



## **Texas Education Data Standards (TEDS)**

## **Public Education Information Management System (PEIMS)**

### **Section 8.2.4 PEIMS Student Category Data Submission Requirements**

Preliminary Version 2014.P.2.0

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## Student Category

The Student Category provides information about the student. A student is a person who has been enrolled in an LEA. This data category reports the student's basic information, enrollment, leaver, programs, attendance, course history, discipline, and assessments.

This category includes:

- Complex type data layouts, which show the relationship of data submissions to the Education Organization Category. Also described is the information on the data submission for the current school year for LEAs submission of data to the ESCs and ESCs submission of data to TEA;

Asterisks (\*\*) that appear in the complex type data layouts indicate that there is a complex type within a complex type. The Element Ids that are indented identify the data elements that are part of the complex type denoted with asterisks (\*\*).

Data rows that are in gray and italicized represent complex types and data elements that are part of the Ed-Fi Core Schema, but not for Texas use at this time.

- Category type discussions which describe information related to each particular record type;
- Data submission samples, which provide samples of how to submit the data for each category.

## StudentExtension Complex Type

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
Student Complex Type														
**	Reference Type	id											STRING	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	UniqueStateIdIdentifier	Y	Y			Y	Y	Y	Y	10	NUMERIC	
**	Complex Type	StudentIdentificationCode	StudentIdentificationCode	Y	Y			Y	Y	Y	Y	9	CODED	
E1090	STUDENT-IDENTIFICATION-SYSTEM	IdentificationSystem	StudentIdentificationSystemType	Y	Y			Y	Y	Y	Y	16	STRING	DC126
E1510	STUDENT-ASSIGNING-ORGANIZATION-CODE	AssigningOrganizationCode	IdentificationCode									60	STRING	
E0001	STUDENT-ID	IdentificationCode	IdentificationCode	Y	Y			Y	Y	Y	Y	9	CODED	
E1090	STUDENT-IDENTIFICATION-SYSTEM	IdentificationSystem	StudentIdentificationSystemType	Y	Y			Y	Y	Y	Y	16	STRING	DC126
E1510	STUDENT-ASSIGNING-ORGANIZATION-CODE	AssigningOrganizationCode	IdentificationCode									60	STRING	
E0923	LOCAL-STUDENT-ID	IdentificationCode	IdentificationCode	Y	Y			Y	Y	Y	Y	9	NAMEFIELD	
**	Complex Type	Name	Name	Y	Y			Y	Y	Y	Y			
E1301	VERIFICATION	Verification	PersonalInformationVerificationType											
E1302	PERSONAL-TITLE-PREFIX	PersonalTitlePrefix	PersonalTitlePrefixType											
E0703	FIRST-NAME	FirstName	FirstName	Y	Y			Y	Y	Y	Y	75	NAMEFIELD	
E0704	MIDDLE-NAME	MiddleName	MiddleName	Y				Y		Y		75	NAMEFIELD	
E0705	LAST-NAME	LastSurname	LastSurname	Y	Y			Y	Y	Y	Y	75	NAMEFIELD	
E1303	GENERATION-CODE-	GenerationCodeSuffix	GenerationCodeSuffix									4	STRING	C012

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Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
	SUFFIX		Type											
E1304	MAIDEN-NAME	MaidenName	LastSurname											
**	Complex Type	OtherName	OtherName											
E1325	SEX	Sex	SexType									6	STRING	DC119
**	Complex Type	BirthData	BirthData	Y	Y			Y	Y	Y	Y			
E0006	DATE-OF-BIRTH	BirthDate		Y	Y			Y	Y	Y	Y	8	CODED	
E1163	CITY-OF-BIRTH	CityOfBirth	City									30	STRING	
E1164	STATE-OF-BIRTH-ABBREVIATION	StateOfBirthAbbreviation	StateAbbreviationType									2	STRING	DC124
E1165	COUNTRY-OF-BIRTHCODE	CountryOfBirthCode	CountryCodeType									2	STRING	DC033
E1166	DATE-ENTERED-US	DateEnteredUS										8	CODED	
E1167	MULTIPLE-BIRTH-STATUS	MultipleBirthStatus										5	STRING	
**	Complex Type	Address	Address											
E1113	ADDRESS-TYPE	AddressType	AddressType									9	STRING	DC006
E1114	STREET-NUMBER-NAME	StreetNumberName	StreetNumberName									40	STRING	
E1115	APARTMENT-ROOM-SUITE-NUMBER	ApartmentRoomSuiteNumber	ApartmentRoomSuiteNumber									20	STRING	
E1116	BUILDING-SITE-NUMBER	BuildingSiteNumber	BuildingSiteNumber									20	STRING	
E1117	CITY	City	City									30	STRING	
E1118	STATE-ABBREVIATION	StateAbbreviation	StateAbbreviationType									2	STRING	DC124
E1119	POSTAL-CODE	PostalCode	PostalCode									17	CODED	
E1120	NAME-OF-COUNTY	NameOfCounty	NameOfCounty									30	STRING	
E1121	COUNTY-FIPS-CODE	CountyFIPSCode	CountyFIPSCode											
E1122	COUNTRY-CODE	CountryCode	CountryCodeType									2	STRING	DC033
E1123	LATITUDE	Latitude	Coordinate											
E1124	LONGITUDE	Longitude	Coordinate											
E1125	BEGIN-DATE-OF-ADDRESS	BeginDate												
E1126	END-DATE-OF-ADDRESS	EndDate												
**	Complex Type	Telephone	Telephone											
E1455	TELEPHONE-NUMBER-TYPE	TelephoneNumberType	TelephoneNumberType									11	STRING	DC133
E1456	PRIMARY-TELEPHONE-NUMBER-INDICATOR	PrimaryTelephoneNumberIndicator										5	BOOLEAN	
E1269	TELEPHONE-NUMBER	TelephoneNumber	TelephoneNumber									14	NUMERIC	
**	Complex Type	ElectronicMail	ElectronicMail											

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Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
E1242	EMAIL-ADDRESS-TYPE	EmailAddressType	ElectronicMailAddressType									13	STRING	DC057
E1243	EMAIL-ADDRESS	EmailAddress	ElectronicMailAddress									128	STRING	
E1388	PROFILE-THUMBNAIL	ProfileThumbnail	ProfileThumbnail									59	STRING	
E1375	HISPANIC-LATINO-ETHNICITY	HispanicLatinoEthnicity										5	BOOLEAN	
E1462	ETHNICITY	OldEthnicity	OldEthnicityType									33	STRING	DC149
**	Complex Type	Race	RaceType											
E1343	RACIAL-CATEGORY	RacialCategory	RaceItemtype									34	STRING	DC097
E1387	ECONOMIC-DISADVANTAGE	EconomicDisadvantaged										5	BOOLEAN	
E1389	SCHOOL-FOOD-SERVICES-ELIGIBILITY	SchoolFoodServicesEligibility	SchoolFoodServicesEligibilityType									13	STRING	DC113
**	Complex Type	StudentCharacteristics	StudentCharacteristic											
E1408	STUDENT-CHARACTERISTIC	Characteristic	StudentCharacteristicType									19	STRING	DC125
E1409	STUDENT-CHARACTERISTIC-BEGIN-DATE	BeginDate										8	CODED	
E1410	STUDENT-CHARACTERISTIC-END-DATE	EndDate										8	CODED	
E1339	DESIGNATED-BY	DesignatedBy	DesignatedBy									60	STRING	
E1390	LIMITED-ENGLISH-PROFICIENCY	LimitedEnglishProficiency	LimitedEnglishProficiencyType									19	STRING	DC079
**	Complex Type	Languages	LanguagesType											
E1270	LANGUAGES	Language	LanguageItemtype									36	CODED	DC074
**	Complex Type	HomeLanguages	LanguagesType											
E1386	HOME-LANGUAGES	Language	LanguageItemtype									36	STRING	DC074
**	Complex Type	Disabilities												
E1220	DISABILITY	Disability	DisabilityType									38	STRING	DC142
E1221	DISABILITY-DIAGNOSIS	DisabilityDiagnosis	DisabilityDiagnosis									80	STRING	
E1222	ORDER-OF-DISABILITY	OrderOfDisability										2	NUMERIC	
**	Complex Type	Section504Disabilities	Section504DisabilitiesType											
E1366	SECTION-504-DISABILITY	Section504Disability	Section504DisabilityItemtype									47	STRING	DC116
E1391	DISPLACEMENT-STATUS	DisplacementStatus	DisplacementStatusType									2	CODED	
**	Complex Type	ProgramParticipations	ProgramParticipation											
**	Complex Type	LearningStyles	LearningStyles											
**	Complex Type	CohortYears	CohortYear											

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Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
**	Complex Type	StudentIndicators	StudentIndicator											
E1465	INDICATOR-GROUP	IndicatorGroup	IndicatorName									60	STRING	
E1418	INDICATOR-NAME	IndicatorName	IndicationName									60	STRING	
E1419	INDICATOR	Indicator	Indication									35	STRING	
E1420	STUDENT-INDICATOR-BEGIN-DATE	BeginDate										8	CODED	
E1421	STUDENT-INDICATOR-END-DATE	EndDate										8	CODED	
E1339	DESIGNATED-BY	DesignatedBy	DesignatedBy									60	STRING	
N/A	NOT USED BY TEA	LoginId	IdentificationCode									60	STRING	
<b>StudentExtension Complex Type</b>														
**	Reference Complex Type	TX-LEAReference	EducationalOrgReferenceType	Y	Y			Y	Y	Y	Y	6	CODED	
**	Reference Complex Type	EducationalOrgIdentity	EducationalOrgIdentityType	Y	Y			Y	Y	Y	Y			
E0212	DISTRICT-ID	StateOrganizationId	IdentificationCode	Y	Y			Y	Y	Y	Y	6	CODED	
**	Reference Complex Type	TX-SchoolReference	EducationalOrgReferenceType	Y	Y			Y	Y	Y	Y	9	CODED	
**	Reference Complex Type	EducationalOrgIdentity	EducationalOrgIdentityType	Y	Y			Y	Y	Y	Y			
E0266	CAMPUS-ID	StateOrganizationId	IdentificationCode	Y	Y			Y	Y	Y	Y	9	CODED	
E0706	GENERATION-CODE	TX-GenerationCode	TX-GenerationCodeType	Y				Y		Y		2	CODED	C012
E0004	SEX-CODE	TX-Sex	TX-SexType	Y	Y			Y	Y	Y	Y	2	CODED	C013
E1064	HISPANIC-LATINO-CODE	TX-HispanicLatinoEthnicity	TX-ParticipationType	Y	Y			Y	Y	Y	Y	1	CODED	C088
**	Complex Type	TX-Race	TX-RaceType	Y	Y			Y	Y	Y	Y			
E1059	AMERICAN-INDIAN-ALASKAN-NATIVE-CODE	TX-AmericanIndianAlaska Native	TX-ParticipationType	Y	Y			Y	Y	Y	Y	1	CODED	C088
E1060	ASIAN-CODE	TX-Asian	TX-ParticipationType	Y	Y			Y	Y	Y	Y	1	CODED	C088
E1061	BLACK-AFRICAN-AMERICAN-CODE	TX-BlackAfricanAmerican	TX-ParticipationType	Y	Y			Y	Y	Y	Y	1	CODED	C088
E1062	NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE	TX-NativeHawaiianPacificIslander	TX-ParticipationType	Y	Y			Y	Y	Y	Y	1	CODED	C088
E1063	WHITE-CODE	TX-White	TX-ParticipationType	Y	Y			Y	Y	Y	Y	1	CODED	C088
**	Complex Type	TX-StudentCharacteristics	TX-StudentCharacteristicsType	Y	Y			Y	Y	Y	Y			
E0787	ADA-ELIGIBILITY-CODE	TX-ADAEligibility	TX-ADAEligibilityType	Y	Y			Y		Y		2	CODED	C059
E0919	AT-RISK-INDICATOR-CODE	TX-AtRiskStudent	TX-ParticipationType	Y	Y							1	CODED	C088

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
E1082	HOMELESS-STATUS-CODE	TX-HomelessStatus	TX-HomelessStatusType	Y	Y			Y	Y	Y	Y	2	CODED	C189
E0797	IMMIGRANT-INDICATOR-CODE	TX-ImmigrantIndicator	TX-ParticipationType	Y	Y							1	CODED	C088
E0790	LEP-INDICATOR-CODE	TX-LEPIndicator	TX-LEPIndicatorType	Y	Y			Y	Y	Y	Y	2	CODED	C061
E0984	MIGRANT-INDICATOR-CODE	TX-MigrantIndicator	TX-ParticipationType	Y	Y			Y	Y	Y	Y	1	CODED	C088
E1041	PK-FOSTER-CARE-INDICATOR-CODE	TX-PKFosterCareIndicator	TX-ParticipationType	Y	Y							1	CODED	C088
E1038	PK-MILITARY-INDICATOR-CODE	TX-PKMilitaryIndicator	TX-ParticipationType	Y	Y							1	CODED	C088
E1030	SSI-PROMOTION-RETENTION-CODE	TX-SSIPromotionRetention	TX-SSIPromotionRetentionType	Y								2	CODED	C171
E1084	UNACCOMPANIED-YOUTH-STATUS-CODE	TX-UnaccompaniedYouthStatus	TX-UnaccompaniedYouthStatusType	Y				Y		Y		2	CODED	C192
E1076	UNSCHOOLED-ASYLEE/REFUGEE-CODE	TX-UnschooledAsyleeRefugeeIndicator	TX-UnschooledAsyleeRefugeeIndicatorType	Y	Y			Y	Y	Y		2	CODED	C183
E1522	EARLY-READING-INDICATOR-CODE	TX-EarlyReadingIndicator	TX-EarlyReadingIndicatorType	Y				Y				2	CODED	C195
E0895	HOME-LANGUAGE-CODE	TX-HomeLanguage	TX-HomeLanguageType	Y	Y							2	CODED	C092
E1002	AS-OF-STATUS-CODE	TX-AsOfStatusCode	TX-AsOfStatusCodeType	Y	Y			Y	Y			2	CODED	C163
E0785	ECONOMIC-DISADVANTAGE-CODE	TX-EconomicDisadvantaged	TX-EconomicDisadvantagedType	Y	Y			Y	Y			2	CODED	C054
E1054	CRISIS-CODE	TX-CrisisIndicator	TX-CrisisIndicatorType	Y				Y		Y		2	CODED	C178
E0924	DEMOGRAPHIC-REVISION-CONFIRMATION-CODE	TX-DemographicRevisionConfirmation	TX-ParticipationType	Y	Y			Y	Y	Y	Y	1	CODED	C088
E0990	PRIOR-ID	TX-PriorID	TX-PriorId	Y				Y		Y		9	CODED	

## Description

The StudentExtension Complex Type represents a student for whom instruction and/or services are provided in an elementary, secondary, or post-secondary educational program under the jurisdiction of an LEA.

## Reporting Requirements

The StudentExtension Complex Type inherits data elements from the Student Complex Type and contains data elements that are attributes of a student.

The StudentExtension Complex Type must be reported for the following submissions:

### Submission 1:

Students who on the as-of date:

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 LEA at any time during the prior year and do not enroll in the LEA within the school-start window; do not enroll in another Texas public school; do not receive a General Educational Development (GED) certificate within Texas by August 31<sup>st</sup>, and are not accounted for by other state reconciliation processes.

The PEIMS fall as-of 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.

LEAs 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 LEA's PEIMS Submission 1. If this happens, these students may be on the LEA's underreported student listing the next year.

If a student was in grade 7-12 during the prior year, does not enroll in the LEA 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 Leaver information is reported.

### **Submission 3**

If the student is in membership in the LEA (served 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 the following students in any PEIMS Submission:

- Adult basic education students
- Adult secondary education students
- Nonpublic school students living in the LEA, but who are served totally by a nonpublic school
- Home-school students except those who receive Special Education services from the LEA (e.g., Nonpublic Day School or Residential Nonpublic School Program)

All data on each student in the LEA are to be reported by the local LEA, unless there is an agreement between the superintendents of the two LEAs that the LEA providing services will report all data.

Be aware that the LEA that reports the student will be subject to all accountability system implications for the student, including TAKS (Texas Assessment of Knowledge and Skills), SDAA (state developed alternative assessment), LDAA (locally developed/selected alternate assessment) scores, dropout accounting, and AEIS.

LEAs can obtain student demographic data that has been previously reported for a student by using the PID search function.

## **Business Rules**

### **Student Complex Type**

**id** is an XML generated XML ID associated with this complex type.

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

### **\*\*StudentIdentificationCode Complex Type**

The StudentIdentification Complex Type represents a coding scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to a student.

**STUDENT-IDENTIFICATION-SYSTEM (E1090)** is a coding scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to a student.

When submitting the STUDENT-IDENTIFICATION-SYSTEM data element for STUDENT-ID, this value will equal "State".

**STUDENT-ASSIGNING-ORGANIZATION-CODE (E1510)** is the organization code or name assigning the student Identification Code.

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

The LEA should request the student's SSN or assign a state-approved alternate identification number from the list of alternate ID numbers provided by TEA. 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 LEA should request the student's SSN at the beginning of each school year.

When the student transfers to another LEA or returns to the same LEA, the LEA **must** use the student ID number already assigned to the student. If the student fails to provide records from the prior LEA that indicate the student's ID number, the receiving LEA should request the ID number and a copy of the student's prior school records from the sending LEA through Texas Records Exchange (TReX). LEAs must verify each student's ID number received from another LEA by searching PID.

Should an LEA, after exhausting all other means, be unable to locate a student ID number for a student who was apparently enrolled in a Texas public school should contact TEA to request a student ID number search by calling (512) 463-9229

Report changes to the STUDENT-ID using the DEMOGRAPHIC-REVISION-CODE found in the StudentExtension complex type.

#### **\*\*StudentIdentificationCode Complex Type**

The StudentIdentification Complex Type represents a coding scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to a student.

**STUDENT-IDENTIFICATION-SYSTEM (E1090)** is a coding scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to a student.

When submitting the STUDENT-IDENTIFICATION-SYSTEM data element for STUDENT-ID, this value will equal "District".

**STUDENT-ASSIGNING-ORGANIZATION-CODE (E1510)** is the organization code or name assigning the student Identification Code.

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

The LOCAL-STUDENT-ID is displayed on student validation reports to assist the LEA with resolving student data errors.

#### **\*\*Name Complex Type**

The Name Complex Type includes the set of data elements that comprise a person's legal name.

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 must match the birth certificate exactly as shown. Each name on the birth certificate must appear in one of the name fields.

If the birth certificate name cannot be understood completely, the parent/guardian shall be asked to clarify. If the first or last name is not indicated on a student's birth certificate, then the parent/guardian(s) shall provide a first and/or last name to be used for reporting purposes consistently while the student is enrolled in Texas public schools.

If a birth certificate is not obtainable, the name entered shall match an alternate document. Acceptable alternate documents are driver's license, passport, school ID card, school record, school report card, military ID, hospital birth record, adoption record, church baptismal record, court-ordered legal name change document, or any other legal document that establishes identity.

**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.

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

A full MIDDLE-NAME is required, if available. If a student has no middle name, leave MIDDLE-NAME blank.

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

"Double" last names on the birth certificate are recorded exactly as shown.

**GENERATION-CODE-SUFFIX (E1303)** is an appendage, if any, used to denote an individual's generation in his family (e.g., Jr., Sr., III).

**SEX (E1325)** is a person's gender.

#### **\*\*BirthData Complex Type**

The BirthData Complex Type includes the set of data elements that capture relevant data regarding a person's birth, including birth date and place of birth.

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

**CITY-OF-BIRTH (E1163)** is the city the student was born in.

**STATE-OF-BIRTH-ABBREVIATION (E1164)** is the abbreviation for the name of the state (within the United States) or extra-state jurisdiction in which an individual was born.

**COUNTRY-OF-BIRTHCODE (E1165)** is the unique two digit International Organization for Standardization (ISO) code for the country in which an individual is born.

**DATE-ENTERED-US (E1166)** is for students born outside of the US, the date the student entered the US.

**MULTIPLE-BIRTH-STATUS (E1167)** indicates whether the student was a result of a multiple birth.

#### **\*\*Address Complex Type**

The Address Complex Type includes the set of data elements that describes an address, including the street address, city, state, and ZIP code.

**ADDRESS-TYPE (E1113)** is the type of address listed for an individual or organization. For example: Physical Address, Mailing Address, Home Address, etc.)

**STREET-NUMBER-NAME (E1114)** is the street number and street name or post office box number of an address.

**APARTMENT-ROOM-SUITE-NUMBER (E1115)** is the apartment, room, or suite number of an address.

**BUILDING-SITE-NUMBER (E1116)** is the number of the building on the site, if more than one building shares the same address.

**CITY (E1117)** is the name of the city in which an address is located.

**STATE-ABBREVIATION (E1118)** is the abbreviation for the state (within the United States) or outlying area in which an address is located.

**POSTAL-CODE (E1119)** is the five or nine digit zip code or overseas postal code portion of an address.

**NAME-OF-COUNTY (E1120)** is the name of the county, parish, borough, or comparable unit (within a state) in which an address is located.

**COUNTRY-CODE (E1122)** is the unique two character International Organization for Standardization (ISO) code for the country in which an address is located.

**\*\*Telephone Complex Type**

The Telephone Complex Type includes the set of data elements that identify the 10-digit telephone number, including the area code, for the person.

**TELEPHONE-NUMBER-TYPE (E1455)** is the type of communication number listed for an individual or organization.

**PRIMARY-TELEPHONE-NUMBER-INDICATOR (E1456)** is an indication that the telephone number should be used as the principal number for an individual or organization.

**TELEPHONE-NUMBER (E1269)** is the telephone number including the area code, and extension, if applicable.

**\*\*ElectronicMail Complex Type**

The ElectronicMail Complex Type includes the set of data elements that identify an electronic mail (e-mail) user within the network to which the individual or organization belongs.

**EMAIL-ADDRESS-TYPE (E1242)** is the type of email listed for an individual or organization. For example: Home/Personal, Work, etc.)

**EMAIL-ADDRESS (E1243)** is the electronic mail (e-mail) address listed for an individual or organization.

**PROFILE-THUMBNAIL (E1388)** is the locator for the student photo.

**HISPANIC-LATINO-ETHNICITY (E1375)** is an indication that the individual traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."

**ETHNICITY (E1462)** is the previous definition of Ethnicity combining Hispanic/Latino and race: American Indian or Alaskan Native, Asian or Pacific Islander, Black, not of Hispanic origin, Hispanic, White, not of Hispanic origin.

**\*\*Race Complex Type**

The Race Complex Type represents the general racial category which most clearly reflects the individual's recognition of his or her community or with which the individual most identifies. The way this data element is listed, it must allow for multiple entries so that each individual can specify all appropriate races.

**RACIAL-CATEGORY (E1343)** is zero or more racial categories associated with the student or staff.

**ECONOMIC-DISADVANTAGE (E1387)** is an indication of inadequate financial condition of an individual's family, as determined by family income, number of family members/dependents, participation in public assistance programs, and/or other characteristics considered relevant by federal, state, and local policy.

**SCHOOL-FOOD-SERVICES-ELIGIBILITY (E1389)** is an indication of a student's level of eligibility for breakfast, lunch, snack, supper, and milk programs.

**\*\*StudentCharacteristics Complex Type**

The StudentCharacteristics Complex Type reflects important characteristics of the student's home situation such as Displaced Homemaker, Immigrant, Migratory, Military Parent, Pregnant Teen, Single Parent, Unaccompanied Youth, etc.

**STUDENT-CHARACTERISTIC (E1408)** is the characteristic designated for the student.

**STUDENT-CHARACTERISTIC-BEGIN-DATE (E1409)** is the date the characteristic was designated.

**STUDENT-CHARACTERISTIC-END-DATE (E1410)** is the date the characteristic was removed.

**DESIGNATED-BY (E1339)** is the person, organization, or department that designated the characteristic.

**LIMITED-ENGLISH-PROFICIENCY (E1390)** is an indication that the student has been identified as Limited English Proficient or English Proficient by the Language Proficiency Assessment Committee (LPAC).

**\*\*Languages Complex Type**

The Languages Complex Type represents the language(s) the individual uses to communicate.

**LANGUAGES (E1270)** is the language the individual uses to communicate.

**\*\*HomeLanguages Complex Type**

The HomeLanguages Complex Type represents the language or dialect routinely spoken in an individual's home. This language or dialect may or may not be an individual's native language.

**HOME-LANGUAGES (E1386)** represents the language or dialect routinely spoken in an individual's home. This language or dialect may or may not be an individual's native language.

**\*\*Disabilities Complex Type**

The Disabilities Complex Type includes the disability condition(s) that best describes an individual's impairment.

**DISABILITY (E1220)** is a disability category that describes a child's impairment.

**DISABILITY-DIAGNOSIS (E1221)** is a description of the disability diagnosis.

**ORDER-OF-DISABILITY (E1222)** is the order by severity of student's disabilities: 1 - Primary, 2 - Secondary, 3 - Tertiary, etc.

**\*\*Section504Disabilities Complex Type**

The Section504Disabilities Complex Type represents a categorization of the disabilities associated with a student pursuant to Section 504.

**SECTION-504-DISABILITY (E1366)** is a categorization of the disabilities associated with a student pursuant to Section 504.

**DISPLACEMENT-STATUS (E1391)** indicates a state health or weather related event that displaces a group of students, and may require additional funding, educational, or social services.

**\*\*StudentIndicators Complex Type**

The StudentIndicators Complex Type includes the indicator(s) or metric(s) computed for the student (e.g., at risk) to influence more effective education or direct specific interventions.

**INDICATOR-GROUP (E1465)** is the name for a group of indicators.

**INDICATOR-NAME (E1418)** is the name of the indicator or metric.

**INDICATOR (E1419)** is the value of the indicator or metric.

**STUDENT-INDICATOR-BEGIN-DATE (E1420)** is the date when the indicator was assigned or computed.

**STUDENT-INDICATOR-END-DATE (E1421)** is the date the indicator or metric was sunset or removed.

**DESIGNATED-BY (E1339)** is the person, organization, or department that designated the indicator or program association.

**StudentExtension Complex Type**

**\*\* LEAReference Complex Type**

The LEAReference Complex Type represents the identifier assigned to a Local Education Agency by the State Education Agency that identifies the LEA reporting the student.

**\*\*EducationalOrgIdentity Complex Type**

The EducationalOrgIdentity Complex Type provides user information to lookup and link to an existing educational organization record in the receiving system.

**DISTRICT-ID (E0212)** indicates the district identification number registered with the Texas Education Agency who is reporting the student.

**\*\* SchoolReference Complex Type**

The SchoolReference Complex Type is the identifier assigned to a campus by the State Education Agency (SEA).

**\*\*EducationalOrgIdentity Complex Type**

The EducationalOrgIdentity Complex Type provides user information to lookup and link to an existing educational organization record in the receiving system.

**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-ID associated with the student.

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

GENERATION-CODE is part of the student's legal name. This data element is optional and only reported when available.

