attendance taking time (see 3.6.2 Time of Day for Attendance Taking)**. A student's reentry date is the first day the student is physically present during the official attendance accounting period **at the attendance taking time** after having been withdrawn from the same campus.



Requirements for a Student to Be Considered Present for FSP

is absent as the result of a serious or life-threatening illness or related treatment that makes the student's attendance infeasible. Documentation from a health care professional licensed, certified, or registered to practice in Texas must be provided that specifies the student's illness and the anticipated period of the student's absence relating to the illness or related treatment.

A student with a mental health or substance abuse condition who is being treated for a serious illness (TEC, §25.087(b)(3)) in an outpatient day treatment program or partial hospitalization program, under the care of a health care professional licensed, certified, or registered to practice in Texas, shall be excused for the authorized treatment period, and shall not be withdrawn from school. The discharge summary from the outpatient day treatment or partial hospitalization program must include treatment admission and discharge dates to be provided to the school by the family or medical facility upon return to school as documentation to excuse absences for the duration of the authorized outpatient treatment plan or partial hospitalization.

SAAH: 3.8

Calendar

Full-time virtual campus with its own CDCN	75,600			Provide 75,600 minutes of operation along with any applicable waivers.
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SAAH: 5 Career and Technology Education

LEAs Operating a 4-day Week and CTE Minute Requirements

There will be a waiver process that LEAs may apply for. The LEA will demonstrate in the application a justification for why the reduction CTE minutes in the best interest of students and how the LEA would make up the content. A decision will be made upon review. Language for the waiver had not yet been finalized and the CTE program area will keep LEAs apprised.

SAAH: 7.6.1

Example 1

A student is served in the pre-K program but does not meet any of the pre-K eligibility requirements.

Based on the 2-4 hour Rule, the ADA eligibility code for the student is 4 – Ineligible Full-Day if served for at least 4 hours or 5 - Ineligible Half-Day if served for at least 2 hours and the grade level is pre-K

SAAH: 8.1

Responsibility

	Gifted/Talented Contact	PEIMS Coding Contact
Name:		
Title:		
Phone Number:		
Email address:		

SAAH: 12.3.1 and 12.3.2

Remote Conferencing—Regular Education Students and Remote Conferencing—Special Education Students

A student served through remote conferencing may be eligible to generate weighted funding for programs such as CTE or bilingual/ESL education, provided requirements for the applicable program(s) are met. See the applicable sections of this handbook for specific program requirements. In submitting a waiver request to extend remote conferencing instruction beyond the allowable 20 instructional days over the entirety of the school year, explain how any applicable program requirements will be satisfied if your district intends to claim weighted funding. **Funding for days extended beyond the 20 days may be claimed beginning on the date the waiver is approved.**

A photograph of a female teacher with glasses and a white t-shirt sitting on the floor in a library, reading a book to a group of young children. The children are also sitting on the floor, looking at the book. The background shows bookshelves filled with books and blue storage bins.

Questions?

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A group of diverse young children are sitting on a large, colorful, patterned rug. They are looking at various items, including books and papers, which they appear to be holding or examining. The children are dressed in casual clothing, and the overall atmosphere is one of focused learning and collaboration.

Thank you!