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

**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.

#### **\*\* TX-Race Complex Type**

The TX-Race Complex Type represents the general racial category which most clearly reflects the individual's recognition of his or her community or with which the individual most identifies. The way this data element is listed, it must allow for multiple entries so that each individual can specify all appropriate races.

**AMERICAN-INDIAN-ALASKAN-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.

The PEIMS mandatory data elements HISPANIC-LATINO-CODE (E1064), AMERICAN-INDIAN-ALASKAN-NATIVE CODE (E1059), ASIAN-CODE (E1060), BLACK-AFRICAN-AMERICAN-CODE (E1061), NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE (E1062), WHITE-CODE (E1063) are used to identify a student's ethnicity and race.

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

#### **\*\* TX-StudentCharacteristics Complex Type**

The TX-StudentCharacteristics Complex Type reflects important characteristics of the student to include Displaced Homemaker, Immigrant, Migratory, PK Military, Unaccompanied Youth, etc.

**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.

**AT-RISK-INDICATOR-CODE (E0919)** indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensatory and Accelerated Instruction). Please note that a student with a disability may be considered to be at-risk of dropping out of school if the student meets one or more of the statutory criteria for being in an at-risk situation that is not considered to be part of the student's disability. A student with a disability is not automatically coded as being in an at-risk situation. Districts should use the student's individualized education program (IEP) and other appropriate information to make the determination.

A student at-risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years; (Note: From 2010-2011 forward, TEC 29.081 (d-1) excludes from this criteria prekindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student's parent.)
4. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;

The definition of students in at-risk situations includes students who are parents. In order to be considered a parent, the following conditions must be met:

- the child of the student must still be alive;
- the student must continue to have regular contact with the child; and
- the student must continue to provide regular emotional and physical support (e.g., food, clothing, shelter, health care) for the child.

Given these conditions, a student who has given a child up for adoption and no longer has any contact with the child should not be considered to be in an at-risk situation under this section of the definition. Similarly, if the student (either the mother or the father) no longer has any regular contact with the child, the student should not be considered a parent.

A student who is not a birth mother or father MAY be a parent. A high school student may be considered a parent when the student is assuming responsibility for the regular provision of emotional and physical support for a child (e.g., a sibling). A stepfather or a stepmother can also be considered a parent if they meet the conditions listed above.

This definition does not exclude students who assume only partial responsibility for the emotional and/or physical support of a child. The mother, father, or student acting as parent may be considered a parent if other individuals (e.g., grandparents, other relatives, friends) are providing partial support of the child's needs.

6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

LEAs must periodically evaluate the status of each student, and use the appropriate entry and exit procedures. Students do not remain identified as being in an at-risk situation throughout their school career unless they continue to meet one of the at-risk criteria.

State compensatory education funds must be used for providing intensive and accelerated instructional services to at-risk students. However, the state compensatory education allotment for a LEA is not based on students identified as at-risk, but rather is based on students' eligible for free and reduced-price lunch as reported monthly to the Division of Child Nutrition. Thus, some of the students who generate the state compensatory funds may not be the ones actually receiving the services funded by the compensatory allotment.

For further information on at-risk students, access the TEA website at <http://www.tea.state.tx.us/school.finance/audit/resguide11/comped/>.

Additional information on at-risk students may be obtained by contacting your regional Education Service Center State Compensatory Education contact.

**HOMELESS-STATUS-CODE (E1082)** as defined by NCLB, Title X, Part C, Section 725(2), the term “homeless children and youths” —

- A. means individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 103(a)(1)]; and
- B. 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)];

There are only four categories of primary nighttime residence, and if a student is homeless, their nighttime residence must be in one of these four categories. The four categories are: Shelters, Doubled-Up, Unsheltered, and Motels/Hotels.

- Shelters: Supervised publicly or privately operated facilities designed to provide temporary living accommodations. Included are 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 TYC 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.”
- (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 purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

HOMELESS-STATUS-CODE is to be used by all districts for reporting whether or not a student is homeless and, if homeless, what their primary nighttime residence is at the time of identification at some point during the school year.

HOMELESS-STATUS-CODE is used to identify all the students that have experienced homelessness at some point during the school year. If a student is homeless, but later that school year enters into permanent housing, this status code should not be changed and should still indicate that the student had been homeless. For PEIMS reporting purposes, all students identified as homeless in the Fall Snapshot must also be coded as homeless in the summer collection. The homeless status of each 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 homeless after enrollment or after the start of a new school year. The homeless status of each student must be determined each 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. A district's homeless liaison should be knowledgeable about the statutory definition of homelessness in the McKinney-Vento Act, the provisions of the McKinney-Vento Act, and the services in the district for which homeless students are eligible. 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. Information can also be obtained from the Texas Homeless Education Office at (800) 446-3142. For access to the McKinney-Vento Act and other relevant laws and rules, as well as guidance and information about serving the needs of homeless students, visit the Texas Homeless Education Office Website at <http://www.utdanacenter.org/theo>. A database of district homeless liaisons can be accessed at: <http://www.utdanacenter.org/theo/index.php>.

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.

**IMMIGRANT-INDICATOR-CODE (E0797)** indicates whether the student is an identified immigrant under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. (See P.L. 107-110 Title III, Part C, § 3301(6).)

The term immigrant has three definitions approved by the Texas Education Agency. Each definition serves a unique purpose. The NCLB definition serves to identify the recent immigrants for the Title III program. The Student Assessment Division's definition assists in determining the appropriate evaluation of the LEP students in Texas. The English for Speakers of Other Languages (ESOL) I and II definition determines eligibility of the LEP students who may receive high school credit for these two courses.

1. NCLB DEFINITION:

For PEIMS reporting purposes the federal definition of "immigrant" is used. Please refer to the definition listed under E0797 IMMIGRANT-INDICATOR-CODE.

2. STUDENT ASSESSMENT DEFINITION:

For the sole purpose of the statewide Texas Assessment of Knowledge and Skills (TAKS), any Limited English Proficient (LEP) student who has resided outside the fifty United States for at least two consecutive years can be designated an "immigrant student" and may qualify for exemption from the State Assessment if additional criteria as specified on the LPAC Decision-Making Procedural Manual are met. (LPAC Decision-

Making Process for the Texas Assessment Program (Grades 3-12): Procedural Manual and Forms). 19 TAC §101.1005, 101.1007, 101.1009. The current manual may be accessed using the following URL:  
<http://www.tea.state.tx.us/student.assessment>.

3. ESOL I AND ESOL II DEFINITION:

For ESOL I and ESOL II, Chapter 74 does not provide a specific definition of “immigrant.” The dictionary defines an “immigrant” as a person who comes to a country to take up permanent residence. An immigrant student is a student who was not born in the United States. For additional information please go to the Curriculum Division webpage and select Bilingual ESL at the following URL:  
<http://www.tea.state.tx.us/curriculum/biling/>.

High school students enrolled in English for Speakers of Other Languages I and English for Speakers of Other Languages II may not receive high school graduation credit unless they are LEP and are immigrants to the United States.

If the student has ever been coded as immigrant they can take and receive graduation credit for ESOL I and ESOL II (time in this instance is not an issue with regard to the 3 year status referred to in the data element definition of immigrant). Please refer to the ESL Business Rules for grades 9-12 on previous page for additional information.

If the student is not an immigrant but is identified as LEP, then the student may be reported as English as a Second Language (ESL) for funding purposes. However, the LEA must document in the Language Proficiency Assessment Committee (LPAC) annual review form the services being provided to meet the student’s needs.

**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.

If LEP-INDICATOR-CODE is "1", then PARENTAL-PERMISSION-CODE must not be blank.

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".

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.

Exit criteria is applicable to LEP students who are identified and are served in either a required Bilingual or a required ESL program or are being served in a regular classroom due to a LEP (Parental) Denial.

The following exit criteria must be met in order to change an identified LEP student to a non-LEP status.

1. TEA-approved tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in English;
2. satisfactory performance on the reading assessment instrument under the Texas Education Code, §39.023(a), or an English language arts assessment instrument administered in English, or a score at or above the 40th percentile on both the English reading and the English language arts sections of a TEA-approved norm-referenced assessment instrument for a student who is enrolled in Grade 1 or 2; and
3. TEA-approved criterion-referenced written tests when available, other TEA approved tests when criterion referenced written test is not available, and the results of a subjective teacher evaluation.

**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.

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 LEA or regional education service center completed and signed by an individual trained by the Texas Migrant Education Program (MEP). The LEA should ensure that all school-aged students coded as Migrant for PEIMS should match all children listed on the COE. 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. Migrant students ages three and four, who are enrolled in home-based early childhood programs, should be coded as “enrolled, but not in membership (ADA-ELIGIBILITY-CODE 0)”. 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.

Migrant three-and-four-year-olds served in a campus-based program funded wholly or in part by Title I, Part C (Migrant) funds should also be coded with grade level PK. Migrant three-and-four-year-olds served in a home-based early childhood program funded wholly or in part by Title I, Part C (Migrant) funds (e.g., the Building Bridges Program) should also be coded EE.

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

Migrant students under the age of five participating in off-campus early childhood education programs should be coded "0" for ADA-ELIGIBILITY-CODE. Any student not in membership in any LEA, but receiving services, should be coded "0" for ADA-ELIGIBILITY-CODE.

A migrant student who is not receiving Title I, Part A services should have a code of 0 for TITLE-I-PART-A-INDICATOR-CODE. However, if this same migrant student was previously served by Title I, Part A at the current campus, the student should have a code of 8.

**PK-FOSTER-CARE-INDICATOR-CODE (E1041)** indicates whether a prekindergarten student is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code.

**PK-MILITARY-INDICATOR-CODE (E1038)** indicates whether the student is the child of an active duty member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who is ordered to active duty by proper authority.

The member of the armed forces is a parent or official guardian of the child. The term “member of the armed forces” includes:

1. active duty uniformed members of the Army, Navy, Marine Corps, Air Force, or Coast Guard assigned to duty stations in Texas;
2. active duty uniformed members of the Army, Navy, Marine Corps, Air Force, or Coast Guard who are Texans and have eligible children residing in Texas;
3. activated/mobilized uniformed members of the Texas National Guard (Army or Air Guard), or activated/mobilized members of the Reserve components of the Army, Navy, Marine Corps, Air Force, or Coast Guard who are Texas residents regardless of the location of the reserve unit; and
4. Uniformed service members who are Missing in Action (MIA).

Also eligible is a child of a member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who was injured or killed while serving on active duty.

The PK-MILITARY-INDICATOR-CODE indicator reports whether or not a prekindergarten student was determined to be eligible for the prekindergarten program due to the military eligibility requirements.

**SSI-PROMOTION-RETENTION-CODE (E1030)** indicates whether the student was promoted or retained as a result of participation in the Student Success Initiative (SSI) as described in TAC Chapter 101, Subchapter BB and TEC §28.0211.

This indicator must be reported for every student meeting all of the following conditions:

1. the student was eligible for assessment/testing as specified by TAC §101.2003; and
2. the student in the previous school year was in a grade to which the SSI applies; and
3. a Grade Placement Committee as required by TAC §101.2007 was established for the student because the student had not met the SSI requirements after the second assessment/testing date; and
4. the student did not meet SSI requirements after the third assessment/testing date.

E1030, SSI-PROMOTION-RETENTION-CODE, applies only to students participating in the Student Success Initiative (SSI). Refer to TAC Chapter 101, Subchapter BB and TEC §28.0211 for SSI information. The SSI will be phased in over several school years as described below.

- In 2004-2005, students in grade 3 must perform satisfactorily on the Reading assessment instrument to be promoted to grade 4 and students in grade 5 must perform satisfactorily on the Reading and Mathematics assessment instruments to be promoted to grade 6 or be promoted by decision of their Grade Placement Committees. E1030 applies to students in grades 3-6 in 2005-2006 and beyond.
- In 2007-2008, students in grade 8 must perform satisfactorily on the Reading and Mathematics assessment instruments to be promoted to grade 9 or be promoted by decision of their Grade Placement Committees. E1030 applies to students in grades 3-6, 8, and 9 in 2008-2009 and beyond.
- In 2009-2010, the Texas Legislature amended the Texas Education Code 28.0211 such that students in grade 3 who are retained or promoted after the spring of 2009 will no longer be affected by the Student Success Initiative. E1030 applies to students in grades 5, 6, 8, and 9 in 2009-2010 and beyond.

Each school LEA and charter school shall establish procedures for convening a Grade Placement Committee to prescribe accelerated instruction for each student who fails to demonstrate proficiency on the second administration of the assessment instrument(s) required for promotion. A student who does not pass the third assessment instrument(s) required for promotion may be promoted by unanimous decision of his or her Grade Placement Committee. Refer to TEC §28.0211(c) and TAC §101.2007 for Grade Placement Committee information and roles.

For SSI purposes, “assessment instrument” refers to the Texas Assessment of Knowledge and Skills (TAKS).

In C171, SSI-PROMOTION-RETENTION-CODE, “does not meet SSI requirements” refers to students who do not pass the appropriate assessment instrument(s) required for promotion. This includes students who are tested and do not pass the assessment instrument(s) and students who are absent or do not receive test scores.

When a student who participates in the SSI transfers/relocates to another public school or charter LEA in Texas, the receiving LEA should obtain Grade Placement Committee documentation from the student’s previous school LEA through the records request process. This documentation should include the previous LEA’s accelerated instruction and promotion/retention decision(s) and/or provide valuable details about the student’s progress and assessment score(s) so that the receiving LEA may better decide whether the SSI student should be promoted or retained.

#### GRADE ADVANCEMENT REQUIREMENTS OF THE STUDENT SUCCESS INITIATIVE:

Additional information on the Student Success Initiative can be accessed by visiting the Student Success Initiative webpage located on the Student Assessment Division webpage on the TEA website. The following URL is for the Student Success Initiative webpage: <http://www.tea.state.tx.us/student.assessment/resources/ssi/index.html>

1. A FLOWCHART detailing the decision making process for SSI grade advancement can be accessed from the Student Success Initiative webpage. The document name is “Interactive Flow Chart” and can be found under the document grouping entitled “Grade Placement Committee Manual.”
2. A FLOWCHART detailing the decision making process for SSI grade advancement for students receiving special education services can be accessed from the Student Success Initiative webpage. The document name is “Flowchart for Students Receiving Special Education Services” and can be found under the document grouping entitled “Grade Placement Committee Manual.”

**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.

**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).

"Unschooled 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 students in grades 7-12 and is collected in Submissions 1 and 3.

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/](http://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](http://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).

**Early Reading Indicator Code (E1522)** indicates whether a student is reading on grade level or is not reading on grade level 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 grade level reading status based on the Beginning of Year assessment results.

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

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

**HOME-LANGUAGE-CODE (E0895)** indicates the language spoken in the student's home, as determined by the student's home language survey. (See 19 TAC §89.1215.)

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

AS-OF-STATUS-CODE is required in Submissions 1 and 3. For Submission 4, AS-OF-STATUS-CODE is blank.

AS-OF-STATUS-CODEs A through G are used in Submission 1 only 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-CODE X is used in both Submissions 1 and 3 for students in grades EE-06.

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

Submission 1 AS-OF-STATUS-CODEs:

- For prior year grade EE-06 students, AS-OF-STATUS-CODE should be X, regardless of current year grade.
- For prior year grade 7-12 students, AS-OF-STATUS-CODE should be A through G.

If a student's grade level is 7-12, and:

- AS-OF-STATUS-CODE is A, D, or E, then a leaver record is required unless the student has been accounted for by state reconciliation processes; or
- AS-OF-STATUS-CODE is B, D, or F, then an enrollment record is required; or
- AS-OF-STATUS-CODE is A, C, E, or G, then an enrollment record is prohibited.

#### Examples of Submission 1 AS-OF-STATUS-CODE use:

Example	Prior year grade level	Current year grade level	Allowable AS-OF-STATUS-CODEs
1	05	06	X
2	06	06	X
3	06	07	X
4	07	07	A-G
5	07	08	A-G

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; therefore, a school leaver record is required if the student was in grades 7-12 during the prior year unless the student has been identified by TEA as (1) having earned a GED certificate at a Texas examination site by August 31<sup>st</sup>, (2)

enrolled in another Texas public school LEA in the school-start window of the next school year, or (3) accounted for by other state reconciliation processes. This includes all students who:

- graduated;
- received GEDs outside Texas and are no longer pursuing high school diplomas;
- enrolled in private schools;
- withdrew for home schooling;
- died;
- dropped out of school; or
- all other LEAVER-REASON-CODEs (See C162, LEAVER-REASON-CODE, for a complete list of leaver reasons.)

Submit the previous year's CAMPUS-ID-OF-ENROLLMENT even if the campus is closed in the current year.

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

AS-OF-STATUS-CODE C is used to notify TEA that a student has been in the LEA in the school-start window during the current year, but not on the fall as-of date, so a Leaver record is not submitted. Students coded with C's may or may not have been enrolled in the LEA during the prior year. LEAs 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 LEA.

For Submission 3, 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 attendance record in the 6<sup>th</sup> reporting period.

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

When reporting the ECONOMIC-DISADVANTAGE-CODE, LEAs that are in the second or third 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 LEA. Such LEAs must report any new students as either code 00 or code 99.

Although LEAs must determine the economic status of each student, this cannot be accomplished through the former school lunch eligibility process. However, LEAs can ask for economic status information as a part of the enrollment process.

For Submission 1, ECONOMIC-DISADVANTAGE-CODE is reported based on a student's status as follows:

- AS-OF-STATUS-CODEs B, D, and F – report student's status as of the October snapshot date;
- AS-OF-STATUS-CODEs C, E, and G – report student's last status in the current year;
- AS-OF-STATUS-CODE A – report student's last status from the prior year

For Submission 3, ECONOMIC-DISADVANTAGE-CODE is reported based on a student's last status.

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

**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 LEA 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 LEA 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. This data may be used for determining special funding and/or accountability measures.

**DEMOGRAPHIC-REVISION-CONFIRMATION-CODE (E0924)** indicates that a change has been made in one of the twelve basic identification or demographic data elements since the last PEIMS data submission on this person. These twelve data elements are:

- FIRST-NAME,
- MIDDLE-NAME,
- LAST-NAME,
- GENERATION-CODE,
- SEX-CODE,
- HISPANIC-LATINO-CODE,
- AMERICAN-INDIAN-ALASKA-NATIVE-CODE,
- ASIAN-CODE,
- BLACK-AFRICAN AMERICAN-CODE,
- NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE,
- WHITE-CODE, and
- DATE-OF-BIRTH

An entry in the DEMOGRAPHIC-REVISION-CONFIRMATION-CODE of "1" indicates that a change is being reported in one or more of the twelve basic demographic data elements since the last PEIMS data submission.

If a value of "1" is present in this field, then all demographic data currently existing in the TEA Person Identification Database (PID) will be replaced with any new data being reported in that PEIMS submission. Therefore LEAs must be very careful to guard the accuracy of demographic data being submitted.

If data being submitted does not match current demographic data on the PID and a "1" has not been placed in the demographic revision field, then the LEA will receive an error for that student on the PID Discrepancy Report. This report is a part of the diagnostic process that follows the submission of the data to TEA.

Use a "1" in this field only if the student was previously reported in a PEIMS submission and you wish to update the PID.

New students should not be reported with a DEMOGRAPHIC-REVISION-CONFIRMATION-CODE. In order to change demographic data in the TEA PID, a "1" must be present in this field.

**REMINDER:** A LEA can only change one of the three major demographics (FIRST-NAME, LAST-NAME, and DATE-OF-BIRTH) at a time by using the demographic revision code. If more than one of these values needs to be changed, then TEA will have to make the corrections to the PID for you.

**PRIOR-ID (E0990)** indicates the identification number under which the person was reported during the last PEIMS data submission.

The PRIOR-ID is submitted

- only when a student's identification number has changed since the most recent PEIMS data submission. A LEA should submit any ID number changes even if the most recent PEIMS submission for the student was made when the student was in another LEA.
- when a student who has previously been reported with an alternate ID number provides a Social Security number to his district. Or, when a student was previously reported with a Social Security Number requests to be assigned and reported with an alternate ID.

In most cases, a student will not show a change from one alternate ID number to another alternate ID number. The alternate ID number originally assigned to a student moves with the student when the student changes districts

### Special Reporting Requirements

Children served by the Texas School for the Deaf (TSD), the Texas School for the Blind and Visually Impaired (TSBVI) and the Texas Youth Commission (TYC) are reported by these state operated programs while the child is in attendance in these programs. District and parental referrals to the TSD, district referrals to the TSBVI and youth adjudicated to the TYC will be reported by these respective institutions.

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

**Data Sample(s)**

[PEIMS - Student](#)

## StudentSchoolAssociationExtension Complex Type

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
StudentSchoolAssociation Complex Type														
**	Reference Complex Type	StudentReference	StudentReferenceType	Y	Y			Y	Y	Y	Y	9	CODED	
**	Reference Complex Type	StudentIdentity	StudentIdentityType	Y	Y			Y	Y	Y	Y	9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	UniqueStateIdentifier	Y	Y			Y	Y	Y	Y	10	NUMERIC	
**	Reference Complex Type	SchoolReference	EducationalOrgReferenceType	Y	Y			Y	Y	Y	Y	9	CODED	
**	Reference Complex Type	EducationalOrgIdentity	EducationalOrgIdentityType	Y	Y			Y	Y	Y	Y			
E0266	CAMPUS-ID	StateOrganizationId	IdentificationCode	Y	Y			Y	Y	Y	Y	9	CODED	
E1434	ENTRY-DATE	EntryDate										8	CODED	
E1517	ENTRY-GRADE-LEVEL-TYPE	EntryGradeLevel	GradeLevelType									25	STRING	DC063
E1435	ENTRY-TYPE	EntryType	EntryType									114	STRING	DC059
E1436	REPEAT-GRADE-INDICATOR	RepeatGradeIndicator										5	BOOLEAN	
E1437	CLASS-OF	ClassOf										9	CODED	C193
E1438	CAMPUS-CHOICE-TRANSFER	SchoolChoiceTransfer										5	BOOLEAN	
E1439	EXIT-WITHDRAW-DATE	ExitWithdrawDate										8	CODED	
E1433	EXIT-WITHDRAW-TYPE	ExitWithdrawType	ExitWithdrawType									122	STRING	DC060
**	Complex Type	EducationalPlans	EducationalPlansType											
E1233	EDUCATIONAL-PLANS	EducationalPlan	EducationalPlanItemType									27	STRING	DC054
**	Reference Complex Type	GraduationPlanReference	ReferenceType											
**	Reference Type	ref											STRING	
StudentSchoolAssociationExtension Complex Type														
E0017	GRADE-LEVEL-CODE	TX-GradeLevel	TX-GradeLevelType	Y	Y			Y	Y	Y	Y	2	CODED	C050
E0782	CAMPUS-ID-OF-ENROLLMENT	TX-CampusIdOfEnrollment	TX-CampusId	Y	Y					Y		9	CODED	
E0903	CAMPUS-ID-OF-RESIDENCE	TX-CampusIdOfResidence	TX-CampusId	Y				Y		Y		9	CODED	
E1027	CAMPUS-ID-OF-ACCOUNTABILITY	TX-CampusIdOfAccountability	TX-CampusId	Y				Y				9	CODED	
E1044	LAST-DATE-OF-ENROLLMENT	TX-LastDateOfEnrollment						Y				8	CODED	
E1000	STUDENT-ATTRIBUTION-CODE	TX-Attribution	TX-AttributionType	Y	Y			Y	Y	Y	Y	2	CODED	C161

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
E1078	PK-PROGRAM-TYPE-CODE	TX-PKProgramTypeIndicator	TX-PKProgramTypeIndicatorType	Y				Y				2	CODED	C185
E1079	PRIMARY-PK-FUNDING-SOURCE	TX-PrimaryPKFundingSource	TX-PKFundingSourceType	Y				Y				2	CODED	C186
E1080	SECONDARY-PK-FUNDING-SOURCE	TX-SecondaryPKFundingSource	TX-PKFundingSourceType	Y				Y				2	CODED	C186

## Description

The StudentSchoolAssociationExtension Complex Type represents the school(s) in which a student is enrolled and/or withdrawn.

## Reporting Requirements

Currently, there are no reporting requirements.

## Business Rules

### StudentSchoolAssociation Complex Type

#### \*\*StudentReference Complex Type

The StudentReference Complex Type represents students enrolled in school.

#### \*\*StudentIdentity Complex Type

The StudentIdentity Complex Type provides user information to lookup and link to an existing student record in the receiving system.

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

#### \*\* SchoolReference Complex Type

The SchoolReference Complex Type denotes the school enrolling the student.

#### \*\*EducationalOrgIdentity Complex Type

The EducationalOrgIdentity Complex Type provides user information to lookup and link to an existing educational organization record in the receiving system.

**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 associated with the student.

**ENTRY-DATE (E1434)** is the month, day, and year on which an individual enters and begins to receive instructional services in a school.

**GRADE-LEVEL-TYPE (E1162)** is the grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session.

**ENTRY-TYPE (E1435)** is the process by which a student enters a school during a given academic session.

**REPEAT-GRADE-INDICATOR (E1436)** is an indicator of whether the student is enrolling to repeat a grade level, either by failure or an agreement to hold the student back.

**CLASS-OF (E1437)** is the projected High School graduation year.

**CAMPUS-CHOICE-TRANSFER (E1438)** is an indication of whether the student transferred in or out of the campus during the school year under the provisions for public campus choice in accordance with Title I, Part A, Section 1116.

**EXIT-WITHDRAW-DATE (E1439)** is the date after a student's last day of attendance at a school (if known). Otherwise, the EXIT-WITHDRAW-DATE is the date on which a student graduated or the date it becomes officially known that a student left school.

**EXIT-WITHDRAW-TYPE (E1433)** indicates the circumstances under which the student exited from membership in an educational institution.

**\*\*EducationalPlans Complex Type**

The EducationalPlans Complex Type represents the type of Education Plan(s) the student is following, if appropriate.

**EDUCATIONAL-PLANS (E1233)** is the type of education plan(s) the student is following, if appropriate. For example: Special Education, Vocational (CTE)

**StudentSchoolAssociationExtension Complex Type**

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

GRADE-LEVEL-CODE corresponds to the grade assigned in the attendance accounting records of the LEA, as specified in the [Student Attendance Accounting Handbook](#).

GRADE-LEVEL-CODE should indicate the student's grade level during the regular school year.

The GRADE-LEVEL-CODE for those students who have graduated, but returned to school, is reported as grade 12.

The GRADE-LEVEL-CODE for those students in grades 7-12 who do not return to school within the school-start window the following year is reported using the last grade of enrollment which includes students who completed the prior year grade level.

A student in a three-year-old Prekindergarten program should be reported with a GRADE-LEVEL-CODE of PK. Migrant three-and-four-year-olds served in a campus-based program funded wholly or in part by Title I, Part C (Migrant) funds should also be coded PK.

The Early Education (EE) grade level includes Early Childhood Intervention (ECI), Preschool Program for Children with Disabilities, Head Start, and other programs for students not actually placed in a state-approved grade level (PK-12). Migrant three-and-four-year-olds served in a home-based early childhood program funded wholly or in part by Title I, Part C (Migrant) funds (e.g., the Building Bridges Program) should also be coded EE.

Refer to the guidelines in the [Student Attendance Accounting Handbook](#), Section IV regarding students being served in both the Preschool Program for Children with Disabilities and the prekindergarten program.

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

Each student in a LEA is considered to be enrolled on only one campus, although services may be received on numerous campuses. If a LEA's enrollment procedures allow for enrollment in more than one campus, report the campus in which the student receives the majority of his instruction. For Gifted/Talented program or advanced placement students enrolled in more than one campus, choose the campus corresponding to the student's regular grade level. The campus must be a valid number registered with TEA.

For those students who are not in membership in the LEA, such as some students served through the Early Childhood Intervention program, CAMPUS-ID-OF-ENROLLMENT may be left blank. However, if CAMPUS-ID-OF-ENROLLMENT is left blank, then the GRADE-LEVEL-CODE for the student must be EE. All other GRADE-LEVEL-CODEs, PK – 12, must be reported with a valid CAMPUS-ID-OF-ENROLLMENT.

**CAMPUS-ID-OF-RESIDENCE (E0903)** indicates the unique campus identification number corresponding to the campus attendance area in which the student currently resides.

CAMPUS-ID-OF-RESIDENCE is the unique campus ID number corresponding to the student's attendance area or zone in the LEA in which he or she resides. This data element is reported only for those students who have been coded 01-03, 06-07, 13, 15, 17, 19, 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 LEA but are court ordered to a Texas Juvenile Justice Commission (TJPC) facility, a Texas Youth Commission (TYC) facility, or a residential treatment center facility.

The county-LEA-campus number of the campus in which the student resides is to be reported for each student who resides outside the LEA, 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 LEA receiving students from another LEA that does not offer all grade levels (for example, high school students from a LEA 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 LEA. In this case, transfers are performed de facto by the two LEAs' 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 LEA, unless a LEA's transfers in total would affect the ethnic makeup of either LEA 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 LEA are not transfer students.

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

CAMPUS-ID-OF-ACCOUNTABILITY is reported because some students attend only DAEP and/or JJAEP campuses.

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 as-of date.

When reported in Submission 3, this field is used to determine attendance and/or leaver data attribution for campus accountability. CAMPUS-ID-OF-ACCOUNTABILITY cannot be a DAEP or JJAEP. This field is used for a student who was only enrolled at a DAEP and/or a JJAEP.

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

### **SUBMISSION 1 CAMPUS-ID-OF-ACCOUNTABILITY DETERMINATION (Applicable to Assessment Data ONLY)**

When a student is enrolled at a DAEP or JJAEP on the fall snapshot, CAMPUS-ID-OF-ACCOUNTABILITY reporting is required. If a student is enrolled on the fall snapshot at a campus that is not a DAEP or JJAEP, then no CAMPUS-ID-OF-ACCOUNTABILITY reporting is required. The following table shows how TEA performs accountability attribution for assessment data for a student enrolled at a DAEP or JJAEP campus on the fall snapshot. The Xs indicate enrollment at the campus.

Fall Snapshot CAMPUS-OF-ENROLLMENT			Campus of accountability	Campus of accountability determined by:
Campus that is not a DAEP or JJAEP	DAEP	JJAEP		
X			Instructional campuses other than DAEPs or JJAEPs	enrollment*
	X			E1027**
		X		E1027**

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

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

### **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.

**LAST-DATE-OF-ENROLLMENT (E1044)** indicates a student's final date of enrollment in a regular school year for students in grades 7-12.

If the student was enrolled in the LEA 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 LEA.

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 LEA, left, and then enrolled again, LAST-DATE-OF-ENROLLMENT is the student's final date of enrollment.

**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 interdistrict 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;
- 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).

STUDENT-ATTRIBUTION-CODEs 13-24 are reserved for LEAs and charter schools that serve students in Texas Juvenile Probation Commission, Texas Youth Commission, and Residential Treatment facilities.

#### Summary of C161 STUDENT-ATTRIBUTION-CODEs 13-24

Code	Facility	Court-ordered?		Regularly assigned to LEA?	
		Yes	No	Yes	No
13	TJPC	X			X
14	TJPC	X		X	
15	TJPC		X		X
16	TJPC		X	X	
17	TYC	X			X
18	TYC	X		X	
19	TYC		X		X
20	TYC		X	X	
21	Residential treatment facility	X			X
22	Residential treatment facility	X		X	
23	Residential treatment facility		X		X
24	Residential treatment facility		X	X	

**PRIMARY-PK-FUNDING-SOURCE (E1079)** indicates the primary source of funding for a Pre-kindergarten student.

**SECONDARY-PK-FUNDING-SOURCE (E1080)** indicates the secondary source of funding for a Pre-kindergarten student.

#### Primary and Secondary PK Funding Source Codes

The Primary and Secondary PK Funding Source Codes are only reported for PK students who are Enrolled, Not in membership (ADA Eligibility Code 0), PK students who are funded for half-day but attend full-day, and PK students who are ineligible for state funding. These students will at least have a Primary PK Funding Source Code and may have a Secondary PK Funding Source Code reported. See PEIMS Code Table C186.

#### Chart for Determining PK Funding Source Reporting for Fall Snapshot

ADA Eligibility Code	ADA Eligibility Code Description	PK Program Type Code	Primary PK Funding Source Reported?	Secondary PK Funding Source reported?
0	Enrolled Not in Membership	00	Yes	Yes, if student is funded from additional source.
1	Eligible Full Day	03	No	No
2	Eligible Half Day	01	No	No
2	Eligible Half Day	02	Yes	Yes, if student is funded from additional sources
3	Eligible Transfer Full Day	03	No	No
4	Ineligible Full Day	05	Yes	Yes, if student is funded from additional sources
5	Ineligible Half Day	04	Yes	No
6	Eligible Transfer Half Day	01	No	No
6	Eligible Transfer Half Day	02	Yes	Yes, if student is funded from additional sources
7	Eligible for Flexible Attendance	01	No	No
7	Eligible for Flexible Attendance	02	Yes	Yes, if student is funded from additional sources
8	Ineligible for Flexible Attendance	04	Yes	Yes, if student is funded from additional sources

#### Special Reporting Requirements

TEXAS SCHOOL FOR THE DEAF (TSD) AND THE TEXAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED (TSBVI): Students enrolled in either the TSD or the TSBVI on the Snapshot date will be reported by the TSD or the

TSBVI as applicable. Sending LEAs will not report enrollment records on students who are enrolled in either of these schools on Snapshot.

**Data Sample(s)**

[PEIMS - StudentSchoolAssociation](#)

## StudentSectionAssociation Complex Type

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	StudentReference	StudentReferenceType					Y	Y	Y	Y	9	CODED	
**	Reference Complex Type	StudentIdentity	StudentIdentityType					Y	Y	Y	Y	9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	UniqueStateIdentifier					Y	Y	Y	Y	10	NUMERIC	
**	Reference Complex Type	SectionReference	SectionReferenceType					Y	Y	Y	Y			
**	Reference Complex Type	SectionIdentity	SectionIdentityType					Y	Y	Y	Y			
E0266	CAMPUS-ID	StateOrganizationId	IdentificationCode					Y	Y	Y	Y	9	CODED	
E1056	CLASS-ID-NUMBER	UniqueSectionCode	UniqueSectionCode					Y	Y	Y	Y	14	NAME FIELD	
E1194	LOCAL-COURSE-CODE	LocalCourseCode	LocalCourseCode									30	STRING	
E1093	SCHOOL-YEAR	SchoolYear	SchoolYearType									9	CODED	C193
E1367	SECTION-TERM	Term	TermType									16	STRING	DC134
E1074	CLASS-PERIOD	ClassPeriodName	ClassPeriodNameType									2	NAMEFIELD	
E1368	LOCATION	Location	ClassroomIdentificationCode									20	STRING	
E1069	STUDENT-BEGIN-DATE	BeginDate						Y	Y	Y	Y	8	CODED	
E1070	STUDENT-END-DATE	EndDate						Y	Y	Y	Y	8	CODED	
E1440	HOME-ROOM-INDICATOR	HomeroomIndicator										5	BOOLEAN	
E1441	REPEAT-IDENTIFIER	RepeatIdentifier	RepeatIdentifierType									44	STRING	DC106

## Description

The StudentSectionAssociation Complex Type collects the complete list of courses that a student is taking or has attempted.

## Reporting Requirements

For the Fall submission, this complex type collects the Career and Technical Education courses that the student is taking as of the “last Friday in October”.

For the Summer submission, this complex type collects the complete history of courses attempted and/or completed during the course of the school year

For the Extended-Year submission, this complex type collects the complete history of courses attended during the summer (between school years) for the purpose of a student attempting to earn dual credit.

## Business Rules

### \*\*StudentReference Complex Type

The StudentReference Complex Type represents the student enrolled in the section.

### \*\*StudentIdentity Complex Type

The StudentIdentity Complex Type provides user information to lookup and link to an existing student record in the receiving system.

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

**\*\*SectionReference Complex Type**

SectionReference Complex Type is a reference to the section information.

**\*\*SectionIdentity Complex Type**

The SectionIdentity Complex Type provides user information to lookup and link to an existing section record in the receiving system.

**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 associated with the section.

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

**LOCAL-COURSE-CODE (E1194)** is the local code assigned by the School that identifies the course offering provided for the instruction of students.

**SCHOOL-YEAR (E1093)** is the identifier for the school year.

**SECTION-TERM (E1367)** is the type of the section during the school year.

**CLASS-PERIOD (E1074)** is the class period identifier that illustrates the time of the school day that a particular class was offered.

**LOCATION (E1368)** is the location, typically a classroom, where the section meets.

**STUDENT-BEGIN-DATE (E1069)** identifies the first date a student was assigned to the class in the current school year.

For submission 3, STUDENT-BEGIN-DATE identifies the first date a student was assigned to the class in the current school year. For submission 4, STUDENT-BEGIN-DATE identifies the date the dual credit course began.

**STUDENT-END-DATE (E1070)** identifies the last date a student was assigned to the class in the current school year.

For submission 3, STUDENT-END-DATE identifies the last date a student was assigned to the class in the current school year. For submission 4, STUDENT-END-DATE identifies the date the dual credit course ended.

The exact STUDENT-BEGIN-DATEs and the STUDENT-END-DATEs for each class in which the student is enrolled as of the Last Friday in October must be reported. For example, if a student started a semester with Biology I and changed to a different course such as Theatre on November 1<sup>st</sup>, then both the Biology I and the Theatre course must be reported on a 415 record along with the actual STUDENT-BEGIN-DATEs and the STUDENT-END-DATEs for each class.

**HOME-ROOM-INDICATOR (E1440)** indicates the section is the student's homeroom. Homeroom period may be the convention for taking daily attendance.

**REPEAT-IDENTIFIER (E1441)** is an indication as to whether a student has previously taken a given course.

**Special Reporting Requirements**

Currently, there are no special reporting requirements.

**Data Sample(s)**

[PEIMS - StudentSectionAssociation](#)

## StudentProgramExtension Complex Type

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	StudentReference	StudentReferenceType	Y	Y			Y	Y	Y	Y	9	CODED	
**	Reference Complex Type	StudentIdentity	StudentIdentityType	Y	Y			Y	Y	Y	Y	9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateld	UniqueStateldIdentifier	Y	Y			Y	Y	Y	Y	10	NUMERIC	
E0782	CAMPUS-ID-OF-ENROLLMENT	TX-CampusIdOfEnrollment	TX-CampusId	Y						Y		9	CODED	
E1042	BILINGUAL-PROGRAM-TYPE-CODE	TX-Bilingual	TX-BilingualProgramType	Y	Y							2	CODED	C175
E1028	BILINGUAL/ESL-SUMMER-SCHOOL-INDICATOR-CODE	TX-BilingualESLSummer	TX-ParticipationType							Y	Y	1	CODED	C088
E0031	CAREER-AND-TECHNICAL-ED-IND-CD	TX-CareerAndTechnologyEd	TX-CareerAndTechnologyEdType	Y	Y			Y	Y			2	CODED	C142
E1043	ESL-PROGRAM-TYPE-CODE	TX-ESL	TX-ESLProgramType	Y	Y							2	CODED	C176
**	Complex Type	TX-FlexibleAttendance	TX-FlexibleAttendanceProgram					Y	Y	Y	Y			
E1045	FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE	TX-FlexibleAttendanceProgram	TX-FlexibleAttendanceProgramType					Y	Y	Y	Y	2	CODED	C177
E0034	GIFTED-TALENTED-INDICATOR-CODE	TX-GiftedAndTalented	TX-ParticipationType	Y	Y			Y	Y	Y	Y	1	CODED	C088
E1432	PREGNANCY-RELATED-SERVICES	TX-PregnancyRelatedSvcs	TX-ParticipationType					Y	Y			1	CODED	C088
E0833	REG-DAY-SCH-PROG-DEAF-CODE	TX-RegDaySchProgDeaf	TX-RegDaySchProgDeafType	Y	Y			Y	Y			2	CODED	C067
E0794	SPECIAL-ED-INDICATOR-CODE	TX-SpecialEducation	TX-ParticipationType	Y	Y							1	CODED	C088
E0894	TITLE-I-PART-A-INDICATOR-CODE	TX-TitleIPartAIndicator	TX-TitleIPartAParticipantType	Y	Y			Y	Y			2	CODED	C122

## Description

The StudentProgramExtension Complex Type represents any program designed to work in conjunction with or to supplement the main academic program. Programs may provide instruction, training, services or benefits through federal, state, or local agencies. Programs may also include organized extracurricular activities for students.

## Reporting Requirements

Currently, there are no reporting requirements.

## Business Rules

### \*\*StudentReference Complex Type

The StudentReference Complex Type represents the student program participation.

**\*\*StudentIdentity Complex Type**

The StudentIdentity Complex Type provides user information to lookup and link to an existing student record in the receiving system.

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

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

**BILINGUAL-PROGRAM-TYPE-CODE (E1042)** indicates whether the student is participating in a state-approved bilingual education program which is a full-time program of dual-language instruction through the TEKS in the content areas (mathematics, science, health and social studies) in the primary language of limited English proficient (LEP) students and also for carefully structured and sequenced mastery of English cognitive academic language development. (See 19 TAC §89.1210(b).)

**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. 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.

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

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".

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 LEA's Bilingual/ESL Summer School Program allotment will be based on the number of teaching units.

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

**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. When assigning the CAREER-AND-TECHNICAL-ED-IND-CD, all Career and Technical Education courses are considered, regardless of course funding weight.

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"). For example, 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". Likewise, if a student was enrolled in the prior year and not 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.

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.

Additional information regarding Career and Technical Education Tech Prep programs is located at <http://www.techpreptexas.org>.

Additional information regarding Career and Technical Education Advanced Technical Credit is located at <http://www.atctexas.org>.

**ESL-PROGRAM-TYPE-CODE (E1043)** indicates whether the student is participating in a state-approved English as a Second Language (ESL) program. An ESL program in grades PK – 8 is a program of intensive instruction in English from teachers either certified or endorsed in ESL who use second language acquisition information to teach LEP students the ESL TEKS. An ESL program in grades 9 – 12 is a program of intensive instruction in English from teachers trained in recognizing and dealing with language differences. [See 19 TAC §89.1210(f).]

**\*\* FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE Complex Type**

Indicates the unique type of flexible attendance program to which the student's flexible attendance is related.

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

**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.

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 program during a reporting period, he or she is shown with a "0" code in the subsequent period, unless he or she returns to the G/T program during the subsequent period.

**PREGNANCY-RELATED-SERVICES (E1432)** indicates whether a female student was eligible to receive pregnancy related services.

Only female students who meet the eligibility requirements for Pregnancy Related Services (pregnant or in the postpartum period) and are receiving these services from the district may be reported.

Male students are not eligible for pregnancy related services. Students receiving pregnancy related services may be incorrectly identified as male on various TEA reports if their sex demographic (Male or Female) is incorrect in the PID. Demographic information for students on these reports is extracted from the PID, not from the district data; consequently, be sure this information is correct in PID.

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

PEIMS data must be reported for each student served by the Regional Day School Program for the Deaf (RDSPD).

1. The RDSPD is part of an LEA special education program which receives additional state funds, and usually includes students from more than one LEA. Note: The new TEA RDSPD SSA Procedures document requires all SSAs to include two or more LEAs.
2. The fiscal agent for the RDSPD is often the district where students attend classes. There are some Education Service Centers (ESC) that serve as RDSPD fiscal agents.

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

1. Only one district may report PEIMS data on RDSPD student.
2. If there are sending and receiving districts involved, an agreement should be made between the two districts regarding which district will report PEIMS data. It is recommended that this agreement be in writing.
3. It is also recommended that the RDSPD fiscal agent report PEIMS data for students served, except for itinerant students.

Regional Day School Program for the Deaf Students who are age and residence eligible and are in membership are reported with attendance and the REG-DAY-SCH-PROG-DEAF-CODE is reported as a “3”.

Regional Day School Programs for the Deaf are specifically approved by the Texas Education Agency Department of IDEA Coordination as a Shared Service Arrangement and consist of at least two school districts. All Regional Day School Programs for the Deaf are defined by TEA as Shared Service Arrangements. All Regional Day School Programs for the Deaf are required to report SharedServiceArrangementExtension Complex Type for their member districts.

**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.)

**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.

All students attending a Title I, Part A schoolwide campus should have “6” as the Title I Indicator Code.

The Indicator codes “9” and “A” apply only in special cases to students attending a non-Title I campus and who are homeless (“9”) or reside in a facility for the neglected (“A”).

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.

A Title I Indicator is required for those students who at any time from the beginning of the school year until the last day of school:

- participate in Title I, Part A programs and/or services due to being identified as either homeless or neglected, and
- are in membership (ADA-ELIGIBILITY-CODEs 1-8).

Definition of Neglected:

“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:

- 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
- 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.”

Use only code 6 (Schoolwide), 7 (Targeted Assistance), 9 (Homeless) or A (Neglected) for the Title I, Part A Indicator Code.

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

The StudentProgramExtension Complex Type represents a cumulative student count for all students receiving Title I, Part A services during the course of the entire school year. Students who transfer between Title I, Part A campuses in the same school district through the course of a school year will be reported.

Information on Title I, Part A students is collected in order to meet reporting requirements to the U.S. Department of Education.

### **Special Reporting Requirements**

Currently, there are no special reporting requirements.

### **Data Sample(s)**

[PEIMS - StudentProgramExtension](#)

## StudentBilingualProgramAssociationExtension Complex Type

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	StudentReference	StudentReferenceType	Y	Y							9	CODED	
**	Reference Complex Type	StudentIdentity	StudentIdentityType	Y	Y							9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateld	UniqueStateldIdentifier	Y	Y							10	NUMERIC	
**	Reference Complex Type	ProgramReference	ProgramReferenceType	Y	Y									
**	Reference Complex Type	ProgramIdentity	ProgramIdentityType	Y	Y									
E1337	PROGRAM-TYPE	ProgramType	ProgramType	Y	Y							48	STRING	DC096
E0266	CAMPUS-ID	StateOrganizationId	IdentificationCode	Y	Y							9	CODED	
N/A	NOT USED BY TEA	Services	ServiceDescriptorType											
N/A	NOT USED BY TEA	BeginDate												
N/A	NOT USED BY TEA	EndDate												
N/A	NOT USED BY TEA	ReasonExited	ReasonExitedType											
**	Reference Complex Type	EducationOrganizationReference	EducationalOrgReferenceType	Y	Y							6	CODED	
**	Reference Complex Type	EducationalOrgIdentity	EducationalOrgIdentityType	Y	Y									
E0212	DISTRICT-ID	StateOrganizationId	IdentificationCode	Y	Y							6	CODED	
E0896	PARENTAL-PERMISSION-CODE	TX-ParentalPermission	TX-ParentalPermissionType	Y								2	CODED	C093

### Description

The StudentBilingualProgramAssociationExtension Complex Type represents the bilingual program that a student participates in or receives services from.

### Reporting Requirements

If you reported a BILINGUAL-PROGRAM-TYPE-CODE on the StudentProgramExtension Complex Type, you should report a StudentBilingualProgramAssociationExtension Complex Type.

### Business Rules

#### \*\*StudentReference Complex Type

The StudentReference Complex Type represents the student associated with the program.

#### \*\*StudentIdentity Complex Type

The StudentIdentity Complex Type provides user information to lookup and link to an existing student record in the receiving system.

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

#### \*\* ProgramIdentity Complex Type

The ProgramIdentity Complex Type provides user information to lookup and link to an existing program record in the receiving system

**PROGRAM-TYPE (E1337)** is the formal name of the program of instruction, training, services or benefits available through federal, state, or local agencies.

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

**PARENTAL-PERMISSION-CODE (E0896)** indicates whether the student's parent or legal guardian has approved placement of the student in the required bilingual or English as a Second Language (ESL) program. (See 19 TAC §89.1240.)

If LEP-INDICATOR-CODE is "1", then PARENTAL-PERMISSION-CODE must not be blank. (See LEP-INDICATOR-CODE located on the StudentExtension Complex Type.)

### **Special Reporting Requirements**

Currently, there are no special reporting requirements.

### **Data Samples**

[PEIMS - StudentBilingualProgramAssociationExtension](#)

## StudentESLProgramAssociation Complex Type

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	StudentReference	StudentReferenceType	Y	Y							9	CODED	
**	Reference Complex Type	StudentIdentity	StudentIdentityType	Y	Y							9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	UniqueStateIdentifier	Y	Y							10	NUMERIC	
**	Reference Complex Type	ProgramReference	ProgramReferenceType	Y	Y									
**	Reference Complex Type	ProgramIdentity	ProgramIdentityType	Y	Y									
E1337	PROGRAM-TYPE	ProgramType	ProgramType	Y	Y							48	STRING	DC096
E0266	CAMPUS-ID	StateOrganizationId	IdentificationCode	Y	Y							9	CODED	
N/A	NOT USED BY TEA	Services	ServiceDescriptorType											
N/A	NOT USED BY TEA	BeginDate												
N/A	NOT USED BY TEA	EndDate												
N/A	NOT USED BY TEA	ReasonExited	ReasonExitedType											DC102
**	Reference Complex Type	EducationOrganizationReference	EducationalOrgReferenceType	Y	Y							6	CODED	
**	Reference Complex Type	EducationalOrgIdentity	EducationalOrgIdentityType	Y	Y									
E0212	DISTRICT-ID	StateOrganizationId	IdentificationCode	Y	Y							6	CODED	
E0896	PARENTAL-PERMISSION-CODE	TX-ParentalPermission	TX-ParentalPermissionType	Y								2	CODED	C093

## Description

The StudentESLProgramAssociationExtension Complex Type represents the English as a second language program that a student participates in or receives services from.

## Reporting Requirements

If you reported a ESL-PROGRAM-TYPE-CODE on the StudentProgramExtension Complex Type, you should report a StudentESLProgramAssociationExtension Complex Type with a PROGRAM-TYPE of ESL Program.

## Business Rules

### \*\*StudentReference Complex Type

The StudentReference Complex Type represents the student associated with the program.

### \*\*StudentIdentity Complex Type

The StudentIdentity Complex Type provides user information to lookup and link to an existing student record in the receiving system.

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

### \*\* Program Reference Complex Type

ProgramReferenceComplexType references the program associated with the student.

### \*\* ProgramIdentity Complex Type

The ProgramIdentity Complex Type provides user information to lookup and link to an existing program record in the receiving system

**PROGRAM-TYPE (E1337)** is the formal name of the program of instruction, training, services or benefits available through federal, state, or local agencies.

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

**PARENTAL-PERMISSION-CODE (E0896)** indicates whether the student's parent or legal guardian has approved placement of the student in the required bilingual or English as a Second Language (ESL) program. (See 19 TAC §89.1240.)

If LEP-INDICATOR-CODE is "1", then PARENTAL-PERMISSION-CODE must not be blank. (See LEP-INDICATOR-CODE located on the StudentExtension Complex Type.)

If a student is reported with a PARENTAL-PERMISSION-CODE of 'f', the student must also be coded and ESL and LEP if in grades 09-12.

### **Special Reporting Requirements**

Currently, there are no special reporting requirements.

### **Data Sample(s)**

[PEIMS - StudentESLProgramAssociationExtension](#)

## CareerAndTechnicalEducationCourseExtension Complex Type

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	LEAReference	EducationalOrgReferenceType	Y	Y									
**	Reference Complex Type	EducationalOrgIdentity	EducationalOrgIdentityType	Y	Y									
E0212	DISTRICT-ID	StateOrganizationId	IdentificationCode	Y	Y							6	CODED	
**	Reference Complex Type	StudentReference	StudentReferenceType	Y	Y									
**	Complex Type	StudentIdentity	StudentIdentityType	Y	Y							9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	UniqueStateIdentifier	Y	Y							10	NUMERIC	
E0724	SERVICE-ID	ServiceId	IdentificationCode	Y	Y							8	CODED	C022

### Description

The CareerAndTechnicalEducationCourseExtension Complex Type represents the career and technical course(s) in which a student in grades 6–12 is enrolled.

### Reporting Requirements

If a course taught in your LEA is described by one of the course numbers and names shown in C022 as appropriate for the CareerAndTechnicalEducationCourseExtension Complex Type it should be reported, even if no contact hours are allowed. Although some courses may not be eligible for weighted state career and technical funding, all state-approved courses should be reported.

#### Allowable Uses of Career and Technical Education SERVICE-IDs on Code Table C022, Labeled with an “H” or “M”

SERVICE-IDs on Code Table C022 Labeled with an “H” or “M”	Staff	Career and Tech Ed Course	Attendance (for weighted funding)	CourseTranscriptExtension Complex Type
H (Grade 9-12 CTE courses with no WBL component)	X	X	X (If ADA eligibility requirements are met)	X
M (Grade 6-8 or 7-8 CTE courses)	X	X	X (If course is CTE for the Disabled)	X

### Business Rules

#### \*\* LEAReference Complex Type

The LEAReference Complex Type represents the LEA in which the CTE course is taught.

#### \*\*EducationalOrgIdentity Complex Type

The EducationalOrgIdentity Complex Type provides user information to lookup and link to an existing educational organization record in the receiving system.

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

#### \*\*StudentReference Complex Type

The StudentReference Complex Type represents the student who is enrolled in a CTE course.

#### \*\*StudentIdentity Complex Type

The StudentIdentity Complex Type provides user information to lookup and link to an existing student record in the receiving system.

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

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

If the SERVICE-ID listed in Code Table C022 ends in XXX, then any value will be allowed in character positions 6-8. The values in character positions 6-8 will be changed to XXX at TEA during data loading.

### **Special Reporting Requirements**

Currently, there are no special reporting requirements.

### **Data Sample(s)**

[PEIMS - Career and Technical Education Courses](#)

## SchoolLeaverExtension

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	LEAReference	EducationalOrgReferenceType	Y	Y							6	CODED	
**	Reference Complex Type	EducationalOrgIdentity	EducationalOrgIdentityType	Y	Y									
E0212	DISTRICT-ID	StateOrganizationId	IdentificationCode	Y	Y							6	CODED	
**	Reference Complex Type	StudentReference	StudentReferenceType	Y	Y									
**	Complex Type	StudentIdentity	StudentIdentityType	Y	Y							9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	UniqueStateIdentifier	Y	Y							10	NUMERIC	
**	Reference Complex Type	SchoolReference	EducationalOrgReferenceType	Y	Y							9	CODED	
**	Reference Complex Type	EducationalOrgIdentity	EducationalOrgIdentityType	Y	Y									
E0266	CAMPUS-ID	StateOrganizationId	IdentificationCode	Y	Y							9	CODED	
E1001	LEAVER-REASON-CODE	TX-LeaverReasonCode	TX-LeaverReasonCodeType	Y	Y							2	CODED	C162
E0791	DATE-OF-GRADUATION	TX-DateOfGraduation		Y								6	CODED	
E0806	GRADUATION-TYPE-CODE	TX-GraduationTypeCode	TX-GraduationTypeCodeType	Y								2	CODED	C062

## Description

The SchoolLeaverExtension Complex Type represents student leavers in grades 7-12 during the prior school year.

## Reporting Requirements

LEAs report data on all students they served in grades 7-12 during the prior school year. Students in special education and other special, ungraded, or state-approved alternate programs are included. Students who enroll in private school or leave for home schooling are reported. Also included are students who fail to re-enroll in the fall.

A school leaver who is not enrolled in the LEA in the school-start window of the current year is reported with a LEAVER-REASON-CODE. Students who finished the school year and did not return in the fall within the school-start window are also reported with a LEAVER-REASON-CODE unless the student is identified by TEA as:

1. Having earned a GED certificate at a Texas examination site by August 31<sup>st</sup>,
2. Students considered school-year movers because they enrolled in other Texas public school LEAs, or
3. Accounted for by other state reconciliation processes.

Students who graduated during the prior school year, including summer graduates up through August 31<sup>st</sup> are reported in Submission 1. To graduate, students must satisfy the requirements under 19 TAC, Section 74, Subchapter B. Special education students must satisfy requirements under 19 TAC, Section 89.1070. .

Students who complete a GED program are not reported as graduates.

Students who have previously completed all graduation requirements in one school year, but do not pass the exit-level TAAS or TAKS until the next year, are reported as graduates in the year in which the TAAS or TAKS test was passed.

## Business Rules

### \*\* LEAReference Complex Type

The LEAReference Complex Type represents the identifier assigned to a Local Education Agency (LEA) by the State Education Agency (SEA).

### \*\*EducationalOrgIdentity Complex Type

The EducationalOrgIdentity Complex Type provides user information to lookup and link to an existing educational organization record in the receiving system.

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

### \*\*StudentReference Complex Type

The StudentReference Complex Type represents the student reported as a leaver.

### \*\*StudentIdentity Complex Type

The StudentIdentity Complex Type provides user information to lookup and link to an existing student record in the receiving system.

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

### \*\* SchoolReference Complex Type

The SchoolReference Complex Type denotes the previous year's campus for the student leaver.

### \*\*EducationalOrgIdentity Complex Type

The EducationalOrgIdentity Complex Type provides user information to lookup and link to an existing educational organization record in the receiving system.

**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 associated with the leaver.

**LEAVER-REASON-CODE (E1001)** indicates the reason a prior year student in grade 7-12 student has not enrolled in the district during the current school year.

LEAVER-REASON-CODE is footnoted to indicate codes that exclude students from being counted as dropouts in the state accountability system.

A LEAVER-REASON-CODE is not required for students in grades 7-12 who were enrolled during the prior year and are enrolled in the school-start window of the current year. Students in grades EE-6 in the prior school year are never reported with a LEAVER-REASON-CODE. See AS-OF-STATUS-CODE in the table below.

The LEAVER-REASON-CODE is footnoted in C162 to indicate codes that exclude students from being counted as dropouts in the state accountability system.

The chart below indicates the coding required for students in grades 7-12 based on prior year and current year student enrollment data.

**Coding Required For Prior Year and Current Year Student Enrollment Statuses for Grades 7-12**

Enrolled in the LEA in grades 7-12 at some point in prior school year	Enrolled in the LEA in current year	Enrolled in the LEA in current year within the school-start window	Enrolled in the LEA in the current year on fall as-of date	AS-OF-STATUS-CODE	Mover or GED received by Aug. 31 of prior school year
No	Yes	Yes	Yes	B	
No	Yes	Yes	No	C	
No	Yes	No	Yes	F	
No	Yes	No	No	G	
Yes	Yes	Yes	Yes	B	

Enrolled in the LEA in grades 7-12 at some point in prior school year	Enrolled in the LEA in current year	Enrolled in the LEA in current year within the school-start window	Enrolled in the LEA in the current year on fall as-of date	AS-OF-STATUS-CODE	Mover or GED received by Aug. 31 of prior school year
Yes	Yes	Yes	No	C	
Yes	Yes	No	Yes	D	No
Yes	Yes	No	Yes	D	Yes
Yes	Yes	No	No	E	No
Yes	Yes	No	No	E	Yes
Yes	No	No	No	A	No

Appendix D provides an expanded definition and specific guidelines on acceptable documentation for each of the leaver reason codes listed in code table C162.

If the LEA was the absorbing LEA in a consolidation the prior year, then the LEA must report the school leaver data for the consolidated LEA.

LEAs that do not serve all grade levels, such as K-8 LEAs, will not report the school leaver data for students in grade 7 or above who have completed all grades offered in the home LEA and are transferred to a neighboring K-12 LEA. These students are considered movers.

TEXAS SCHOOL FOR THE DEAF (TSD) AND THE TEXAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED (TSBVI): Students moving to or from the TSD or the TSBVI should be treated as any other student moving between LEAs and are not reported with a LEAVER-REASON-CODE. Students leaving TSD or TSBVI for other reasons should be assigned the appropriate LEAVER-REASON-CODE.

**DATE-OF-GRADUATION (E0791)** indicates the month and year that the student graduated from high school.

**GRADUATION-TYPE-CODE (E0806)** indicates the type of plan under which the student graduated.

GRADUATION-TYPE-CODE represents the program with the most stringent requirements that was completed by the student. Refer to the Texas State Graduation Requirements found on the TEA website at <http://www.tea.state.tx.us/curriculum/ugr.html>.

### Graduation Type Codes Decision Charts

The following **three** GRADUATION-TYPE-CODE charts differentiate the requirements for coding general education and special education students.

- GRADUATION-TYPE-CODE Chart 1 applies to all students who completed the curriculum and credit requirements for graduation, including satisfactory performance on the exit-level assessment.
- GRADUATION-TYPE-CODE Chart 2 applies only to students who received special education services, completed the curriculum and credit requirements for graduation, and participated in the statewide assessment instrument identified in the IEP.
- GRADUATION-TYPE-CODE Chart 3 applies only to students who received special education services who completed credit requirements for graduation, but whose curriculum content was modified or substituted.

PLEASE NOTE: The content of the curriculum determines the graduation type and drives the applicable coding.

### GRADUATION-TYPE-CODE Chart 1

#### Coding of Students Who Meet All Graduation Requirements under TAC Chapter 74 (Includes Students Graduating Under TAC §89.1070 (b)(1))

Year Entering Grade 9 Curriculum Requirements in Effect During School Year	Minimum, Recommended, Distinguished High School Program	Graduation Codes
1998-1999, 1999-2000, 2000-2001		

TAC §74.11 TAC §89.1070 (b) (1)	Minimum	General Education and Special Education	13
TAC §74.12 TAC §89.1070 (b) (1)	Recommended	General Education and Special Education	15
TAC §74.13 TAC §89.1070 (b) (1)	Distinguished	General Education and Special Education	17
<b>2001-2002, 2002-2003, 2003-2004</b>			
TAC §74.42 TAC §89.1070 (b) (1)	Minimum	General Education and Special Education	21
TAC §74.43 TAC §89.1070 (b) (1)	Recommended	General Education and Special Education	22
TAC §74.44 TAC §89.1070 (b) (1)	Distinguished	General Education and Special Education	23
<b>2004-2005, 2005-2006, 2006-2007</b>			
TAC §74.52 TAC §89.1070 (b) (1)	Minimum	General Education and Special Education	24
TAC §74.53 TAC §89.1070 (b) (1)	Recommended	General Education and Special Education	25
TAC §74.54 TAC §89.1070 (b) (1)	Distinguished	General Education and Special Education	26
<b>2007-2008 and thereafter</b>			
TAC §74.62 TAC §89.1070 (b) (1)	Minimum	General Education and Special Education	27
TAC §74.63 TAC §89.1070 (b) (1)	Recommended	General Education and Special Education	28
TAC §74.64 TAC §89.1070 (b) (1).0	Distinguished	General Education and Special Education	29

This chart applies to all students in general education and to students receiving special education services graduating under TAC §89.1070 (b)(1) (or earlier similar rules) for whom the required curriculum content was not modified or substituted. If content was modified or substituted, refer to Chart 3. (Instructional accommodations determined by a Section 504 committee or Admission Review and Dismissal (ARD) committee that do not result in curriculum content modifications, are permitted in each scenario above.)

Any student, including students receiving special education services, who has satisfactorily completed the state's or LEA's (whichever is greater) curriculum and credit requirements for graduation under the minimum, recommended, or distinguished program, including satisfactory performance on the exit level assessment, may graduate and be awarded a standard high school diploma.

The codes in this chart apply to students graduating under the minimum, recommended, or distinguished graduation programs, including students receiving special education who graduate according to TAC §89.1070 (b)(1) (and earlier similar rules). See Charts 2 and 3 for students receiving special education services graduating under TAC §89.1070 (b)(2), TAC §89.1070(c) or TAC §89.1070(d).

Students receiving special education services for whom the curriculum content was not modified, and who meet the minimal requirements of the recommended, or distinguished program, may have that achievement recognized on the Academic Achievement Record. Instructional accommodations that do not alter curriculum content are allowed under these plans.

Instructional accommodations for students with disabilities that do not result in curricular content modifications do not impact graduation requirements. Examples of accommodations that do not impact the graduation plan include one-on-one instruction, small group instruction, multi-sensory approaches, extended time on projects, study guides, highlighted texts, programmed materials, preferential seating, immediate feedback, Braille, books on tape, screen readers, interpreter, word processor, oral testing, un-timed testing, extended time to complete assignments, shortened tests, alternative evaluation strategies (draw a diagram, develop a model, perform the answer), etc.

### GRADUATION-TYPE-CODE Chart 2

#### Coding of Students Who Meet the Graduation Requirements under TAC §89.1070(b)(2)

(For Students who meet the Curriculum and Credit Requirements under TEC Chapter 74 and are participated in the statewide assessment instrument identified in the IEP)

Year Entering Grade 9 Curriculum Requirements in Effect During School Year	Minimum, Recommended, Distinguished High School Graduation Program	Graduation Codes to Use Only for Students Who Received Special Education Services	
1998 – 1999 and thereafter			
TAC §74.11, 42, 52 TAC §89.1070 (b) (2)	<b>Minimum High School Program</b> Completion of the minimum <i>curriculum and credit</i> requirements for the Minimum high school graduation program applicable to students in general education and <i>participated in the statewide assessment instrument identified in the IEP</i> .	General Education	Not applicable
		Special Education	18
TAC §74.12, 43, 53 TAC §89.1070 (b) (2)	<b>Recommended High School Program</b> Completion of the minimum <i>curriculum and credit</i> requirements for the Recommended high school graduation program applicable to students in general education and <i>participated in the statewide assessment instrument identified in the IEP</i>	General Education	Not applicable
		Special Education	19
TAC §74.13, 44, 54 TAC §89.1070 (b) (2)	<b>Distinguished High School Program</b> Completion of the minimum curriculum and credit requirements for the Distinguished Achievement high school graduation program applicable to students in general education and <i>participated in the statewide assessment instrument identified in the IEP</i>	General Education	Not applicable
		Special Education	20

This chart applies to students receiving special education services graduating under TAC §89.1070 (b)(2) (or earlier similar rules) for whom the required curriculum content was not modified or substituted AND the student participated in the statewide assessment instrument identified in the IEP. If content was modified or substituted, refer to Chart #3. (Instructional accommodations determined by a Section 504 committee or Admission Review and Dismissal (ARD) committee that do not result in curriculum content modifications, are permitted in each scenario above.)

Any student, including students receiving special education services, who has satisfactorily completed the state's or LEA's (whichever is greater) curriculum and credit requirements for graduation under the minimum, recommended, or distinguished program, and participated in the statewide assessment instrument identified in the IEP, may graduate and be awarded a standard high school diploma.

Students receiving special education services for whom the curriculum content was not modified, and who meet the minimal requirements of the recommended, or distinguished program, may have that achievement recognized on the Academic Achievement Record, even if they were previously exempted from the exit level assessment instrument under TEC §39.027(a)(2)(B). Instructional accommodations that do not alter curriculum content are allowed under these plans.

Instructional accommodations for students with disabilities that do not result in curricular content modifications do not impact graduation requirements. Examples of accommodations that do not impact the graduation plan include one-on-one instruction, small group instruction, multi-sensory approaches, extended time on projects, study guides, highlighted texts, programmed materials, preferential seating, immediate feedback, Braille, books on tape, screen readers, interpreter, word processor, oral testing, un-timed testing, extended time to complete assignments, shortened tests, alternative evaluation strategies (draw a diagram, develop a model, perform the answer), etc.

### GRADUATION-TYPE-CODE Chart 3

#### Coding of Students Who Meet the Graduation Requirements under TAC §89.1070(c) and §89.1070(d)

(For Students with Curriculum Modifications According to an IEP)

Year Entering Grade 9 Curriculum Requirements in Effect During Any School Year	Minimum High School Program	Graduation Codes to Use Only for Students Who Received Special Education Services	
		General Education	Special Education
TAC §89.1070 (c)(A)	Completion of minimum <i>credit</i> requirements of students without disabilities, the IEP, and <i>full-time employment with sufficient self-help skills to maintain employment without public school services.</i>	General Education	Not applicable
		Special Education	04
TAC §89.1070 (c)(B)	Completion of minimum <i>credit</i> requirements of students without disabilities, the IEP, and <i>demonstrated mastery of specific employability and self-help skills.</i>	General Education	Not applicable
		Special Education	05
TAC §89.1070 (c)(C)	Completion of minimum <i>credit</i> requirements of students without disabilities, the IEP, and access to services, employment, or education outside of public education.	General Education	Not applicable
		Special Education	06
TAC §89.1070 (d)	Completion of IEP and reached age 22.	General Education	Not applicable
		Special Education	07

This chart applies only to students receiving special education services graduating under TAC §89.1070 (c) or (d) (or earlier similar rules) for whom the required curriculum content was modified or substituted and documented in the student's IEP. If content was not modified or substituted, refer to charts 1 or 2. (Instructional accommodations determined by a Section 504 committee or Admission Review and Dismissal (ARD) committee that do not result in curriculum content modifications, are permitted in each scenario above.)

The minimum graduation high school program is the only graduation option for a student graduating under §89.1070(c) or (d).

Students receiving special education services, who meet the requirements under TAC §89.1070 (c) or (d) may graduate and be awarded a standard high school diploma.

Instructional accommodations for students with disabilities that do not result in curricular content modifications do not impact graduation requirements. Examples of accommodations that do not impact the graduation plan include one-on-one instruction, small group instruction, multi-sensory approaches, extended time on projects, study guides, highlighted texts, programmed materials, preferential seating, immediate feedback, Braille, books on tape, screen readers, interpreter, word processor, oral testing, un-timed testing, extended time to complete assignments, shortened tests, alternative evaluation strategies ( draw a diagram, develop a model, perform the answer), etc.

### Special Reporting Requirements

Students reported with a LEAVER-REASON-CODE of 01 must also have valid entries for DATE-OF-GRADUATION and GRADUATION-TYPE-CODE.

### Data Sample(s)

[PEIMS - SchoolLeaverExtension](#)

## StudentESYProgramAssociationExtension Complex Type

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	StudentReference	StudentReferenceType							Y	Y	9	CODED	
**	Complex Type	StudentIdentity	StudentIdentityType							Y	Y	9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateld	UniqueStateldIdentifier							Y	Y	10	NUMERIC	
**	Reference Complex Type	ProgramReference	ProgramReferenceType							Y	Y			
**	Reference Complex Type	ProgramIdentity	ProgramIdentityType							Y	Y			
E1337	PROGRAM-TYPE	ProgramType	ProgramType							Y	Y	48	STRING	DC096
E0266	CAMPUS-ID	StateOrganizationId	IdentificationCode							Y	Y	9	CODED	
N/A	NOT USED BY TEA	Services	ServiceDescriptorType											
N/A	NOT USED BY TEA	BeginDate												
N/A	NOT USED BY TEA	EndDate												
N/A	NOT USED BY TEA	ReasonExited	ReasonExitedType											
**	Reference Complex Type	EducationOrganization Reference	EducationalOrgReference Type							Y	Y	6	CODED	
**	Reference Complex Type	EducationalOrgIdentity	EducationalOrgIdentityType							Y	Y			
E0212	DISTRICT-ID	StateOrganizationId	IdentificationCode							Y	Y	6	CODED	
E0782	CAMPUS-ID-OF-ENROLLMENT	TX-CampusIdOfEnrollment	TX-CampusId							Y	Y	9	CODED	
E0017	GRADE-LEVEL-CODE	TX-GradeLevel	TX-GradeLevelType							Y	Y	2	CODED	C050
E0173	INSTRUCTIONAL-SETTING-CODE	TX-InstructionalSetting	TX-InstructionalSettingType							Y	Y	2	CODED	C035
E1013	TOTAL-ESY-CONTACT-HRS-IN-INSTR-SETTING	TX-TotalESYContactHoursInstructionalSetting								Y	Y	5	NUMERIC	
E0173	INSTRUCTIONAL-SETTING-CODE	TX-InstructionalSetting_2	TX-InstructionalSettingType							Y		2	CODED	C035
E1013	TOTAL-ESY-CONTACT-HRS-IN-INSTR-SETTING	TX-TotalESYContactHoursInstructionalSetting_2								Y		5	NUMERIC	

### Description

The StudentESYProgramAssociationExtension Complex Type represents the students who served through the Extended School Year (ESY) Services Program.

### Reporting Requirements

LEAs will report ESY data in an alternative/fourth submission only if the LEA served students through the Extended School Year (ESY) services program.

Refer to Section IV of the Student Attendance Accounting Handbook for ESY services eligibility and coding instructions. Section IV also contains the instructional setting code definitions.

The StudentESYProgramAssociationExtension Complex Type is reported only by those LEAs operating a special education ESY services program according to TEC §42.151(k). Each ESY services student must be recommended for ESY services by the ARD committee (as documented in the student's IEP) based on the justification that, without participation in the ESY services program, the student may regress over the summer months.

The StudentESYProgramAssociationExtension Complex Type will collect actual contact hours, by the instructional setting code documented in the students' IEPs, of special education students served in an ESY services program so that ESY services funding can be computed and distributed. Actual ESY contact hours are needed to fund the special education ESY services program. In order for a LEA to receive ESY services state funding, ESY information must be reported for each special education student served in the ESY services program.

Do not report ESY information for students who did not participate in the special education ESY services program or who did not participate in special education during the regular school year.

LEAs must only report ADA eligible students.

## **Business Rules**

### **\*\*StudentReference Complex Type**

The StudentReference Complex Type represents the student associated with the program.

#### **\*\*StudentIdentity Complex Type**

The StudentIdentity Complex Type provides user information to lookup and link to an existing student record in the receiving system.

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

### **\*\* Program Reference Complex Type**

ProgramReferenceComplexType references the program associated with the student.

#### **\*\* ProgramIdentity Complex Type**

The ProgramIdentity Complex Type provides user information to lookup and link to an existing program record in the receiving system

**PROGRAM-ID (E1336)** is unique number or alphanumeric code assigned to a program by a school, school system, a state, or other agency or entity.

**PROGRAM-TYPE (E1337)** is the formal name of the program of instruction, training, services or benefits available through federal, state, or local agencies.

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

**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 campus of enrollment during the regular 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 LEAs 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 LEA 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.

The instructional setting reported is the instructional setting in which the student was served during the regular school year.

**TOTAL-ESY-CONTACT-HRS-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.

TOTAL-ESY-CONTACT-HRS-IN-INSTR-SETTING should be the number of actual contact hours each student was served in the ESY services program. The ESY services contact hours are counted in 30 minute increments. Increments of less than 30 minutes are not counted.

### **Special Reporting Requirements**

Currently, there are no special reporting requirements

### **Data Sample(s)**

[PEIMS - StudentESYProgramAssociationExtension](#)

## StudentSpecialEdProgramAssociationExtension Complex Type

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	StudentReference	StudentReferenceType	Y	Y							9	CODED	
**	Complex Type	StudentIdentity	StudentIdentityType	Y	Y							9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	UniqueStateIdentifier	Y	Y							10	NUMERIC	
**	Reference Complex Type	ProgramReference	ProgramReferenceType	Y	Y									
**	Reference Complex Type	ProgramIdentity	ProgramIdentityType	Y	Y									
E1337	PROGRAM-TYPE	ProgramType	ProgramType	Y	Y							48	STRING	DC096
E0266	CAMPUS-ID	StateOrganizationId	IdentificationCode	Y	Y							9	CODED	
N/A	NOT USED BY TEA	Services	ServiceDescriptorType											
N/A	NOT USED BY TEA	BeginDate												
N/A	NOT USED BY TEA	EndDate												
N/A	NOT USED BY TEA	ReasonExited	ReasonExitedType											
**	Reference Complex Type	EducationOrganization Reference	EducationalOrgReference Type	Y	Y							6	CODED	
**	Reference Complex Type	EducationalOrgIdentity	EducationalOrgIdentityType	Y	Y									
E0212	DISTRICT-ID	StateOrganizationId	IdentificationCode	Y	Y							6	CODED	
**	Complex Type	TX-Disabilities	TX-Disability	Y	Y									
E0041	PRIMARY-DISABILITY-CODE	TX-PrimaryDisability	TX-DisabilityType	Y	Y							2	CODED	C053
E0834	SECONDARY-DISABILITY-CODE	TX-SecondaryDisability	TX-DisabilityType	Y								2	CODED	C053
E0835	TERTIARY-DISABILITY-CODE	TX-TertiaryDisability	TX-DisabilityType	Y								2	CODED	C053
E0882	MULTIPLY-DISABLED-INDICATOR-CODE	TX-MultiplyDisabled	TX-ParticipationType	Y	Y							1	CODED	C088
E0999	MEDICALLY-FRAGILE-IND-CODE	TX-MedicallyFragile	TX-ParticipationType	Y	Y							1	CODED	C088
E0173	INSTRUCTIONAL-SETTING-CODE	TX-InstructionalSetting	TX-InstructionalSettingType	Y	Y							2	CODED	C035
E1442	SPECIAL-EDUCATION-HOURS-PER-WEEK	SpecialEducationHours PerWeek												
E1443	IDEA-ELIGIBILITY	IdeaEligibility	IdeaEligibilityType											
E0832	CHILD-COUNT-FUNDING-TYPE-CODE	TX-ChildCountFunding	TX-ChildCountFundingType	Y	Y							2	CODED	C066
**	Complex Type	TX-SpecialEdServices	TX-SpecialEdServicesType	Y	Y									
E0997	ASSISTIVE-TECH-INDICATOR-CODE	TX-AssistiveTechnology	TX-ParticipationType	Y	Y							1	CODED	C088
E0838	AUDIOLOGICAL-SERV-IND-CODE	TX-AudiologicalServices	TX-ParticipationType	Y	Y							1	CODED	C088

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
E0840	COUNSELING-SERVICES-IND-CODE	TX-CounselingServices	TX-ParticipationType	Y	Y							1	CODED	C088
E0900	EARLY-CHILDHOOD-INTERV-IND-CODE	TX-EarlyChildhoodIntervention	TX-ParticipationType	Y	Y							1	CODED	C088
E1040	INTERPRETING-SERVICES-TYPE-CODE	TX-InterpretingServices	TX-InterpretingServicesType	Y	Y							2	CODED	C174
E0841	MEDICAL-DIAGNOSTIC-SERV-IND-CODE	TX-MedicalDiagnosticServices	TX-ParticipationType	Y	Y							1	CODED	C088
E0843	OCCUPATIONAL-THERAPY-IND-CODE	TX-OccupationalTherapy	TX-ParticipationType	Y	Y							1	CODED	C088
E0844	ORIENT-MOBILITY-TRNG-IND-CODE	TX-OrientationMobilityTraining	TX-ParticipationType	Y	Y							1	CODED	C088
E0845	PHYSICAL-THERAPY-IND-CODE	TX-PhysicalTherapy	TX-ParticipationType	Y	Y							1	CODED	C088
E0899	PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD	TX-PreschlPrgmChildDisabilities	TX-ParticipationType	Y	Y							1	CODED	C088
E0846	PSYCHOLOGICAL-SERVICES-IND-CODE	TX-PsychologicalServices	TX-ParticipationType	Y	Y							1	CODED	C088
E0847	RECREATION-IND-CODE	TX-Recreation	TX-ParticipationType	Y	Y							1	CODED	C088
E0833	REG-DAY-SCH-PROG-DEAF-CODE	TX-RegDaySchProgDeaf	TX-RegDaySchProgDeafType	Y	Y							2	CODED	C067
E0848	SCHOOL-HEALTH-SERVICES-IND-CODE	TX-SchoolHealthServices	TX-ParticipationType	Y	Y							1	CODED	C088
E0849	SOCIAL-WORK-SERVICES-IND-CODE	TX-SocialWorkServices	TX-ParticipationType	Y	Y							1	CODED	C088
E0857	SPEECH-THERAPY-INDICATOR-CODE	TX-SpeechTherapy	TX-SpeechTherapyType	Y	Y							2	CODED	C095
E0851	TRANSPORTATION-INDICATOR-CODE	TX-Transportation	TX-ParticipationType	Y	Y							1	CODED	C088
E1077	PPCD-SERVICE-LOCATION-CODE	TX-PPCDServiceLocationIndicator	TX-PPCDServiceLocationIndicatorType	Y	Y							2	CODED	C184
E1444	LAST-EVALUATION-DATE	LastEvaluationDate												
E1445	IEP-REVIEW-DATE	IEPReviewDate												
E1446	IEP-BEGIN-DATE	IEPBeginDate												
E1447	IEP-END-DATE	IEPEndDate												

## Description

The StudentSpecialEdProgramAssociationExtension Complex Type represents the special education program(s) that a student participates in or receives services from.

## Reporting Requirements

If you reported a SPECIAL-ED-INDICATOR-CODE on the StudentProgramExtension Complex Type, you should report a StudentSpecialEdProgramAssociationExtension Complex Type with a PROGRAM-TYPE of Special Ed Program.

Special education information must be reported for each student receiving special education services in your LEA. Using special education personnel, each school LEA shall be able to provide services to students with disabilities in order to meet the special needs of those students in accordance with 34 CFR §300.38. For the purpose of determining the student's instructional arrangement/setting, the instructional day is defined as that portion of the school day in which instruction takes place (not to include lunch, recess, passing periods, etc.). The regular school day is defined as the period of time determined appropriate by the admission, review, and dismissal (ARD) committee for a student whose individualized education program (IEP) specifies a shortened day. Instructional arrangements/settings shall be based on the individual needs and IEPs of eligible students receiving special education services. [See 19 TAC §89.63.]

A LEA is required by federal guidelines to maintain a listing which indicates the dates of the student's current full and individual evaluation and current IEP which correspond with the student's

- STUDENT-ID
- DATE-OF-BIRTH
- FIRST-NAME
- MIDDLE-NAME
- LAST-NAME
- SPECIAL-ED-INDICATOR-CODE
- PRIMARY-DISABILITY-CODE
- ADA-ELIGIBILITY-CODE, and
- CHILD-COUNT-FUNDING-TYPE-CODE

as reported on the PEIMS fall snapshot date. This LEA listing will be used for monitoring and audit purposes.

## Business Rules

### **\*\*StudentReference Complex Type**

The StudentReference Complex Type represents the student associated with the program.

#### **\*\*StudentIdentity Complex Type**

The StudentIdentity Complex Type provides user information to lookup and link to an existing student record in the receiving system.

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

### **\*\* Program Reference Complex Type**

ProgramReferenceComplexType references the program associated with the student.

#### **\*\* ProgramIdentity Complex Type**

The ProgramIdentity Complex Type provides user information to lookup and link to an existing program record in the receiving system

**PROGRAM-ID (E1336)** is unique number or alphanumeric code assigned to a program by a school, school system, a state, or other agency or entity.

**PROGRAM-TYPE (E1337)** is the formal name of the program of instruction, training, services or benefits available through federal, state, or local agencies.

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

### **\*\*TX-Disabilities Complex Type**

The TX-Disabilities Complex Type represents the type(s) of disability recorded in the student's individualized education program (IEP) that meets criteria specified in 19 TAC §89.1040.

**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.

**SECONDARY-DISABILITY-CODE (E0834 )** indicates the secondary type of disability recorded in the student's individualized education program (IEP) that meets criteria specified in 19 TAC §89.1040.

**TERTIARY-DISABILITY-CODE (E0835)** indicates the tertiary, or third, disability recorded in the student's individualized education program (IEP) that meets criteria specified in 19 TAC §89.1040.

PRIMARY-DISABILITY-CODE, SECONDARY-DISABILITY-CODE, and TERTIARY-DISABILITY-CODE must not match.

A PRIMARY-DISABILITY-CODE of Developmental Delay should only be reported for those students whose EARLY-CHILDHOOD-INTERV-IND-CODE is 1.

"Developmental delay student" means a student who is determined by an inter-disciplinary team to exhibit: (A) a significant delay, beyond acceptable variations in normal development, in one or more of the following areas: (i) cognitive; (ii) gross or fine motor; (iii) language or speech; (iv) social or emotional; (v) self-help skills; or (B) an organic defect or a condition that is very likely to result in a delay in one or more of those capabilities or skills. [Texas Human Resources Code, Section 73.001(2).]

TERTIARY-DISABILITY-CODE must be blank if SECONDARY-DISABILITY-CODE is blank.

For students eligible for special education services as visually impaired, auditorially impaired, and/or deaf-blind, always include such disabilities as either the primary, secondary, or tertiary disability. When deaf-blind is the primary disability it generally is not necessary to document visually impaired and auditorially impaired as secondary and tertiary disabilities, unless the student is served by the Regional Day School for the Deaf. In that case, a student must be coded as auditorially impaired.

Noncategorical early childhood disability code 14 should be used only for students with disabilities ages 3 – 5. If a student with this disability code turns 6 after September 1, the LEA should conduct assessment/evaluation to determine an appropriate disability condition.

**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).]

Multiply disabled is not a disability in C053. Rather, all the disabilities that lead to a determination of multiply disabled are reported through PRIMARY-DISABILITY-CODE, SECONDARY-DISABILITY-CODE, and TERTIARY-DISABILITY-CODE. The determination of multiply disabled is indicated in MULTIPLY-DISABLED-INDICATOR-CODE.

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

**MEDICALLY-FRAGILE-IND-CODE (E0999)** indicates whether the student receiving special education and related services is:

1. in the age range of birth to 22 years, and

2. has a serious, ongoing illness or a chronic condition that has lasted or is anticipated to last at least 12 or more months or has required at least one month of hospitalization, and that requires daily, ongoing medical treatments and monitoring by appropriately trained personnel which may include parents or other family members, and
3. requires the routine use of medical device or of assistive technology to compensate for the loss of usefulness of a body function needed to participate in activities of daily living, and
4. lives with ongoing threat to his or her continued well-being.

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

Report the INSTRUCTIONAL-SETTING-CODE used for determining the student's funding through the attendance accounting system.

**CHILD-COUNT-FUNDING-TYPE-CODE (E0832)** indicates under which federal program the student receiving special education and related services is counted.

The following guidelines should be used in determining the CHILD-COUNT-FUNDING-TYPE-CODE for each special education student.

Use code 0 for a student who does not meet requirements as specified for code 3.

Use code 3 for a student eligible for IDEA-B funds as of the PEIMS fall snapshot date.

Include eligible students, ages 3 through 21, who:

- meet the requirements of 19 TAC §89.1040 and 19 TAC §89.1050;
- are enrolled and receiving special education and related services through an IEP or individualized services plan as of the PEIMS snapshot date;
- have on file a current individualized education program or individualized services plan; and
- have on file a current full and individual evaluation

Pursuant to 34 CFR §300.102(a)(3), students with disabilities who graduate under 19 TAC §89.1070(c) and return to school are included on the IDEA Part B student count.

#### **\*\*TX-SpecialEdServices Complex Type**

The TX-SpecialEdServices Coomplex Types indicates special education services the student receives according to the Individuals with Disabilities Education Act (IDEA).

**ASSISTIVE-TECH-INDICATOR-CODE (E0997)** indicates whether the student receiving special education and related services received, or is scheduled to receive, an assistive technology device or service during the current school semester.

"Assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. The term does not include a medical device that is surgically implanted or the replacement of such device. "Assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- a) the evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
- b) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- c) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- d) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- e) training or technical assistance for a child with a disability or, if appropriate, that child's family; and

- f) training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of children with disabilities.

Assistive technology devices and/or services must be made available if required as part of a child's special education, as a related service, or as supplementary aids and services. (See 34 CFR §§300.5-300.6 and 19 TAC §89.1050.)

**AUDIOLOGICAL-SERV-IND-CODE (E0838)** indicates whether the student receiving special education and related services received, or is scheduled to receive, audiological services during the current school semester. (See 34 CFR §300.34.)

**COUNSELING-SERVICES-IND-CODE (E0840)** indicates whether the student receiving special education and related services received, or is scheduled to receive, counseling services during the current school semester. (See 34 CFR §300.34.)

**EARLY-CHILDHOOD-INTERV-IND-CODE (E0900)** indicates whether the infant or toddler, from birth through age 2, is participating in the early childhood intervention program. (See Texas Human Resources Code §§73.001 and 73.021.)

EARLY-CHILDHOOD-INTERV-IND-CODE should be used only for students ages 0 through 2, as of the PEIMS snapshot date. When the student turns 3, the student may be served through the Preschool Program for Children with Disabilities, if recommended by the student's ARD committee.

Children in the early childhood intervention (ECI) program should have an INSTRUCTIONAL-SETTING-CODE of 01 (Homebound), 31 (Home-based Instruction), 32 (Center-based Instruction), or 34 (Other Environment). Only ECI students may be shown using codes 31, 32, and 34.

**INTERPRETING-SERVICES-TYPE-CODE (E1040)** indicates whether the student who is deaf and receiving special education and related services received, or is scheduled to receive, interpreting services during the current school semester. (See 34 CFR §300.34(c)(4).)

In the event that an ARD committee recommends more than one type of interpreting services, i.e., sign language transliteration services and communication access real-time translation (CART) services, the ARD committee is responsible for providing attendance personnel the appropriate interpreting services type code. In no case should attendance personnel be responsible for determining the appropriate interpreting services type code for a student.

**MEDICAL-DIAGNOSTIC-SERV-IND-CODE (E0841)** indicates whether the student receiving special education and related services received, or is scheduled to receive, medical diagnostic services during the current school semester. (See 34 CFR §300.34.)

**OCCUPATIONAL-THERAPY-IND-CODE (E0843)** indicates whether the student receiving special education and related services received, or is scheduled to receive, occupational therapy services during the current school semester. (See 34 CFR §300.34.)

**ORIENT-MOBILITY-TRNG-IND-CODE (E0844)** indicates whether the student receiving special education and related services received, or is scheduled to receive, orientation and mobility training services during the current school semester. (See 34 CFR §300.34.)

**PHYSICAL-THERAPY-IND-CODE (E0845)** indicates whether the student receiving special education and related services received, or is scheduled to receive, physical therapy services during the current school semester. (See 34 CFR §300.34.)

**PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD (E0899)** indicates whether the preschool student, age three through five years old, is receiving any special education and related services (including AI and VI) from the school district or charter school in any setting(s) or environment. [See 19 TAC §89.1035, and 34 CFR §300.101(b).]

All students receiving special education services who are ages 3 – 5, as of the PEIMS fall snapshot date, are participating in and must be coded as PPCD regardless of their disability or instructional setting.

1. PPCD is a Texas term which refers to a federally funded program under IDEA Part B which is targeted specifically for 3, 4 and 5 year olds receiving special education and related services.

2. Each LEA shall ensure that a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services. (CFR §300.115) For 3, 4, and 5 year olds in PPCD, the LEA continuum could include but is not limited to:
  - a. LEA or Community Child Care Programs
  - b. Pre-Kindergarten Programs
  - c. Kindergarten Programs
  - d. Head Start Programs
  - e. Home Environment
  - f. Special Education Resource Settings
  - g. Special Education Self Contained Settings
  - h. LEA or Community Therapy Settings (Speech, OT/PT, etc.)
3. PPCD includes students whose only special education service is speech therapy regardless of where the services are provided.
4. PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CODE students previously coded “1”, who are 6 years old as of the PEIMS snapshot date, should be coded “0” – not receiving services, or condition or situation not applicable to this person or campus.

**PSYCHOLOGICAL-SERVICES-IND-CODE (E0846)** indicates whether the student receiving special education and related services received, or is scheduled to receive, psychological services during the current school semester. (See 34 CFR §300.34.)

**RECREATION-IND-CODE (E0847)** indicates whether the student receiving special education and related services received, or is scheduled to receive, recreation services during the current school semester. (See 34 CFR §300.34.)

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

PEIMS data must be reported for each student served by the Regional Day School Program for the Deaf (RDSPD).

1. The RDSPD is part of an LEA special education program which receives additional state funds, and usually includes students from more than one LEA. Note: The new TEA RDSPD SSA Procedures document requires all SSAs to include two or more LEAs.
2. The fiscal agent for the RDSPD is often the LEA where students attend classes. There are some Education Service Centers (ESC) that serve as RDSPD fiscal agents.

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

1. Only one LEA may report PEIMS data on RDSPD student.
2. If there are sending and receiving LEAs involved, an agreement should be made between the two LEAs regarding which LEA will report PEIMS data. It is recommended that this agreement be in writing.
3. It is also recommended that the RDSPD fiscal agent report PEIMS data for students served, except for itinerant students.

#### **Transportation Reporting Rules for RDSPD Students:**

Only one LEA may report transportation data in PEIMS for a RDSPD student.

The TRANSPORTATION-INDICATOR-CODE is reported for all special education students who received, or are scheduled to receive, special transportation services (due to his or her disability) during the current school semester. If a SSA member LEA provides transportation, and the SSA fiscal agent reports PEIMS data, the fiscal agent should also report transportation PEIMS data for that RDSPD student. This is for PEIMS purposes only and is separate from transportation reimbursement.

1. If a member LEA provides transportation, and the RDSPD fiscal agent reports PEIMS data, the fiscal agent should report transportation PEIMS data for that RDSPD student. This is for PEIMS purposes only and is separate from transportation reimbursement (see #3).
2. If there are sending and receiving LEAs involved, an agreement **must** be made between the two LEAs regarding which LEA will report PEIMS data. **Note:-The new RDSPD SSA Procedures require this to be addressed in the SSA contract.**
3. **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.

**Disability Criteria for Regional Day School for the Deaf Students:**

All students in the RDSPD **must** have a disabling condition of **AI (03) (Auditory Impairment)** as either their primary, secondary, or tertiary condition. This must reflect exactly what the ARD/IEP states.

If a RDSPD student is deaf-blind, the disabling condition should be coded as AI (03) and D-B (05) in appropriate order of disabling condition.

**SCHOOL-HEALTH-SERVICES-IND-CODE (E0848)** indicates whether the student receiving special education and related services received, or is scheduled to receive, school health services during the current school semester. (See 34 CFR §300.34.)

**SOCIAL-WORK-SERVICES-IND-CODE (E0849)** indicates whether the student receiving special education and related services received, or is scheduled to receive, social work services during the current school semester. (See 34 CFR §300.34.)

**SPEECH-THERAPY-INDICATOR-CODE (E0857)** indicates whether the student is receiving speech pathology/speech therapy services through the special education program in a speech therapy instructional arrangement. [See 19 TAC §89.63 (c)(4).]

Although a warning message will be issued asking for verification if the edit specifications are not met, a student with only a speech impairment may receive special education services in any instructional setting without receiving direct speech therapy. Such an instructional arrangement would need to be the recommendation of an ARD committee. In such circumstances the SPEECH-THERAPY-INDICATOR-CODE of 0 is to be used to indicate that the student is not receiving direct speech therapy.

**TRANSPORTATION-INDICATOR-CODE (E0851)** indicates whether the student receiving special education and related services received, or is scheduled to receive, special transportation services (due to his or her disability) during the current school semester. (See 34 CFR §300.34 and TEC §42.155.)

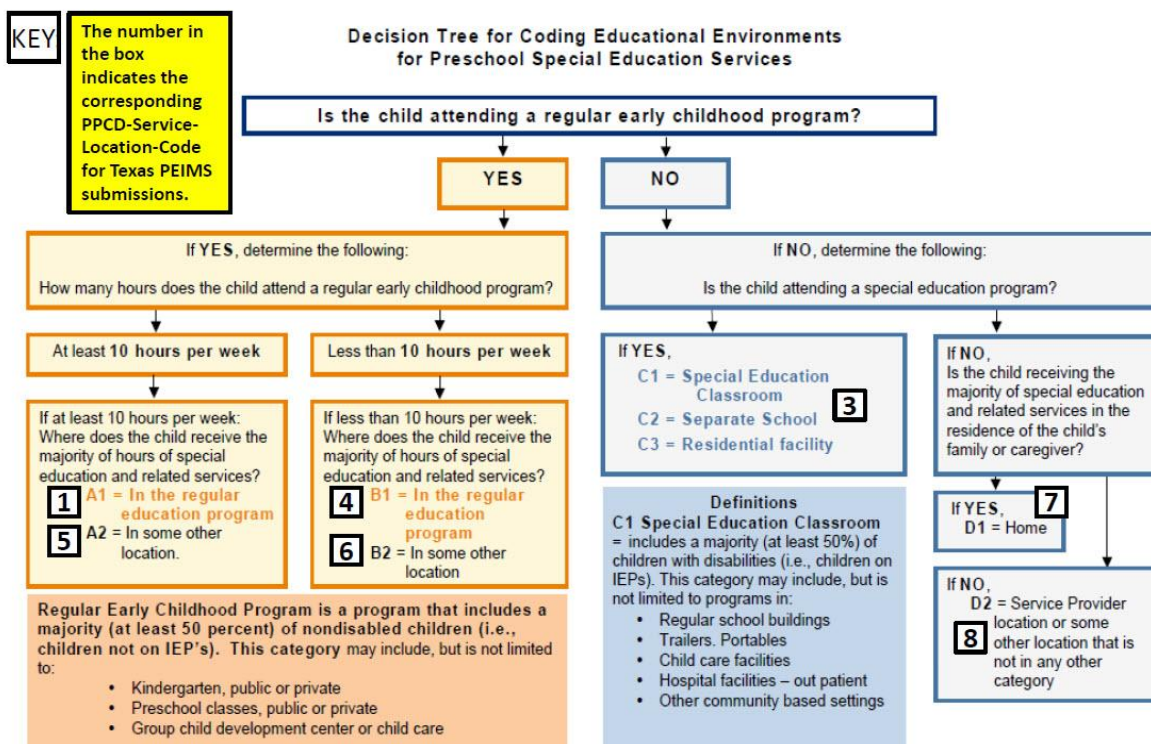
**PPCD-SERVICE-LOCATION-CODE (E1077)** indicates whether or not the Preschool Program for Children with Disabilities (PPCD) student received their special education services in a regular early childhood program, which is defined as a program that is designed for typically developing children ages 3-5 and is not specifically or primarily designed for children with disabilities and includes (at the time of the placement decision) a majority of at least 50 percent of nondisabled children (i.e., children without an individualized education program (IEP)).

Regular Early Childhood Program may include, but is not limited to:

1. Community-Based Preschool (3- Through 5-Year-Olds): A PPCD student who is receiving the majority of his or her special education services in a licensed community childcare facility that is working in a collaborative partnership with a school LEA may be coded in a regular early childhood program, provided that the majority of students in his or her class are students who are not receiving special education services.
2. LEA or Community Child Care Programs: A PPCD student who is receiving the majority of his or her special education services in a LEA or community student care program may be coded in a regular early childhood program provided that the majority of students in his or her class are students who are not receiving special education services.
3. LEA or Community Therapy Settings (Speech, OT/PT, etc.): A PPCD student who is receiving the majority of his or her special education services in a LEA or community Therapy Settings may be coded in a regular early

childhood program provided that the majority of students in his or her class are students who are not receiving special education services.

4. Head Start Program: If a school LEA and a Head Start program provide collaborative services as documented in a memorandum of understanding between the two entities, a PPCD student who is receiving the majority of his or her special education services in the collaborative partnership may be coded in a regular early childhood program, provided that the majority of students in his or her class are students who are not receiving special education services.
5. Kindergarten program: A PPCD student who is at least five years old on September 1 of the school year and is receiving the majority of his or her special education services in the kindergarten program may be coded in a regular early childhood program provided that the majority of students in his or her class are students who are not receiving special education services.
6. Prekindergarten Program in which the student is eligible: A PPCD student who meets eligibility requirements for prekindergarten (PK) and special education services and is receiving the majority of his or her special education services in the PK classroom may be coded in a regular early childhood program, provided that the majority of students in his or her class are students who are not receiving special education services.
7. Prekindergarten Program in which the student is not eligible: A PPCD student who does not meets eligibility requirements for prekindergarten (PK) and special education services and is receiving the majority of his or her special education services in the PK classroom may be coded in a regular early childhood program, provided that the majority of students in his or her class are students who are not receiving special education services.
8. School-Based Preschool, Staff and/or Community Access (3- Through 5-Year-Olds): If a school LEA establishes a preschool education program to serve preschool age students regardless of eligibility or other criteria, a PPCD student in the program who receives the majority of his or her special education services (other than speech therapy) in the general classroom may be coded in a regular early childhood program, provided that the majority of students in his or her class are students who are not receiving special education services.



This document is available at <http://www.nectac.org/~pdfs/sec819/settingsdecisiontree.pdf> Nancy Skorheim, ND Section 619 Coordinator, Martha Diefendorf & Debbie Cate, NECTAC, June 2010, amended Oct 2010

## Special Reporting Requirements

Currently, there are no special reporting requirements.

**Data Sample(s)**

[StudentSpecialEdProgramAssociationExtension](#)

## StudentCTEProgramAssociationExtension Complex Type

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	StudentReference	StudentReferenceType	Y	Y							9	CODED	
**	Complex Type	StudentIdentity	StudentIdentityType	Y	Y							9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateld	UniqueStateldIdentifier	Y	Y							10	NUMERIC	
**	Reference Complex Type	ProgramReference	ProgramReferenceType	Y	Y									
**	Reference Complex Type	ProgramIdentity	ProgramIdentityType	Y	Y									
E1337	PROGRAM-TYPE	ProgramType	ProgramType	Y	Y							48	STRING	DC096
E0266	CAMPUS-ID	StateOrganizationId	IdentificationCode	Y	Y							9	CODED	
N/A	NOT USED BY TEA	Services	ServiceDescriptorType											
N/A	NOT USED BY TEA	BeginDate												
N/A	NOT USED BY TEA	EndDate												
N/A	NOT USED BY TEA	ReasonExited	ReasonExitedType											
**	Reference Complex Type	EducationOrganizationReference	EducationalOrgReferenceType	Y	Y							6	CODED	
**	Reference Complex Type	EducationalOrgIdentity	EducationalOrgIdentityType	Y	Y									
E0212	DISTRICT-ID	StateOrganizationId	IdentificationCode	Y	Y							6	CODED	
**	Complex Type	CTEProgram	CTEProgram											
E0917	TRANSPORTATION-CTE-SUPPORT-SERVICE	TX-CTETransportationServices	TX-ParticipationType	Y	Y							1	CODED	C088
E1039	DISPLACED-HOMEMAKER-CODE	TX-DisplacedHomemakerCode	TX-ParticipationType	Y	Y							1	CODED	C088
E0829	SGL-PARENT-PREG-TEEN-CODE	TX-SingleParentPregTeenCode	TX-SingleParentPregTeenCodeType	Y	Y							2	CODED	C064

### Description

The StudentCTEProgramAssociationExtension Complex Type represents the career and technical program that a student participates in or receives services from.

### Reporting Requirements

The StudentCTEProgramAssociationExtension Complex Type inherits data elements from the StudentProgramAssociation Complex Type particular for career and technical programs.

The StudentCTEProgramAssociation Complex Type is reported for each student enrolled in a state-approved career and technical course or a tech prep program. This does not include adults enrolled in vocational education courses.

### Business Rules

#### \*\*StudentReference Complex Type

The StudentReference Complex Type represents the student associated with the program.

### **\*\*StudentIdentity Complex Type**

The StudentIdentity Complex Type provides user information to lookup and link to an existing student record in the receiving system.

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

### **\*\* Program Reference Complex Type**

ProgramReferenceComplexType references the program associated with the student.

#### **\*\* ProgramIdentity Complex Type**

The ProgramIdentity Complex Type provides user information to lookup and link to an existing program record in the receiving system

**PROGRAM-ID (E1336)** is unique number or alphanumeric code assigned to a program by a school, school system, a state, or other agency or entity.

**PROGRAM-TYPE (E1337)** is the formal name of the program of instruction, training, services or benefits available through federal, state, or local agencies.

### **\*\*Services Complex Type**

The Services Complex Type indicates the services being provided to the student by the program.

**SERVICE-DESCRIPTOR-CODE-VALUE (E1467)** is a code or abbreviation that is used to refer to the service.

**SERVICE-DESCRIPTOR-SHORT-DESCRIPTION (E1468)** is a shortened description for the service.

**SERVICE-DESCRIPTOR-DESCRIPTION (E1469)** is the description of the service.

**STUDENT-PROGRAM-BEGIN-DATE (E1429)** is the month, day, and year on which the student first received services.

**STUDENT-PROGRAM-END-DATE (E1430)** is the month, day, and year on which the student exited the program or stopped receiving services.

**REASON-EXITED (E1431)** is the reason the child left the program within a school or district.

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

**TRANSPORTATION-CTE-SUPPORT-SERVICE (E0917)** indicates whether the economically disadvantaged student enrolled in a career and technical education course receives special transportation services to enable the student to commence or continue career and technical training.

**DISPLACED-HOMEMAKER-CODE (E1039)** means an individual who:

- has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
- has been dependent on the income of another family member but is no longer supported by that income; or
- is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and
- is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

DISPLACED-HOMEMAKER-CODE indicator is only reported for students who receive Career and Technical Education services.

**SGL-PARENT-PREG-TEEN-CODE (E0829)** indicates whether the student in the career and technical education program is: 1) unmarried or legally separated from a spouse; and has a minor child(ren) for which the parent has either custody or joint custody, or 2) is pregnant.

### **Special Reporting Requirements**

Currently, there are no special reporting requirements.

**Data Sample(s)**

[PEIMS - StudentCTEProgramAssociationExtension](#)

## StudentTitlePartAProgramAssociationExtension Complex Type

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	StudentReference	StudentReferenceType					Y	Y			9	CODED	
**	Complex Type	StudentIdentity	StudentIdentityType					Y	Y			9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateld	UniqueStateldIdentifier					Y	Y			10	NUMERIC	
**	Reference Complex Type	ProgramReference	ProgramReferenceType					Y	Y					
**	Reference Complex Type	ProgramIdentity	ProgramIdentityType					Y	Y					
E1337	PROGRAM-TYPE	ProgramType	ProgramType					Y	Y			48	STRING	DC096
E0266	CAMPUS-ID	StateOrganizationId	IdentificationCode					Y	Y			9	CODED	
N/A	NOT USED BY TEA	Services	ServiceDescriptorType											
N/A	NOT USED BY TEA	BeginDate										8	CODED	
N/A	NOT USED BY TEA	EndDate										8	CODED	
N/A	NOT USED BY TEA	ReasonExited	ReasonExitedType									88	STRING	DC102
**	Reference Complex Type	EducationOrganizationReference	EducationalOrgReferenceType					Y	Y			6	CODED	
**	Reference Complex Type	EducationalOrgIdentity	EducationalOrgIdentityType					Y	Y					
E0212	DISTRICT-ID	StateOrganizationId	IdentificationCode					Y	Y			6	CODED	
E0782	CAMPUS-ID-OF-ENROLLMENT	TX-CampusIdOfEnrollment	TX-CampusId					Y	Y			9	CODED	
**	Complex Type	TX-TitlePartAServices	TX-TitlePartAServicesType					Y	Y					
E1018	TITLE-I-PART-A-READING-INDICATOR-CODE	TX-TitlePartAReadingIndicator	TX-ParticipationType					Y	Y			1	CODED	C088
E1020	TITLE-I-PART-A-MATHEMATICS-INDICATOR-CODE	TX-TitlePartAMathematicsIndicator	TX-ParticipationType					Y	Y			1	CODED	C088
E1021	TITLE-I-PART-A-SCIENCE-INDICATOR-CODE	TX-TitlePartAScienceIndicator	TX-ParticipationType					Y	Y			1	CODED	C088
E1022	TITLE-I-PART-A-SOCIAL-STUDIES-INDICATOR-CODE	TX-TitlePartASocialStudiesIndicator	TX-ParticipationType					Y	Y			1	CODED	C088
**	Complex Type	TX-TitlePartASupportServices	TX-TitlePartASupportServiceType					Y	Y					
E1024	TITLE-I-PART-A-GUIDANCE-COUNSELING-SERVICES-INDICATOR-CODE	TX-GuidanceCounselingServices	TX-ParticipationType					Y	Y			1	CODED	C088

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
E1025	TITLE-I-PART-A-SOCIAL-WORK-SERVICES-INDICATOR-CODE	TX-SocialWorkServices	TX-ParticipationType					Y	Y			1	CODED	C088
E1026	TITLE-I-PART-A-HEALTH-SERVICES-INDICATOR-CODE	TX-HealthServices	TX-ParticipationType					Y	Y			1	CODED	C088

## Description

The StudentTitleIPartAProgramAssociationExtension Complex Type represents the Title I Part A program(s) that a student participates in or receives services from.

## Reporting Requirements

If you reported a TITLE-I-PART-A-INDICATOR-CODE on the StudentProgramExtension Complex Type, you should report a StudentTitleIPartAProgramAssociationExtension Complex Type with a PROGRAM-TYPE of Title I Part A Program.

The Title I information represents a cumulative student count for all students receiving Title I, Part A services during the course of the entire school year. Report Title I information for each Title 1, Part A campus a student attends in the same LEA through the course of a school year. Information on Title I, Part A students is collected in order to meet reporting requirements to the U.S. Department of Education.

The Title I data will be collected in the 3<sup>rd</sup> submission.

### TITLE I PART A SCHOOLWIDE CAMPUS REPORTING REQUIREMENTS:

A Title I information is required for all students in membership (ADA-ELIGIBILITY-CODEs 1-8) on a **schoolwide campus** at any time from the beginning of the school year until the last day of school. The only data elements that are completed for schoolwide campus students are:

- LEA-ID
- STUDENT-ID
- CAMPUS-ID-OF-ENROLLMENT
- TITLE-I-PART-A-INDICATOR-CODE

For all students on Title I, Part A schoolwide campuses, leave all the instructional and support service fields blank.

All students attending a Title I, Part A schoolwide campus should have “6” as the Title I Indicator Code.

### TITLE I PART A TARGETED ASSISTANCE CAMPUS REPORTING REQUIREMENTS:

A Title I record is required for those students who at any time from the beginning of the school year until the last day of school:

- i. participate in Title I, Part A programs and/or services on a targeted assistance campus, and
- ii. are in membership (ADA-ELIGIBILITY-CODEs 1-8). Report a "1" for each of the Title I, Part A services that has been provided, or is scheduled to be provided, before July 1, for those students on targeted assistance campuses. All data elements are mandatory, and at least one of the following data elements must have a value of 1:
  - TITLE-I-PART-A-READING-INDICATOR-CODE
  - TITLE-I-PART-A-MATHEMATICS-INDICATOR-CODE
  - 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

Students receiving Title I, Part A services at a targeted assistance campus should have “7” as the Title I Indicator Code.

#### **NON-TITLE I PART A CAMPUS REPORTING REQUIREMENTS:**

The Indicator codes “9” and “A” apply only in special cases to students attending a non-Title I campus and who are homeless (“9”) or reside in a facility for the neglected (“A”).

These codes are only applicable to Non-Title I Part A campuses within Title I Part A-funded LEAs where the LEA is using Title I Part A funds to provide services to students identified as homeless or neglected. A Title I record is required for those students who at any time from the beginning of the school year until the last day of school:

- i. participate in Title I, Part A programs and/or services due to being identified as either homeless or neglected, and
- ii. are in membership (ADA-ELIGIBILITY-CODEs 1-8).

Report a “1” for each of the Title I, Part A services that has been provided, or is scheduled to be provided, before July 1, for those students identified as homeless or neglected. All data elements are mandatory, and at least one of the following data elements must have a value of 1:

- TITLE-I-PART-A-READING-INDICATOR-CODE
- TITLE-I-PART-A-MATHEMATICS-INDICATOR-CODE
- 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

#### **Definition of Neglected:**

“Neglected” students are those who reside in a public or private residential (students are under 24-hour care) facility that is operated primarily for the care of students 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 LEA 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:

- 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
- 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.”

#### **Business Rules**

##### **\*\*StudentReference Complex Type**

The StudentReference Complex Type represents the student associated with the program.

##### **\*\*StudentIdentity Complex Type**

The StudentIdentity Complex Type provides user information to lookup and link to an existing student record in the receiving system.

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

**\*\* Program Reference Complex Type**

ProgramReferenceComplexType references the program associated with the student.

**\*\* ProgramIdentity Complex Type**

The ProgramIdentity Complex Type provides user information to lookup and link to an existing program record in the receiving system

**PROGRAM-ID (E1336)** is unique number or alphanumeric code assigned to a program by a school, school system, a state, or other agency or entity.

**PROGRAM-TYPE (E1337)** is the formal name of the program of instruction, training, services or benefits available through federal, state, or local agencies.

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

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

**\*\*TX-TitleIPartAServices Complex Type**

The TX-TitleIPartAServices Complex Type is an indication of what supplemental educational services under the provisions for the supplemental educational services under Section 1116 of Title I were received by students within the school during the school year.

**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.

**\*\*TX-TitleIPartASupportServices Complex Type**

The TX-TitleIPartASupportServices Complex Type represents the types of support services offered to students in Title I programs.

**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.

### **Special Reporting Requirements**

Currently, there are no special reporting requirements.

### **Data Sample(s)**

[PEIMS - StudentTitleIPartAProgramAssociationExtension](#)

## BasicReportingPeriodAttendanceExtension

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	StudentReference	StudentReferenceType					Y	Y			9	CODED	
**	Complex Type	StudentIdentity	StudentIdentityType					Y	Y			9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateld	UniqueStateldIdentifier					Y	Y			10	NUMERIC	
E0782	CAMPUS-ID-OF-ENROLLMENT	TX-CampusIdOfEnrollment	TX-CampusId					Y	Y			9	CODED	
E1085	ATTENDANCE-EVENT-INDICATOR	TX-AttendanceEventIndicator	TX-AttendanceEventIndicatorType					Y	Y			2	CODED	C188
E0975	INSTRUCTIONAL-TRACK-INDICATOR-CODE	TX-InstructionalTrack	TX-InstructionalTrackType					Y	Y			2	CODED	C141
E0934	REPORTING-PERIOD-INDICATOR-CODE	TX-ReportingPeriod	TX-ReportingPeriodType					Y	Y			2	CODED	C130
E0935	NUMBER-DAYS-TAUGHT	TX-NumberDaysTaught						Y	Y			3	NUMERIC	
E0017	GRADE-LEVEL-CODE	TX-GradeLevel	TX-GradeLevelType					Y	Y			2	CODED	C050
E0036	TOTAL-DAYS-ABSENT	TX-TotalDaysAbsent						Y	Y			5	NUMERIC	
E0936	TOTAL-INELIGIBLE-DAYS-PRESENT	TX-TotalIneligibleDaysPresent						Y	Y			5	NUMERIC	
E0937	TOTAL-ELIGIBLE-DAYS-PRESENT	TX-TotalEligibleDaysPresent						Y	Y			5	NUMERIC	

## Description

The BasicReportingPeriodAttendanceExtension Complex Type represents the recording of a student's regular (basic) reporting period attendance.

## Reporting Requirements

Refer to the [Student Attendance Accounting Handbook](#) for requirements for attendance, special program eligibility, and audit concerns. Rules for the collection of all the attendance data are addressed in the [Handbook](#).

Submission 3 is for all six six-week reporting periods. Regardless of the structure of the actual instructional calendar, the full school year (usually 180 days) for each instructional track offered by the district must be reported in six approximately equal reporting periods.

All schools must submit attendance data by the required reporting date. If the school year for a particular school/track has not ended when the submission is due, report the actual number of instructional days completed so far. Include the completed attendance data for the entire school year with the resubmission. Districts with year-round programs that end after the reporting date will be permitted to delay their one resubmission, as specified in the resubmission policy.

Attendance data must be reported for each student who was enrolled for at least two hours for one or more days within the indicated reporting period. Students enrolled for less than two hours per day are not counted in membership and attendance data is not reported.

Students who attend more than one grade, track, or campus during a specific reporting period will have attendance data for each grade, track or campus. Students with special program attendance must have basic attendance data. Do not report attendance data for students in GRADE-LEVEL-CODE EE who are not served through the special education program at least two hours each day.

Do not report attendance data for a student who was not in attendance during the reporting period indicated.

The "total days" reported for each basic attendance data element is the total for that specific reporting period. If a student has multiple entries and withdrawals in the same grade in the same school on the same instructional track during a specific reporting period, **total** days for each data element are reported.

Days may be reported only in whole days or half days. The "total days" reported for students in half-day programs, such as prekindergarten, cannot be more than half of the "number of days taught" for that reporting period.

The prekindergarten program is only funded for half-day attendance. The only time a prekindergarten student may earn a full day of attendance is when the eligible student is also served in special education for the other half of the day.

The sum of TOTAL-DAYS-ABSENT and TOTAL-ELIGIBLE-DAYS-PRESENT is usually not more than 180 for any student.

## Business Rules

### **\*\*StudentReference Complex Type**

The StudentReference Complex Type represents the student associated with the attendance event by reporting period.

#### **\*\*StudentIdentity Complex Type**

The StudentIdentity Complex Type provides user information to lookup and link to an existing student record in the receiving system

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

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

**INSTRUCTIONAL-TRACK-INDICATOR-CODE (E0975)** indicates the instructional track for the student. (This data element pertains to the instructional calendar for the student. It does not refer to ability groupings.)

INSTRUCTIONAL-TRACK-INDICATOR-CODE differentiates instructional tracks **within the same campus**. Each differing instructional calendar on a campus must be assigned a unique INSTRUCTIONAL-TRACK-INDICATOR-CODE (0-9). It is recommended that campuses begin with code 0, and follow in sequence.

Campuses which offer different calendars are considered to have more than one instructional track. Example: A campus that waives days of instruction for grades three and five will report an INSTRUCTIONAL-TRACK-INDICATOR-CODE of "0" for students in grades kindergarten through two and four, and an INSTRUCTIONAL-TRACK-INDICATOR-CODE of "1" (different calendar) for grades three and five.

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

REPORTING-PERIOD-INDICATOR-CODE identifies the six-week reporting period.

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

Students who attend the Preschool Program for Children with Disabilities for a half-day and are also in either a prekindergarten class (as an eligible PK student) or a kindergarten class for a half-day must be coded as a full-day student with either prekindergarten or kindergarten as the grade level, as appropriate. Such students must not have attendance data for each grade level. Do **not** report these students as EE for a half-day and PK or K for a half-day.

**ATTENDANCE-EVENT-INDICATOR (E1085)** indicates the attendance event type (i.e., Regular, Bilingual, CTE, ESL, PRS, Special Ed, Flexible-Regular, Flexible-Bilingual, Flexible-CTE, Flexible-ESL, Flexible-PRS, Flexible-Special Ed)

When reporting basic attendance, the ATTENDANCE-EVENT-INDICATOR should be 'Regular.'

**NUMBER-DAYS-TAUGHT (E0935)** indicates the number of days of instruction offered, as shown on the school calendar, during a particular reporting period.

NUMBER-DAYS-TAUGHT is the actual number of instructional days in the school/track calendar for a specific reporting period. Instructional days do not include days of teacher in-service or preparation, or holidays. All the students in a particular school/track will have the same NUMBER-DAYS-TAUGHT. NUMBER-DAYS-TAUGHT may not exceed 45 days for the first five six-week reporting periods or 90 days for the sixth six-week reporting period.

Regardless of the structure of the actual instructional calendar, a LEA must report the full school year (usually 180 days) for each instructional track offered by the LEA in six approximately equal reporting periods. Warning: School calendar tracks exceeding 180 days will result in less ADA funding per day for the school LEA/campus.

**TOTAL-DAYS-ABSENT (E0036)** indicates the total number of days the student was absent during a particular reporting period.

**TOTAL-ELIGIBLE-DAYS-PRESENT (E0937)** indicates the total number of days the student was present and eligible for Foundation School Program funding during a particular reporting period.

**TOTAL-INELIGIBLE-DAYS-PRESENT (E0936)** indicates the total number of days the student was present and ineligible for Foundation School Program funding during a particular reporting period.

### **Special Reporting Requirements**

TEXAS SCHOOL FOR THE DEAF (TSD) AND THE TEXAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED (TSBVI): Students who are enrolled in the TSD and the TSBVI will be shown in attendance (reported as TOTAL-INELIGIBLE-DAYS-PRESENT) for the period of time that they are in attendance at either school. Sending LEAs will report attendance data on these students for the period(s) of time during the school year that the student is in attendance at the sending LEA.

### **Data Sample(s)**

[PEIMS - BasicReportingPeriodAttendanceExtension](#)

### SpecialProgramsReportingPeriodAttendanceExtension Complex Type

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	StudentReference	StudentReferenceType					Y	Y	Y	Y	9	CODED	
**	Complex Type	StudentIdentity	StudentIdentityType					Y	Y	Y	Y	9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	UniqueStateIdentifier					Y	Y	Y	Y	10	NUMERIC	
E0782	CAMPUS-ID-OF-ENROLLMENT	TX-CampusIdOfEnrollment	TX-CampusId					Y	Y	Y	Y	9	CODED	
E1085	ATTENDANCE-EVENT-INDICATOR	TX-AttendanceEventIndicator	TX-AttendanceEventIndicatorType					Y	Y	Y	Y	2	CODED	C188
E0975	INSTRUCTIONAL-TRACK-INDICATOR-CODE	TX-InstructionalTrack	TX-InstructionalTrackType					Y	Y	Y	Y	2	CODED	C141
E0934	REPORTING-PERIOD-INDICATOR-CODE	TX-ReportingPeriod	TX-ReportingPeriodType					Y	Y	Y	Y	2	CODED	C130
E0935	NUMBER-DAYS-TAUGHT	TX-NumberDaysTaught						Y	Y	Y	Y	3	NUMERIC	
E0017	GRADE-LEVEL-CODE	TX-GradeLevel	TX-GradeLevelType					Y	Y	Y	Y	2	CODED	C050
E0036	TOTAL-DAYS-ABSENT	TX-TotalDaysAbsent						Y	Y			5	NUMERIC	
E0938	TOTAL-ELIG-BILINGUAL/ESL-DAYS-PRESENT	TX-TotalEligibleDaysPresent						Y	Y			5	NUMERIC	
E0939	TOTAL-ELIG-PREG-REL-SVCS-DAYS-PRESENT	TX-TotalEligibleDaysPresent						Y	Y			5	NUMERIC	
E0940	TOTAL-ELIG-SP-ED-MAINSTREAM-DAYS-PRESENT	TX-TotalEligibleDaysPresent						Y	Y			5	NUMERIC	
E0944	ELIGIBLE-DAYS-PRESENT-IN-INSTR-SETTING	TX-TotalEligibleDaysPresent						Y	Y			5	NUMERIC	
E1049	FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE	TX-TotalEligibleDaysPresent						Y	Y	Y	Y	3	NUMERIC	
E1050	FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE	TX-TotalEligibleDaysPresent						Y	Y	Y	Y	3	NUMERIC	
E1051	FLEX-ATTEND-DAYS-ELIGIBLE-IN-INSTR-SETTING	TX-TotalEligibleDaysPresent						Y	Y	Y	Y	3	NUMERIC	
E0937	TOTAL-ELIGIBLE-DAYS-PRESENT	TX-TotalEligibleDaysPresent						Y	Y			5	NUMERIC	
E1048	FLEX-ATTEND-TOTAL-PRS-DAYS-ELIGIBLE	TX-TotalEligibleDaysPresent						Y	Y	Y	Y	3	NUMERIC	
E0833	REG-DAY-SCH-PROG-DEAF-CODE	TX-RegDaySchProgDeaf	TX-RegDaySchProgDeafType					Y	Y			2	CODED	C067

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
E0173	INSTRUCTIONAL-SETTING-CODE	TX-InstructionalSetting	TX-InstructionalSettingType					Y	Y	Y	Y	2	CODED	C035
E0945	EXCESS-HOURS-IN-INSTRUCTIONAL-SETTING	TX-ExcessHoursInstrSetting						Y	Y			7	NUMERIC	
E1046	FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT	TX-TotalEligibleMinutesPresent						Y	Y	Y	Y	5	NUMERIC	
E1053	FLEXIBLE-ATTENDANCE-TOTAL-CAREER-TECH-MINUTES-PRESENT	TX-TotalEligibleMinutesPresent						Y	Y	Y	Y	5	NUMERIC	
E1047	FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT	TX-TotalIneligibleMinutesPresent						Y	Y	Y	Y	5	NUMERIC	
E1052	FLEX-ATTEND-EXCESS-MINUTES-IN-INSTR-SETTING	TX-ExcessMinutesInstrSetting						Y	Y	Y	Y	5	NUMERIC	
E0950	ELIGIBLE-DAYS-PRESENT-V1	TX-CTEEligibleDaysPresentV1						Y	Y			5	NUMERIC	
E0951	ELIGIBLE-DAYS-PRESENT-V2	TX-CTEEligibleDaysPresentV2						Y	Y			5	NUMERIC	
E0952	ELIGIBLE-DAYS-PRESENT-V3	TX-CTEEligibleDaysPresentV3						Y	Y			5	NUMERIC	
E0953	ELIGIBLE-DAYS-PRESENT-V4	TX-CTEEligibleDaysPresentV4						Y	Y			5	NUMERIC	
E0954	ELIGIBLE-DAYS-PRESENT-V5	TX-CTEEligibleDaysPresentV5						Y	Y			5	NUMERIC	
E0955	ELIGIBLE-DAYS-PRESENT-V6	TX-CTEEligibleDaysPresentV6						Y	Y			5	NUMERIC	

## Description

The SpecialProgramsReportingPeriodAttendanceExtension Complex Type represents the recording of a student's special programs reporting period attendance.

## Reporting Requirements

Refer to the [Student Attendance Accounting Handbook](#) for requirements for attendance, special program eligibility, and audit concerns. Rules for the collection of all the attendance data are addressed in the [Handbook](#).

Submission 3 is for all six six-week reporting periods. Regardless of the structure of the actual instructional calendar, the full school year (usually 180 days) for each instructional track offered by the district must be reported in six approximately equal reporting periods.

All schools must submit attendance data by the required reporting date. If the school year for a particular school/track has not ended when the submission is due, report the actual number of instructional days completed so far. Include the completed attendance data for the entire school year with the resubmission. Districts with year-round programs that end after the reporting date will be permitted to delay their one resubmission, as specified in the resubmission policy.

Attendance data must be reported for each student who was enrolled for at least two hours for one or more days within the indicated reporting period. Students enrolled for less than two hours per day are not counted in membership and attendance data is not reported.

Students who attend more than one grade, track, or campus during a specific reporting period will have attendance data for each grade, track or campus. Students with special program attendance must have basic attendance data. Do not report attendance data for students in GRADE-LEVEL-CODE EE who are not served through the special education program at least two hours each day.

Do not report attendance data for a student who was not in attendance during the reporting period indicated.

The "total days" reported for each basic attendance data element is the total for that specific reporting period. If a student has multiple entries and withdrawals in the same grade in the same school on the same instructional track during a specific reporting period, **total** days for each data element are reported.

Days may be reported only in whole days or half days. The "total days" reported for students in half-day programs, such as prekindergarten, cannot be more than half of the "number of days taught" for that reporting period.

The prekindergarten program is only funded for half-day attendance. The only time a prekindergarten student may earn a full day of attendance is when the eligible student is also served in special education for the other half of the day.

Students in GRADE-LEVEL-CODE EE cannot report days in Bilingual/ESL.

Students in grades EE through 03 should not have days reported in Pregnancy Related Services.

There must be special education attendance reported for each eligible student served through the special education program if the student is enrolled in the school attendance records for at least two hours each day (ADA – eligible).

Students who attend less than two hours per day or who are receiving special education services under an individualized services plan (private school students with disabilities) are not counted in membership and are not reported. For each student with a special education attendance record there must be basic attendance information 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 report special education attendance for a student who did not participate in special education during the reporting period indicated, or who was ineligible for ADA for the entire reporting period.

## Business Rules

### **\*\*StudentReference Complex Type**

The StudentReference Complex Type represents the student associated with the attendance event by reporting period.

### **\*\*StudentIdentity Complex Type**

The StudentIdentity Complex Type provides user information to lookup and link to an existing student record in the receiving system.

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

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

**ATTENDANCE-EVENT-INDICATOR (E1085)** indicates the attendance event type (i.e., Regular, Bilingual, CTE, ESL, PRS, Special Ed, Flexible-Regular, Flexible-Bilingual, Flexible-CTE, Flexible-ESL, Flexible-PRS, Flexible-Special Ed)

**INSTRUCTIONAL-TRACK-INDICATOR-CODE (E0975)** indicates the instructional track for the student. (This data element pertains to the instructional calendar for the student. It does not refer to ability groupings.)

INSTRUCTIONAL-TRACK-INDICATOR-CODE differentiates instructional tracks **within the same campus**. Each differing instructional calendar on a campus must be assigned a unique INSTRUCTIONAL-TRACK-INDICATOR-CODE (0-9). It is recommended that campuses begin with code 0, and follow in sequence.

Campuses which offer different calendars are considered to have more than one instructional track. Example: A campus that waives days of instruction for grades three and five will report an INSTRUCTIONAL-TRACK-INDICATOR-CODE of "0" for students in grades kindergarten through two and four, and an INSTRUCTIONAL-TRACK-INDICATOR-CODE of "1" (different calendar) for grades three and five.

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

REPORTING-PERIOD-INDICATOR-CODE identifies the six-week reporting period.

**NUMBER-DAYS-TAUGHT (E0935)** indicates the number of days of instruction offered, as shown on the school calendar, during a particular reporting period.

NUMBER-DAYS-TAUGHT is the actual number of instructional days in the school/track calendar for a specific reporting period. Instructional days do not include days of teacher in-service or preparation, or holidays. All the students in a particular school/track will have the same NUMBER-DAYS-TAUGHT. NUMBER-DAYS-TAUGHT may not exceed 45 days for the first five six-week reporting periods or 90 days for the sixth six-week reporting period. Note: For the OFSDP Credit Recovery Program reported in Submission 4, DAYS-TAUGHT must be reported as 30 days.

Regardless of the structure of the actual instructional calendar, a LEA must report the full school year (usually 180 days) for each instructional track offered by the LEA in six approximately equal reporting periods. Warning: School calendar tracks exceeding 180 days will result in less ADA funding per day for the school LEA/campus.

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

Students who attend the Preschool Program for Children with Disabilities for a half-day and are also in either a prekindergarten class (as an eligible PK student) or a kindergarten class for a half-day must be coded as a full-day student with either prekindergarten or kindergarten as the grade level, as appropriate. Such students must not have attendance data for each grade level. Do **not** report these students as EE for a half-day and PK or K for a half-day.

**TOTAL-DAYS-ABSENT (E0036)** indicates the total number of days the student was absent during a particular reporting period.

**TOTAL-ELIG-BILINGUAL/ESL-DAYS-PRESENT (E0938)** indicates the total number of days the student was present and an eligible participant in the state-approved bilingual/ESL program during a particular reporting period.

**TOTAL-ELIG-PREG-REL-SVCS-DAYS-PRESENT (E0939)** indicates the total number of days a female student was present at school or served through Compensatory Education Home Instruction (CEHI) and an eligible recipient of pregnancy related services during a particular reporting period.

Only female students who meet the eligibility requirements for Pregnancy Related Services (pregnant or in the postpartum period) and are receiving these services from the LEA may be reported.

**TOTAL-ELIG-SP-ED-MAINSTREAM-DAYS-PRESENT (E0940)** indicates the total number of days a student with a special education individualized education program which provided for the mainstream instructional arrangement/setting was present during a particular reporting period.

**ELIGIBLE-DAYS-PRESENT-IN-INSTR-SETTING (E0944)** indicates the number of days the student was eligible and present in a designated instructional setting during a particular reporting period.

**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.

**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.

**FLEX-ATTEND-DAYS-ELIGIBLE-IN-INSTR-SETTING (E1051)** indicates the total number of school days the student was eligible for a particular special education instructional setting that was eligible for Foundation School Program funding during a particular reporting period.

**TOTAL-ELIGIBLE-DAYS-PRESENT (E0937)** indicates the total number of days the student was present and eligible for Foundation School Program funding during a particular reporting period.

**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 during a particular reporting period.

Only female students who meet the eligibility requirements for Flexible Attendance Pregnancy Related Services (pregnant or in the postpartum period) and are receiving these services from the LEA may be reported.

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

Only one LEA may report PEIMS data on a RDSPD student.

If there are sending and receiving LEAs involved, an agreement must be made between the two LEAs regarding which LEA will report PEIMS data. Note:-The new 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.

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

The INSTRUCTIONAL-SETTING-CODE for speech therapy is “00”.

Special Education attendance should be reported for students receiving speech therapy services unless exempted by other reporting requirements (such as ADA-ELIGIBILITY-CODE “0” students).

Students receiving speech therapy services who are also receiving services in another instructional setting should have both instructional settings reported unless exempted by other reporting requirements (such as ADA-ELIGIBILITY-CODE “0” students).

**EXCESS-HOURS-IN-INSTRUCTIONAL-SETTING (E0945)** indicates the number of hours above the allowable six hours per day of combined career and technical education and special education and related services in a designated instructional setting during a particular reporting period.

Instructions for computing excess hours are found in the [Student Attendance Accounting Handbook](#).

Excess hours are not subtracted (reported) from speech unless there is no other special education service during the time excess hours are earned.

**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.

**FLEXIBLE-ATTENDANCE-TOTAL-CAREER-TECH-MINUTES-PRESENT (E1053)** indicates the total number of minutes the student was present in an approved career and technical education course(s) that the student was eligible for and enrolled in during a particular reporting period.

**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.

**FLEX-ATTEND-EXCESS-MINUTES-IN-INSTR-SETTING (E1052)** indicates the total number of minutes the student was present in a designated instructional setting above the allowable 360-minute daily limit of combined career and technical education and special education and related services during a particular reporting period.

The PEIMS Flexible Attendance elements are also used to report the Optional Flexible School Day Credit Recovery Program attendance. This attendance information is collected in Submission 4. Flexible Attendance Program Type Code 3 is used to designate this program. If a student has not maintained the minimum attendance requirements under TEC 25.92, this program may be used to generate Average Daily Attendance (ADA) to make up these absences. However, a student cannot generate for than 1.000 ADA of funding for a school by combining the regular year and post school year eligible days present.

Report flexible attendance for each eligible student who was enrolled in and attended either the Optional Flexible School Day Program (OFSDP) for at least 45 minutes on a particular day within a particular six weeks, or the High School Equivalency Program (HSEP) for at least 45 minutes on a particular day within a particular six weeks.

A school LEA must be pre-approved by TEA School Finance Staff to operate an Optional Flexible School Day Program. For the Summer submission, 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). Report flexible attendance attendance for only those students that meet these criteria.

A school LEA 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). Report flexible attendance attendance for only those HSEP students that meet these criteria.

A student may not be simultaneously enrolled in the OFSDP and the traditional attendance program (2-to-4-hour rule as referenced in the *Student Attendance Accounting Handbook*). It is acceptable to create and report both attendance and flexible attendance data for the student if the student's enrollment status changes from a traditional program to either the OFSDP or the HSEP or if the status changes back to a traditional program from the OFSDP or the HSEP. Note: If a student is participating in both the traditional attendance program and the OFSDP, all attendance must be reported through the OFSDP flexible attendance..

For students in ADA eligibility categories 7 and 8, report flexible attendance for each student who attended at least 45 minutes in the OFSDP within the indicated reporting period, or who attended at least 45 minutes in the HSEP within the indicated reporting period. OFSDP students attending fewer than 45 minutes of instruction on a particular day will not be eligible for reporting time/minutes for that day (e.g., a student who attended only 30 minutes of instruction on September 19 would not be eligible for reporting time/minutes for that day). HSEP students attending fewer than 45 minutes of instruction on a particular day will not be eligible for reporting time/minutes for that day.

Each increment of 360 minutes reported for flexible attendance under FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT or FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT will be converted to one day of eligible or ineligible day present. For a particular six weeks, TEA will divide the FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT by 360 to calculate the equivalent number of days present. This number will be calculated to two (2) decimal places. E.g. 10,000 FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT divided by 360 minutes will equal 27.78 equivalent Eligible Days Present.

A LEA must report all minutes of instruction attended by a student for each six week reporting period. However, no student may generate more than one (1.000) ADA for Foundation School Program funding purposes for a school year within a LEA and/or campus. If a student participates in both a flexible attendance program and the traditional attendance program, the student may not generate more than one (1.000) ADA for Foundation School Program funding purposes for a six-week reporting period within a LEA and/or campus.

The FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE indicates whether the student's attendance information is related to the OFSDP or the HSEP.

The OFSDP and HSEP provide alternatives to the traditional attendance program and provide flexible attendance schedules. Students in these programs are still subject to minimum attendance requirements (Texas Education Code, §25.092).

Students who attend more than one grade, instructional track, or campus during a specific reporting period, will have flexible attendance for each grade, track, or campus.

The "total minutes" and "total days of eligibility" reported for several of the data elements on the flexible attendance elements are the totals for the specific reporting period. If a student has multiple entries and withdrawals in the same grade in the same school on the same instructional track during a specific reporting period, report the total minutes and total days of eligibility for each data element.

For FLEX-ATTEND-TOTAL-PRS-DAYS-ELIGIBLE, FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE, and FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE, report days of eligibility only in whole numbers.

Report minutes of eligibility only in whole numbers, rounded down to the nearest minute, with a 45 minute minimum for the OFSDP and a 45 minute minimum for the HSEP. TEA will convert minutes to ADA for funding purposes.

Note that the sum of FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT and FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT for the entire school year is usually not more than 64,800 for any student (1.000 ADA per year = 360 minutes x 180 days, or 1.000 ADA per year = 64,800 minutes).

Do not report flexible attendance for a student who was not in attendance at least 45 minutes of one day in the OFSDP during the reporting period indicated or who was not in attendance at least 45 minutes of one day in the HSEP during the reporting period indicated.

Report flexible attendance data for only those students who are enrolled in the OFSDP or the HSEP in the LEA.

Report FLEX-ATTEND-TOTAL-PRS-DAYS-ELIGIBLE only for a female OFSDP student who meets the eligibility requirements for the Pregnancy Related Services program (pregnant or in the postpartum period) and is receiving PRS services from the LEA.

### **Data Conversion Formulas/Rules**

#### **Equivalent Days Present Calculation:**

- $\text{FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT} / 360 \text{ minutes (6 hours x 60 minutes)}$   
= Calculated “equivalent days present” for the six-week reporting period
- $\text{Calculated equivalent days present} / \text{Days taught} = \text{ADA value for six-week reporting period}$

#### **Special Program Eligible Days Calculation**

The eligible days that a student can generate in special program areas are limited to the calculated equivalent days present. For example, if a student is eligible for ESL services every day of a 30-day six-week reporting period, but attends only a whole equivalent of 15 days (5400 minutes) during the reporting period, then only 15 days of the 30 days of ESL services eligibility can be used in the calculation of ESL weighted funding. This limit also applies when calculating PRS days funded and special education mainstream days funded.

#### **Example of Flexible Attendance Bilingual/ESL ADA:**

Student Jane Smith – Reporting Period 1

Days Taught = 30

Days ESL eligible = 30

Flexible Attendance ADA minutes = 5,400 minutes

Flexible Attendance ADA =  $5,400 \text{ minutes} / 360 \text{ minutes} = 15.000 \text{ ADA}$

Result: This student would also be funded for 15 days of Flexible Attendance ESL eligibility. 15 is the lower of the Flexible Attendance equivalent days present and the days eligible for ESL services.

Flexible Attendance Bilingual/ESL ADA =  $.500 (15 \text{ ESL days} / 30 \text{ Days taught})$

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#### **Example of Flexible Attendance Special Education Mainstream ADA:**

Student John Jones – Reporting Period 3

Days Taught = 30

FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-Days-ELIGIBLE = 30

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 3,850 minutes

Flexible Attendance Equivalent Days Present =  $3,850 \text{ minutes} / 360 \text{ minutes} = 10.694 \text{ days}$

This student would be funded for 10.69 days of Flexible Attendance Mainstream Days Present. (10.69 is the lower of the Flexible Attendance equivalent days present and the days eligible for special education mainstream.)

Note: Fractional days will be rounded to the nearest hundredth (2 decimal places). 10.694 days would be rounded to 10.69 equivalent days present

**Result:** Flexible Attendance Special Ed Mainstream ADA =  $.357 (10.69 \text{ Flexible Attendance Mainstream Days} / 30 \text{ Days Taught})$

- Report flexible attendance for each eligible student served through the special education program if the student is enrolled in the Optional Flexible School Day Program (OFSDP) or the High School Equivalency Program (HSEP). This includes a student who is a private school student with disabilities and is receiving special education services

under an individualized services plan. Report the number of days in the six-week reporting period that the student was eligible for services for a particular instructional setting.

- The PEIMS Special Education Flexible Attendance is also used to report the Optional Flexible School Day Credit Recovery Program attendance. Flexible Attendance Program Type Code 3 is used to designate this program on these records. This attendance information is collected in Submission 4. However, a student cannot generate for than 1.000 ADA of funding for a school by combining the regular year and post school year eligible days present.
- Report flexible attendance for each special education student who was served in a funded instructional setting and attended the OFSDP within the indicated reporting period and received special education services per the individualized education program (IEP), or attended the High School Equivalency Program (HSEP) within the indicated reporting period and received special education services per the IEP.
- Do not report flexible attendance for a student who did not participate in special education during the reporting period indicated, or who was ineligible for ADA for the entire reporting period.
- A student attending the Texas School for the Deaf (TSD) or the Texas School for the Blind and Visually Impaired (TSBVI) is ADA ineligible. Do not report flexible attendance for the student.
- **Note:** If a special education student is served in more than one special education instructional setting (excluding speech) during a particular six weeks reporting period, then TEA will apportion the Special Education Equivalent Days Present according to the number of days the student is reported eligible for each special education instructional setting.

#### Data Conversion Formulas/Rules

The smaller of (Flex attend Equivalent Days Present x Special Education Instructional Setting Contact Hour Multiplier) or (Flex Attend Days Eligible in Instructional Setting x Special Education Instructional Setting Contact Hour Multiplier) = Total Eligible Special Education Contact Hours

Total Eligible Special Education Contact Hours/(Days Taught x 6 hours)  
= Special Education Full Time Equivalents (FTEs) in Instructional Setting for the six-week reporting period

#### Example

Susie Sims attended school for 6000 minutes  
Instructional Setting is Resource Room –  
Eligible for all 30 days in the six-weeks

Flex Attend Equivalent Days Present = 16.67 (6000/360minutes = 16.666)  
Flex Attend Contact Hours = 47.66 (16.67 x 2.859 = 47.659)

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT/360 = Flex Attend Equivalent Days Present

**Note:** The FTE value used for funding purposes is limited to the actual equivalent days present (partial days are allowed), as calculated from the flexible attendance record for a particular six-week reporting period. For example, if a student was eligible for resource room special education services every day of a 30-day six-week reporting period, but attended only a whole equivalent of 15 days (5400 minutes) during the reporting period, then only 15 days of the 30 days of resource room special education services eligibility can be used in the calculation of special education weighted funding for the resource room services.

- Report flexible attendance for each eligible student who attended on a particular day at least 45 minutes of instruction and was served in an approved career and technical education program in the LEA. If the LEA offers instruction in CTE courses that have not been approved for funding, do not report flexible attendance for any student served in those courses.
- The PEIMS Career and Technical Education Flexible Attendance data is also used to report the Optional Flexible School Day Credit Recovery Program attendance. Flexible Attendance Program Type Code 3 is used to designate this program on these records. This attendance information is collected in Submission 4. However, a

student cannot generate for than 1.000 ADA of funding for a school by combining the regular year and post school year eligible days present.

- For students in grades 7–12, report flexible attendance for each student who attended at least 45 minutes on a particular day in the Optional Flexible School Day Program (OFSDP) and participated in the CTE program within the indicated reporting period.
- For students in grades 7–12, report flexible attendance for each student who attended at least 45 minutes on a particular day in the High School Equivalency Program (HSEP) and participated in the CTE program within the indicated reporting period for at least 45 minutes.
- Students in grades 7 and 8 can only be reported for approved Career and Technical Education for the Disabled (CTED) courses. See the Student Attendance Accounting Handbook, Section V.
- A student can generate a maximum of six contact hours (360 minutes) per day for weighted funding purposes. However, all minutes of attendance in CTE coursework must be reported.
- Do not report flexible attendance for a student who did not participate in approved CTE courses during the reporting period indicated or who was ineligible for ADA during the entire reporting period.
- $\text{Flex attend total career tech minutes present} / (\text{Days taught} \times 360 \text{ minutes}) = \text{Flexible Attendance Career and Technical Education Full Time Equivalents (FTEs) per six-week reporting period.}$

**Note:** The FTE value used for funding purposes is limited to the actual equivalent days present (partial days are allowed) as calculated from the flexible attendance record for a particular six-week reporting period. The limit is calculated as follows. Flex attend career and technical minutes are limited to the smaller of flex attend minutes present or flex attend career and tech minutes present.

Time spent at a work-based learning (WBL) training site is instructionally engaged time. Up to 120 minutes required time at a training site can be counted per instructional day in the OFSDP.

**ELIGIBLE-DAYS-PRESENT-V1 (E0950)** indicates the total number of days the student was eligible and present and enrolled in an approved career and technical course that generated one contact hour during a particular reporting period.

**ELIGIBLE-DAYS-PRESENT-V2 (E0951)** indicates the total number of days the student was eligible and present and enrolled in an approved career and technical course that generated two contact hours during a particular reporting period.

**ELIGIBLE-DAYS-PRESENT-V3 (E0952)** indicates the total number of days the student was eligible and present and enrolled in an approved career and technical course that generated three contact hours during a particular reporting period.

**ELIGIBLE-DAYS-PRESENT-V4 (E0953)** indicates the total number of days the student was eligible and present and enrolled in an approved career and technical course that generated four contact hours during a particular reporting period.

**ELIGIBLE-DAYS-PRESENT-V5 (E0954)** indicates the total number of days the student was eligible and present and enrolled in an approved career and technical course that generated five contact hours during a particular reporting period.

**ELIGIBLE-DAYS-PRESENT-V6 (E0955)** indicates the total number of days the student was eligible and present and enrolled in an approved career and technical course that generated six contact hours during a particular reporting period.

There must be career and technical education attendance information for each eligible student enrolled for more than two hours per day and served by an approved vocational education program in your LEA. LEAs who offer instruction in CTE courses that have not been approved for funding do not report career and technical education attendance information for students served in these courses.

Students in grades 7 and 8 can only be reported for approved Career and Technical Education for the Disabled (CTED) courses. See the [Student Attendance Accounting Handbook](#), Section V.

Students in grades EE through 5 cannot have career and technical education attendance information.

Do not report career and technical education attendance information for a student who did not participate in approved CTE courses during the reporting period indicated or who was ineligible for ADA during the entire reporting period.

Eligible half-day students can only earn one half day of attendance in the CTE program for each day the student is present.

Time spent at a WBL training site is instructionally engaged time. Up to 120 minutes required time at a training station counts toward meeting full-time and half-time attendance requirements (Section V, [Student Attendance Accounting Handbook](#)).

To determine which CTE code (V1, V2, etc) is appropriate for block schedules, refer to Section V, of the [Student Attendance Accounting Handbook](#).

### **Special Reporting Requirements**

TEXAS SCHOOL FOR THE DEAF (TSD) AND THE TEXAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED (TSBVI): While in attendance at the TSD and the TSBVI, these students are ADA ineligible and will not generate special education attendance data.

### **Data Sample(s)**

[PEIMS - SpecialProgramsReportingPeriodAttendance](#)

[PEIMS - SpecialProgramsReportingPeriodAttendance-BIL-ESL](#)

[PEIMS - SpecialProgramsReportingPeriodAttendance-CTE](#)

[PEIMS - SpecialProgramsReportingPeriodAttendance-FlexReg](#)

[PEIMS - SpecialProgramsReportingPeriodAttendance-PRS](#)

[PEIMS - SpecialProgramsReportingPeriodAttendance-SpecEd](#)

## StudentAcademicRecord Complex Type

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Type	id						Y	Y	Y	Y		STRING	
**	Complex Type	CumulativeCreditsEarned	Credits											
E1210	CREDIT-TYPE	CreditType	CreditType											
E1211	CREDIT-CONVERSION	CreditConversion												
E1112	CREDIT	Credit										5	NUMERIC	
**	Complex Type	CumulativeCreditsAttempted	Credits											
E1210	CREDIT-TYPE	CreditType	CreditType											
E1211	CREDIT-CONVERSION	CreditConversion												
E1112	CREDIT	Credit										5	NUMERIC	
E1392	CUMULATIVE-GRADE-POINTS-EARNED	CumulativeGradePointsEarned										4	NUMERIC	
E1393	CUMULATIVE-GRADE-POINT-AVERAGE	CumulativeGradePointAverage										4	NUMERIC	
E1394	GRADE-VALUE-QUALIFIER	GradeValueQualifier	GradeValueQualifier											
**	Complex Type	ClassRanking	ClassRanking											
**	Complex Type	AcademicHonors	AcademicHonor											
**	Complex Type	Recognitions	Recognition											
E1395	PROJECTED-GRADUATION-DATE	ProjectedGraduationDate										6	CODED	
**	Reference Complex Type	StudentReference	StudentReferenceType					Y	Y	Y	Y	9	CODED	
**	Complex Type	StudentIdentity	StudentIdentityType					Y	Y	Y	Y	9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	UniqueStateIdentifier					Y	Y	Y	Y	10	NUMERIC	
**	Reference Complex Type	SessionReference	SessionReferenceType											
**	Reference Complex Type	SessionIdentity	SessionIdentityType											
E0266	CAMPUS-ID	StateOrganizationId	IdentificationCode									9	CODED	
E1093	SCHOOL-YEAR	SchoolYear	SchoolYearType									9	STRING	C193
E1370	SESSION-TERM	Term	TermType									16	STRING	DC134
**	Reference Complex Type	ReportCardReference	ReferenceType											
**	Reference Complex Type	DiplomaReference	ReferenceType											

## Description

The Student Academic Record complex type represents the cumulative record of academic achievement for a student.

## Reporting Requirements

Currently, there are no reporting requirements.

## Business Rules

**id** is an XML generated XML ID associated with this complex type.

### **\*\*CumulativeCreditsEarned Complex Type**

The CumulativeCreditsEarned Complex Type represents the cumulative number of credits an individual earns by completing courses or examinations during his or her enrollment in the current school as well as those credits transferred from schools in which the individual had been previously enrolled.

to Carnegie units.

**CREDIT (E1112)** is the value of credits or units of value awarded for the completion of a course

### **\*\*CumulativeCreditsAttempted Complex Type**

The CumulativeCreditsAttempted Complex Type represents the cumulative number of credits an individual attempts to earn by taking courses during his or her enrollment in the current school as well as those credits transferred from schools in which the individual had been previously enrolled.

**CREDIT (E1112)** is the value of credits or units of value awarded for the completion of a course

**CUMULATIVE-GRADE-POINTS-EARNED (E1392)** is the cumulative number of grade points an individual earns by successfully completing courses or examinations during his or her enrollment in the current school as well as those transferred from schools in which the individual had been previously enrolled.

**CUMULATIVE-GRADE-POINT-AVERAGE (E1393)** is a measure of average performance in all courses taken by an individual during his or her school career as determined for record-keeping purposes. This is obtained by dividing the total grade points received by the total number of credits attempted. This usually includes grade points received and credits attempted in his or her current school as well as those transferred from schools in which the individual was previously enrolled.

**PROJECTED-GRADUATION-DATE (E1395)** is the month and year the student is projected to graduate.

### **\*\*StudentReference Complex Type**

The StudentReference Complex Type represents identifies the student that is associated with the Student Academic Record.

#### **\*\*StudentIdentity Complex Type**

The StudentIdentity Complex Type provides user information to lookup and link to an existing student record in the receiving system.

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

### **\*\*SessionReference Complex Type**

The SessionReference Complex Type references the session associated with the StudentAcademicRecord Complex Type.

#### **\*\*SessionIdentity Complex Type**

The SessionIdentity Complex Type provides alternative references for sessions at an education organization. Use XML IDREF to reference a section record that is included in the interchange

**CAMPUS ID (0266)** indicates the unique campus identification number registered with the Texas Education Agency. It is the linking of DISTRICT-ID with campus identification number associated with the session.

**SCHOOL-YEAR (E1093)** is the identifier for the school year.

**SESSION-TERM (E1370)** is the type of session during the school year.

## Special Reporting Requirements

Currently, there are no special reporting requirements.

**Data Sample(s)**

[PEIMS - StudentAcademicRecord](#)

## CourseTranscriptExtension Complex Type

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
CourseTranscript Complex Type														
**	Reference Type	id											STRING	
E1196	COURSE-ATTEMPT-RESULT	CourseAttemptResult	CourseAttemptResultType									10	STRING	DC035
**	Complex Type	CreditsAttempted	Credits											
E1210	CREDIT-TYPE	CreditType	CreditType											
E1211	CREDIT-CONVERSION	CreditConversion												
E1112	CREDIT	Credit										5	NUMERIC	
**	Complex Type	CreditsEarned	Credits											
E1210	CREDIT-TYPE	CreditType	CreditType											
E1211	CREDIT-CONVERSION	CreditConversion												
E1112	CREDIT	Credit										5	NUMERIC	
**	Complex Type	AdditionalCreditsEarned	AdditionalCredits											
E1199	GRADE-LEVEL-WHEN-TAKEN	GradeLevelWhenTaken	GradeLevelType									25	STRING	DC063
E1200	METHOD-CREDIT-EARNED	MethodCreditEarned	MethodCreditEarnedType									40	STRING	DC084
E1201	FINAL-LETTER-GRADE-EARNED	FinalLetterGradeEarned	GradeEarned									20	NAMEFIELD	
E1075	FINAL-COURSE-GRADE	FinalNumericGradeEarned										3	NAMEFIELD	
E1202	COURSE-REPEAT-CODE	CourseRepeatCode	CourseRepeatCodeType									22	STRING	DC042
**	Reference Complex Type	CourseReference	CourseReferenceType					Y	Y	Y	Y			
**	Reference Complex Type	CourseIdentity	CourseIdentityType					Y	Y	Y	Y			
**	Complex Type	CourseCode	CourseCode					Y	Y	Y	Y			
E1089	COURSE-IDENTIFICATION-SYSTEM	IdentificationSystem	CourseCodeSystemType					Y	Y	Y	Y	31	STRING	DC036
E1511	COURSE-CODE-ASSIGNING-ORGANIZATION-CODE	AssigningOrganizationCode	IdentificationCode									60	STRING	
E0724	SERVICE-ID	ID	IdentificationCode					Y	Y	Y	Y	8	CODED	C022
E1089	COURSE-IDENTIFICATION-SYSTEM	IdentificationSystem	CourseCodeSystemType									31	STRING	DC036
E1511	COURSE-CODE-ASSIGNING-ORGANIZATION-CODE	AssigningOrganizationCode	IdentificationCode									60	STRING	
E1194	LOCAL-COURSE-	LocalCourseCode	IdentificationCode									30	STRING	

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
	CODE													
**	Reference Complex Type	EducationOrganizationReference	EducationalOrgReferenceType					Y	Y	Y	Y	9	CODED	
**	Reference Complex Type	EducationalOrgIdentity	EducationalOrgIdentityType					Y	Y	Y	Y			
E0266	CAMPUS-ID	StateOrganizationId	IdentificationCode					Y	Y	Y	Y	9	CODED	
**	Reference Complex Type	StudentAcademicRecordReference	ReferenceType					Y	Y	Y	Y			
**	Reference Type	ref						Y	Y	Y	Y		STRING	
<b>CourseTranscriptExtension Complex Type</b>														
E0017	GRADE-LEVEL-CODE	TX-GradeLevel	TX-GradeLevelType					Y	Y	Y	Y	2	CODED	C050
E1068	COURSE-COMPLETION-INDICATOR	TX-CourseCompletionIndicator	TX-ParticipationType					Y	Y	Y	Y	1	CODED	C088
E0949	PASS/FAIL-CREDIT-INDICATOR-CODE	TX-PassFailCreditIndicator	TX-PassFailCreditIndicatorType					Y	Y	Y	Y	2	CODED	C136
E1011	DUAL-CREDIT-INDICATOR-CODE	TX-DualCreditIndicator	TX-ParticipationType					Y	Y	Y	Y	1	CODED	C088
E1058	ATC-INDICATOR-CODE	TX-ATCIndicator	TX-ParticipationType					Y	Y	Y	Y	1	CODED	C088
E1081	COLLEGE-CREDIT-HOURS	TX-CollegeCreditHours						Y		Y		2	NUMERIC	

## Description

The CourseTranscriptExtension Complex Type represents the final record of a student's performance in their courses.

## Reporting Requirements

The CourseTranscriptExtension Complex Type inherits data elements from the CourseTranscript Complex Type.

The CourseTranscriptExtension Complex Type captures the course activity for students. It is used to link back to the SectionExtension in order to identify the classroom information associated with a student's respective class assignments.

The CourseTranscriptExtension Complex Type data is required to be tracked and reported beginning with the last Friday in October of each school year.

The CourseTranscriptExtension Complex Type is reported for each student in membership in grades 1 through 12 that was enrolled in at least one course during the current school year. If a student repeats a course during the year with different outcomes, each course completion is to be reported.

CLASS-ID-NUMBER and SERVICE-ID identifies the unique number assigned to a particular course section at the campus level and must match a 300 Course Section record.

Districts and charter schools must report all courses attempted by a student as of the last Friday in October.

Classes completed prior to the fall snapshot date must also be reported along with the classes completed after the fall snapshot date.

Locally developed courses such as the special education 9XXXXXXX series and the locally developed 8XXXXXXX series courses are not reported.

In submission 4, the CourseTranscriptExtension Complex Type 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.

Students who take a course while attending/enrolled in a DAEP or a JJAEP must be reported to reflect the campus in which they were enrolled while attending the DAEP or the JJAEP. Additionally, the DAEP or JJAEP assignments must reflect the Course Sections that they were assigned to while attending the DAEP or the JJAEP.

Use the following chart to determine if a CourseCompletionExtension Complex Type is required.

Type of Instruction/Situation	CourseCompletionExtension 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
TAKS Review 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 during the year, but student is no longer in this district	YES

## Business Rules

### CourseTranscript Complex Type

**id** is an XML generated XML ID associated with this complex type.

**COURSE-ATTEMPT-RESULT (E1196)** is the result from the student's attempt to take the course, for example: Pass, Fail, Incomplete, Withdrawn.

### \*\*CreditsAttempted Complex Type

The CreditsAttempted Complex Type represents the number of credits a student attempted and could earn for successfully completing a given course.

**CREDIT (E1112)** is the value of credits or units of value awarded for the completion of a course

### \*\*CreditsEarned Complex Type

The CreditsEarned Complex Type represents the number of credits a student earned for completing a given course.

**CREDIT (E1112)** is the value of credits or units of value awarded for the completion of a course

**GRADE-LEVEL-WHEN-TAKEN (E1199)** is a student's grade level at time of course.

**METHOD-CREDIT-EARNED (E1200)** is the method the credits were earned, for example: Classroom, Examination, Transfer

**FINAL-LETTER-GRADE-EARNED (E1201)** is the final indicator of student performance in a class as submitted by the instructor.

**FINAL-COURSE-GRADE (E1075)** identifies the final course grade that the student received for a multi-part course. (e.g. a year long course with credit and grades awarded for each of the two semesters)

FINAL-COURSE-GRADE is only reported for courses taken for high school credit. This includes high school courses taken in middle school and dual credit courses.

**COURSE-REPEAT-CODE (E1202)** indicates that an academic course has been repeated by a student and how that repeat is to be computed in the student's academic grade average.

#### **\*\*CourseReference Complex Type**

The CourseReference Complex Type references the course recorded in the Course transcript entry.

##### **\*\*CourseIdentity Reference Complex Type**

The CourseIdentity Reference Complex Types references user information to lookup and link to an existing course record in the receiving system. Two cases are supported:

1. StateCourseCode or other standard course code
2. SchoolOrganizationID + LocalCourseCode

##### **\*\*CourseCode Complex Type**

The CourseCode Complex Type is a standard code that identifies the organization of subject matter and related learning experiences provided for the instruction of students.

**COURSE-IDENTIFICATION-SYSTEM (E1089)** is a system that is used to identify the organization of subject matter and related learning experiences provided for the instruction of students.

**ASSIGNING-ORGANIZATION-CODE (E1087)** is the organization code or name assigning the staff Identification Code.

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

Do not report audited courses or courses taken for local credit only.

Do not report courses with SERVICE-IDs that begin with SA, SR, SS, 01, 8, or 9.

##### **\*\*CourseCode Complex Type**

The CourseCode Complex Type is a standard code that identifies the organization of subject matter and related learning experiences provided for the instruction of students.

**COURSE-IDENTIFICATION-SYSTEM (E1089)** is a system that is used to identify the organization of subject matter and related learning experiences provided for the instruction of students.

**ASSIGNING-ORGANIZATION-CODE (E1087)** is the organization code or name assigning the staff Identification Code.

**LOCAL-COURSE-CODE (E1194)** is the local code assigned by the School that identifies the course offering provided for the instruction of students.

#### **EducationOrganizationReference Complex Type**

The EducationOrganizationReference Complex Type represents the school that provided the reported instruction.

##### **\*\*EducationalOrgIdentity Complex Type**

The EducationalOrgIdentity Complex Type provides user information to lookup and link to an existing educational organization record in the receiving system.

**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 associated with the course transcript.

### **\*\*StudentAcademicRecordReference Complex Type**

The StudentAcademicRecordReference Complex Type references the Student's academic record for a semester/school year that is associated with the CourseTranscriptExtension Complex Type.

#### **\*\* Reference Complex Type**

The Reference Complex Type is the base type for association references.

**ref** is an XML generated XML IDREF that references the object associated with this object.

### **CourseTranscriptExtension Complex Type**

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

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

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

The CourseTranscriptExtension Complex Type 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 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".

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

A DUAL-CREDIT-INDICATOR-CODE of 1 is reported only when a student is eligible to receive both high school and college credit for a SERVICE-ID listed in C022. Advanced Placement courses taken at the high school are not to be reported as dual credit.

**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.

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

Dual Credit courses are not to be reported as local or statewide articulated (ATC) credit. Likewise, ATC courses are not to be reported as dual credit courses. These rules are enforced by fatal edits.

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

COLLEGE-CREDIT-HOURS collect the number of college hours that a student earned while taking a dual credit course. This field will have values ranging from 0 to 3. If a student takes a dual credit course and does not complete the course, then the COLLEGE-CREDIT-HOURS will be reported as 0.

### **Special Reporting Requirements**

Currently, there are no special reporting requirements.

### **Data Sample(s)**

[PEIMS - CourseTranscriptExtension](#)

## StudentDisciplineIncidentAssociationExtension Complex Type

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
StudentDisciplineIncidentAssociation Complex Type														
**	Reference Complex Type	StudentReference	StudentReferenceType					Y	Y			9	CODED	
**	Complex Type	StudentIdentity	StudentIdentityType					Y	Y			9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStatel d	UniqueStateIdentifier					Y	Y			10	NUMERIC	
**	Reference Complex Type	DisciplineIncidentRef erence	ReferenceType					Y	Y					
**	Reference Type	ref						Y	Y				STRING	
E1413	STUDENT-PARTICIPATION-CODE	StudentParticipation Code	StudentParticipationCod eType									11	STRING	DC127
**	Complex Type	Behaviors	BehaviorDescriptorType									2	CODED	
E1473	BEHAVIOR-DESCRIPTOR-SHORT-DESCRIPTION	ShortDescription	ShortDescription									50	STRING	
**	Complex Type	SecondaryBehaviors	SecondaryBehavior											
E1475	SECONDARY-BEHAVIOR-CATEGORY	BehaviorCategory	BehaviorCategoryType									22	STRING	DC150
E1476	SECONDARY-BEHAVIOR	SecondaryBehavior	SecondaryBehaviorsType									50	STRING	
StudentDisciplineIncidentAssociationExtension Complex Type														
E1006	DISCIPLINARY-ACTION-REASON-CODE	TX-DisciplinaryActionRe ason	TX-DisciplinaryActionReason Type					Y	Y			2	CODED	C165
E0782	CAMPUS-ID-OF-ENROLLMENT	TX-CampusIdOfEnrollme nt	TX-CampusId					Y	Y			9	CODED	

## Description

The StudentDisciplineIncidentAssociationExtension Complex Type indicates those students related to a discipline incident who were victims, perpetrators, witnesses, and/or reporters.

## Reporting Requirements

Discipline records are reported at the end of the current school year, and are a part of Submission 3.

Refer to Appendix E for additional information related to discipline reporting that includes detailed definitions of DISCIPLINARY-ACTION-CODEs and DISCIPLINARY-ACTION-REASON-CODEs.

Discipline record data is 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.

Under TEC 37.008(m-1), failure to report all disciplinary removals and truancy actions as required by state and federal law may result in a review by the commissioner of education and notice to the local school board of any problems noted in the district's data, or a violation of a law or other rule. This review may also result in a notification to the county attorney, district attorney, criminal district attorney, as appropriate, and the attorney general. This provision can apply to missing, inaccurate, and/or falsified information/data.

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.

A PEIMS discipline 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 discipline records if removed from his classroom more than once.

## Business Rules

### StudentDisciplineIncidentAssociation Complex Type

#### **\*\*StudentReference Complex Type**

The StudentReference Complex Type represents the student associated with the discipline incident.

#### **\*\*StudentIdentity Complex Type**

The StudentIdentity Complex Type provides user information to lookup and link to an existing student record in the receiving system.

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

#### **\*\*DisciplineIncidentReference Complex Type**

The DisciplineIncidentReference Complex Type references the discipline incident associated with the student.

#### **\*\* Reference Complex Type**

The Reference Complex Type is the base type for association references.

**ref** is an XML generated XML IDREF that references the object associated with this object.

**STUDENT-PARTICIPATION-CODE (E1413)** is the role or type of participation of a student in a discipline incident; for example: Victim, Perpetrator, Witness, Reporter

#### **\*\*Behaviors Complex Type**

The Behaviors Complex Type represents the categories of behavior coded for use in describing an incident.

**BEHAVIORS-SHORT-DESCRIPTION (E1473)** is a shortened description for the behavior.

#### **\*\*SecondaryBehaviors Complex Type**

The SecondaryBehaviors Complex Type represents the supplemental student-specific categorization about an incident.

**SECONDARY-BEHAVIOR-CATEGORY (E1475)** is the category of the incident behavior for classification purposes.

**SECONDARY-BEHAVIOR (E1476)** is the category of the incident behavior for classification purposes.

### StudentDisciplineIncidentAssociationExtension Complex Type

**DISCIPLINARY-ACTION-REASON-CODE (E1006)** indicates the reason a student was subject to a disciplinary action.

DISCIPLINARY-ACTION-REASON-CODE 23, as authorized by TEC §37.019, allows for either emergency placement or emergency expulsion. The law states that immediate placement (**Emergency Placement**) of a student in an alternative program is allowed if the principal or principal's designee has a reasonable belief that the student is unruly, disruptive, or has abusive behavior that seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the student's classmates to learn, or with the operation of a school or school-sponsored activity. The law also states that immediate expulsion (**Emergency Expulsion**) of a student is allowed if the principal or the principal's designee has a reasonable belief that immediate action is needed to protect persons or property from imminent harm. **Thus, emergency action under TEC §37.019 should not be the only/final action taken.** Code 23 allows for emergency action prior to the due process required under TEC §37.009. Within a reasonable time after the emergency action, due process must then be accorded the student. These two situations may overlap with other codes on the Disciplinary Action Code Table. However, the central focus of this code is the principal's decision to take immediate

action in an emergency situation that cannot wait for due process to occur. This code should not be used on a routine basis, only for emergency situations.

**NOTE:** With regards to the documentation requirements mentioned above, “TEC §37.017 Destruction of Certain Records” states Information received by a school district under Article 15.27, Code of Criminal Procedure, may not be attached to the permanent academic file of the student who is the subject of the report. The school district shall destroy the information at the end of the school year in which the report was filed. In light of this requirement to destroy information received under Article 15.27, Code of Criminal Procedure, the district must retain documentation other than the information received under Article 15.27, Code of Criminal Procedure to support the discipline data submitted on the discipline record for a period of 5 years.

Permanent removal by a teacher from class (DISCIPLINARY-ACTION-REASON-CODE 01) under TEC §37.002(b) is limited for use in those situations where the teacher has refused re-admittance of the student to that teacher's class. Otherwise, if the teacher allows re-admittance of the student to the class, then Code 21 (other Student Code of Conduct violation) should be used.

All disciplinary actions that identify DISCIPLINARY-ACTION-REASON-CODEs 02, 04-10, 11-14, 16-19, 22, 26-32, 35-37 and 46-49 as the cause for action must be supported by documentation from a law enforcement agency substantiating the administrator's reasonable belief that the behavior identified has occurred. If the school district is unable to obtain documentation from a law enforcement agency, and a "good faith effort" has been made to obtain documentation from law enforcement, then the district must have some other documentation that includes a description of the behavior/event and a request for documentation from a law enforcement agency. Rumors, hearsay, and gossip are not sufficient information/documentation for taking a disciplinary action for the above reasons. Without documentation from a law enforcement agency, or documentation substantiating the administrator's reasonable belief that the behavior occurred, no action may be taken for the above mentioned disciplinary reasons.

In making the distinction between an illegal knife which is a mandatory expellable offense and a non-illegal knife which is a discretionary expellable offense the following must be taken into consideration:

- An illegal knife (DISCIPLINARY-ACTION-REASON-CODE 12) as defined by Section 46.01, Penal Code has a blade length longer than 5.5 inches and meets other definitional requirements stated in Appendix E.
- A non-illegal knife (DISCIPLINARY-ACTION-REASON-CODE 50) as defined by local policy has a blade less than 5.5 inches and meets other definitional requirements stated in Appendix E.

A district reporting murder, capital murder, criminal attempt to commit murder or capital murder; aggravated assault under Penal Code §22.02; sexual assault under Penal Code §22.011 or aggravated sexual assault under Penal code §22.021 will report the offense using DISCIPLINARY-ACTION-REASON-CODE "09".

A district making a discretionary expulsion for aggravated robbery under Penal Code §29.03 will report the offense using DISCIPLINARY-ACTION-REASON-CODE "10".

A district using DISCIPLINARY-ACTION-REASON-CODEs "09" or "10" with a DISCIPLINARY-ACTION-CODE of an expulsion will receive a special warning on edits discipline26 and discipline41. Special warnings do not prevent a district from submitting an expulsion with DISCIPLINARY-ACTION-REASON-CODEs "09" or "10".

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

CAMPUS-ID-OF-ENROLLMENT must indicate the campus on which the student was enrolled when the disciplinary violation occurred. For all continuation assignments, the CAMPUS-ID-OF-ENROLLMENT must be the campus at which the student is enrolled for instructional services.

### Special Reporting Requirements

THE FOLLOWING INFORMATION APPLIES TO PUBLIC OPEN ENROLLMENT CHARTER SCHOOLS ONLY: While Open Enrollment Charter Schools are not required to participate in the Chapter 37 Discipline Management Program detailed in the TEC, they are required to submit discipline records on any students that they have suspended or expelled. The reason for the suspension or expulsion does not alter the reporting requirement. This issue relates to the federal data reporting requirements for IDEA 2004. Also, federal rules are specific as to the expulsion of students caught with a firearm at school. They must be expelled whether they are enrolled at a public school or an Open Enrollment Charter

School. The suspension codes and expulsion codes from Code Table C164 should be sufficient to handle any categorization of those disciplinary actions taken. And, the DISCIPLINARY-ACTION-REASON-CODEs in Code Table C165 should be sufficient to handle any categorization of those disciplinary action reasons identified. For DISCIPLINARY-ACTION-REASON-CODEs that are not specifically identified in Code Table C165, code 21, Violated Student Code of Conduct, should be used to report the suspensions and expulsions.

A discipline record is created if a student is placed in a JJAEP. However, once in the JJAEP, no further discipline 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.

### **Data Sample(s)**

[PEIMS - StudentDisciplineIncidentAssociationExtension](#)

## DisciplineIncidentExtension Complex Type

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
DisciplineIncident Complex Type														
**	Reference Type	id						Y	Y				STRING	
E1016	DISCIPLINARY-INCIDENT-NUMBER	IncidentIdentifier	IncidentIdentifier					Y	Y			6	NUMERIC	
E1226	INCIDENT-DATE	IncidentDate										8	CODED	
E1227	INCIDENT-TIME	IncidentTime										8	CODED	
E1228	INCIDENT-LOCATION	IncidentLocation	IncidentLocationType									44	STRING	DC070
E1229	REPORTER-DESCRIPTION	ReporterDescription	ReporterDescriptionType									7	STRING	DC107
E1230	REPORTER-NAME	ReporterName	ReporterName									75	STRING	
**	Complex Type	Behaviors	BehaviorDescriptorType											
E1473	BEHAVIOR-DESCRIPTOR-SHORT-DESCRIPTION	ShortDescription	ShortDescription									50	STRING	
**	Complex Type	SecondaryBehaviors	SecondaryBehavior											
E1475	SECONDARY-BEHAVIOR-CATEGORY	BehaviorCategory	BehaviorCategoryType									22	STRING	DC150
E1476	SECONDARY-BEHAVIOR	SecondaryBehavior	SecondaryBehaviorsType									50	STRING	
**	Complex Type	Weapons	WeaponsType											
E1231	REPORTED-TO-LAW-ENFORCEMENT	ReportedToLawEnfor cement										5	BOOLEAN	
E1232	CASE-NUMBER	CaseNumber	CaseNumber									20	STRING	
**	Reference Complex Type	SchoolReference	EducationalOrgReference Type									9	CODED	
**	Reference Complex Type	EducationalOrgIdenti ty	EducationalOrgIdentityTy pe											
E0266	CAMPUS-ID	StateOrganizationId	IdentificationCode									9	CODED	
**	Reference Complex Type	StaffReference	StaffReferenceType									9	NUMERIC	
**	Complex Type	StaffIdentity	StaffIdentityType									9	NUMERIC	
DisciplineIncidentExtension Complex Type														
E1524	TX-UNIQUE-STAFF-ID	StaffUniqueStatId	UniqueStatIdIdentifier					Y	Y			10	NUMERIC	
E1083	BEHAVIOR-LOCATION-CODE	TX-BehaviorLocation	TX-BehaviorLocationType					Y	Y			2	CODED	C190

## Description

The DisciplineIncidentExtension Complex Type represents an occurrence of an infraction ranging from a minor problem behavior that disrupts the orderly functioning of a school or classroom (such as tardiness) to a criminal act that results in the involvement of a law enforcement official (such as robbery). A single event (e.g., a fight) is one incident regardless of how many perpetrators or victims are involved. Discipline incidents are events classified as warranting discipline action.

## Reporting Requirements

Currently, there are no reporting requirements.

## Business Rules

### Discipline Incident Complex Type

**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.

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 discipline records for a given student. The same DISCIPLINARY-INCIDENT-NUMBER may also appear on the discipline 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.

Multiple violations are sometimes committed in the course of one disciplinary event. When completing a discipline record, the district should report only the violations DISCIPLINARY-ACTION-REASON-CODE(s) for which disciplinary action(s) DISCIPLINARY-ACTION-CODE(s) are taken. If actions are only taken for the most serious violation, then only one DISCIPLINARY-INCIDENT-NUMBER should be entered on a discipline record when reporting the DISCIPLINARY-ACTION-REASON-CODEs and DISCIPLINARY-ACTION-CODEs.

If the district takes disciplinary action on each violation that occurred during one disciplinary event, the district should enter a new DISCIPLINARY-INCIDENT-NUMBER for each separate DISCIPLINARY-ACTION-REASON-CODE (violation) being reported.

**INCIDENT-DATE (E1226)** is the month, day, and year on which the incident occurred.

**INCIDENT-TIME (E1227)** is an indication of the time of day the incident took place.

**INCIDENT-LOCATION (E1228)** identifies where the incident occurred and whether or not it occurred on school, for example: On school, Administrative offices area, Cafeteria area, Classroom, Hallway or stairs.

**REPORTER-DESCRIPTION (E1229)** is the information on the type of individual who reported the incident. When known and/or if useful, use a more specific option code (e.g., "Counselor" rather than "Professional Staff"); for example: Student, Parent/guardian, Law enforcement officer, Nonschool personnel.

**REPORTER-NAME (E1230)** identifies the reporter of the incident by name.

### \*\*Behaviors Complex Type

The Behaviors Complex Type represents the categories of behavior coded for use in describing an incident.

**BEHAVIORS-SHORT-DESCRIPTION (E1473)** is a shortened description for the behavior.

### \*\*SecondaryBehaviors Complex Type

The SecondaryBehaviors Complex Type represents the supplemental student-specific categorization about an incident.

**SECONDARY-BEHAVIOR-CATEGORY (E1475)** is the category of the incident behavior for classification purposes.

**SECONDARY-BEHAVIOR (E1476)** is the category of the incident behavior for classification purposes.

### \*\*SchoolReference Complex Type

The SchoolReference Complex Type represents the school where incident occurred.

### \*\*EducationalOrgIdentity Complex Type

The EducationalOrgIdentity Complex Type provides user information to lookup and link to an existing educational organization record in the receiving system.

**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 associated with the incident.

### \*\*StaffReference Complex Type

The StaffReference Complex Type identifies the staff reporter of the incident by use of a pre-existing school or district unique identifier.

**\*\* StaffIdentity Complex Type**

The StaffIdentity Complex Type provides user information to lookup and link to an existing staff record in the receiving system.

**TX-UNIQUE-STAFF-ID (1524)** is a unique number or alphanumeric code assigned to a staff by a state education agency.

**DisciplineIncidentExtension Complex Type**

**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...)

**Special Reporting Requirements**

Currently, there are no special reporting requirements.

**Data Sample(s)**

[PEIMS - DisciplineIncidentExtension](#)

## DisciplineActionExtension Complex Type

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID	
				1	1 M	2	2 M	3	3 M	4	4 M				
DisciplineAction Complex Type															
**	Reference Type	id												STRING	
E1004	DISCIPLINARY-ACTION-NUMBER	DisciplineActionIdentifier	DisciplineActionIdentifier					Y	Y				3	NUMERIC	
**	Complex Type	Disciplines	DisciplineDescriptorType												
E1500	DISCIPLINE-DESCRIPTOR-SHORT-DESCRIPTION	ShortDescription	ShortDescription										50	STRING	
E1036	DATE-OF-DISCIPLINARY-ACTION	DisciplineDate						Y	Y				8	CODED	
E1224	DISCIPLINE-ACTION-LENGTH	DisciplineActionLength											3	NUMERIC	
E1008	ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT	ActualDisciplineActionLength						Y	Y				3	NUMERIC	
E1225	DISCIPLINE-ACTION-LENGTH-DIFFERENCE-REASON	DisciplineActionLengthDifferenceReason	DisciplineActionLengthDifferenceReasonType										81	STRING	DC050
**	Reference Complex Type	StudentReference	StudentReferenceType					Y	Y				9	CODED	
**	Complex Type	StudentIdentity	StudentIdentityType					Y	Y				9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	UniqueStateIdentifier					Y	Y				10	NUMERIC	
**	Reference Complex Type	DisciplineIncidentReference	DisciplineIncidentReferenceType					Y	Y						
**	Reference Type	ref						Y	Y					STRING	
**	Reference Complex Type	StaffReference	StaffReferenceType										9	NUMERIC	
**	Complex Type	StaffIdentity	StaffIdentityType										9	NUMERIC	
E1524	TX-UNIQUE-STAFF-ID	StaffUniqueStateId	UniqueStateIdentifier										10	NUMERIC	
**	Reference Complex Type	ResponsibilitySchoolReference	EducationalOrgReferenceType					Y	Y				9	CODED	
**	Reference Complex Type	EducationalOrgIdentity	EducationalOrgIdentityType					Y	Y						
E1037	CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY	StateOrganizationId	IdentificationCode					Y	Y				9	CODED	
**	Reference Complex Type	AssignmentSchoolReference	EducationalOrgReferenceType					Y					9	CODED	
**	Reference Complex Type	EducationalOrgIdentity	EducationalOrgIdentityType					Y	Y						
E1003	CAMPUS-ID-OF-DISCIPLINARY-ASSIGNMENT	StateOrganizationId	IdentificationCode					Y	Y				9	CODED	
DisciplineActionExtension Complex Type															

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
E1005	DISCIPLINARY-ACTION-CODE	TX-DisciplinaryActionCode	TX-DisciplinaryActionCodeType					Y	Y			2	CODED	C164
E0934	REPORTING-PERIOD-INDICATOR-CODE	TX-ReportingPeriod	TX-ReportingPeriodType					Y	Y			2	CODED	C130
E1007	OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT	TX-OfficialLengthOfDisciplinaryAssignment						Y	Y			3	NUMERIC	
E1009	DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE	TX-DisciplinaryLengthDifferenceReason	TX-DisciplineActionLengthDifferenceReasonType					Y	Y			2	CODED	C166

## Description

The DisciplineActionExtension Complex Type represents actions taken by an education organization after a disruptive event that is recorded as a discipline incident.

## Reporting Requirements

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 for the specific actions to be reported.

For ISS and OSS, any removal of the student for less than a whole day will be reported as if it is a whole day with a value of at least 1(one) in the OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT and/or ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT fields. If the removal is for less than a whole day, then DISCIPLINARY-ACTION-CODEs 25 and/or 26 should be used to reflect the partial day assignments to either ISS or OSS. This also applies to consecutive or non-consecutive partial day assignments where the assignment is for more than one calendar day.

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 a discipline record where the OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT and/or ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT field should be reported with a value of 3.)

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

If a student is involved in a reportable disciplinary incident, and the student attempts to withdraw from school before the disciplinary assignment is made, the district/school should complete the due-process proceedings that result in a disciplinary assignment before the student is allowed to withdraw and then the district is required to report the discipline record reflecting that assignment in order to remain in compliance with TEC §37.009.

## Business Rules

### DisciplineAction Complex Type

**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 discipline records for Campus 002. After Janice moved to Campus 005, she had DISCIPLINARY-ACTION-NUMBERS 001-004 reported on her discipline records for Campus 005. However, districts/campuses may choose any numbering sequence, as long as the same number is not repeated for a particular student at a particular campus.

## **\*\*Disciplines Complex Type**

The Disciplines Complex Type includes Type of action or removal from the classroom used to discipline the student involved as a perpetrator in a discipline incident.

**DISCIPLINE-SHORT-DESCRIPTION (E1500)** is a shortened description for the discipline.

**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 assign.

DATE-OF-DISCIPLINARY-ACTION is the date that 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 continuation

**DISCIPLINE-ACTION-LENGTH (E1224)** is the length of time in days for the Discipline Action (e.g. removal, detention), if applicable.

**ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT (E1008)** indicates the actual length in days of a student's disciplinary assignment.

**DISCIPLINE-ACTION-LENGTH-DIFFERENCE-REASON (E1225)** indicates the reason for the difference, if any, between the official and actual lengths of a student's disciplinary assignment.

## **\*\*StudentReference Complex Type**

The StudentReference Complex Type represents the student(s) disciplined by the discipline action.

### **\*\*StudentIdentity Complex Type**

The StudentIdentity Complex Type provides user information to lookup and link to an existing student record in the receiving system.

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

## **\*\* DisciplineIncidentReference Complex Type**

The DisciplineIncidentReference Complex Type references the DisciplineIncident(s) associated with the DisciplineAction.

### **\*\* Reference Complex Type**

The Reference Complex Type is the base type for association references.

**ref** is an XML generated XML IDREF that references the object associated with this object.

## **\*\*StaffReference Complex Type**

The StaffReference Complex Type represents the staff responsible for enforcing the discipline action.

### **\*\* StaffIdentity Complex Type**

The StaffIdentity Complex Type provides user information to lookup and link to an existing staff record in the receiving system.

**TX-UNIQUE-STAFF-ID (1524)** is a unique number or alphanumeric code assigned to a staff by a state education agency.

## **\*\* ResponsibilitySchoolReference Complex Type**

The ResponsibilitySchoolReference Complex Type represents the school responsible for student's discipline.

### **\*\*EducationalOrgIdentity Complex Type**

The EducationalOrgIdentity Complex Type provides user information to lookup and link to an existing educational organization record in the receiving system.

**CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY (E1037)** indicates the instructional campus on which the student was enrolled when the student code of conduct was fractured and the disciplinary assignment was made, or for a continuation disciplinary assignment the campus.

CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY should indicate the regular campus on which the student was enrolled when the disciplinary violation/action occurred. 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 discipline record. 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 discipline record. 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 discipline record. 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. A JJAEP can never be the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY because once the student has been expelled to a JJAEP; no further discipline records are reported for disciplinary actions that occur while the student is in the JJAEP.

CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY will identify the campus that is the owner of the student's accountability. For most discipline 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.

#### **\*\* AssignmentSchoolReference Complex Type**

The AssignmentSchoolReference Complex Type represents the school where student is transferred for discipline.

#### **\*\*EducationalOrgIdentity Complex Type**

The EducationalOrgIdentity Complex Type provides user information to lookup and link to an existing educational organization record in the receiving system.

**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 and expulsion without placement in another educational setting.

#### **DisciplineActionExtension Complex Type**

**DISCIPLINARY-ACTION-CODE (E1005)** indicates the type of disciplinary action taken for a student.

DISCIPLINARY-ACTION-CODEs 01 through 04 should only be used when a student has been expelled. These codes should not be used for OSS, which are limited by law to three days or fewer. Similarly, these codes should not be used for DAEP placements not made in conjunction with an expulsion. When a student has been placed in a DAEP, but not expelled, DISCIPLINARY-ACTION-CODE 07 should be used.

Note that DISCIPLINARY-ACTION-CODEs 01 through 04 refer to "formal expulsion hearings". This is because expulsion hearings under TEC, Section 37.009(f) are more formal than AEP placement or suspension "conferences." These formal expulsion hearings are one way to identify when a student has actually been expelled as opposed to suspended or placed in a DAEP. Also, a student may only be expelled for conduct listed under TEC, Section 37.007.

DISCIPLINARY-ACTION-CODEs 02 through 04 (expulsion with placement) apply when a student is expelled, but continues to receive services during the term of the expulsion. Again, these codes should not be used when a student has been placed in a DAEP, but has not been expelled. In counties where the population is over 125,000, state law requires that expelled students be placed in an alternative education setting of some type. Districts located in these counties usually place expelled students in a DAEP operated by the district or in a JJAEP operated by the district or by

the juvenile board for the county. Other districts may voluntarily serve expelled students in alternative settings such as DAEPs.

DISCIPLINARY-ACTION-CODE 13 may only be used when a Court order requires a student to attend the JJAEP independent of any action required to be taken by the school district and described in TEC Chapter 37. Do not use DISCIPLINARY-ACTION-CODE 13 for students that are incarcerated in either a jail or juvenile detention center. A term of incarceration does not constitute a removal by a school district. The DISCIPLINARY-ACTION-REASON-CODE for DISCIPLINARY-ACTION-CODE 13 should always be 21 because the district is reporting a court ordered placement for a behavior which the district either could not or would not have acted.

DISCIPLINARY-ACTION-CODE 14 may only be used when a Court order requires a student to attend a DAEP independent of any action required to be taken by the school district and described in TEC Chapter 37. Do not use DISCIPLINARY-ACTION-CODE 14 for students that are incarcerated in either a jail or juvenile detention center. A term of incarceration does not constitute a removal by a school district. The DISCIPLINARY-ACTION-REASON-CODE for DISCIPLINARY-ACTION-CODE 14 should always be 21 because the district is reporting a court ordered placement for a behavior which the district either could not or would not have acted.

The use of DISCIPLINARY-ACTION-CODEs 50 - 61 should be rare. These codes 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.

ISS includes any disciplinary setting other than DAEP, JJAEP, or OSS. For Special Education student's behavior management or behavior adjustment classes are not considered ISS programs as established by the ARD committee and are not considered ISS programs.

In accordance with TEC §37.005, under no circumstance may an OSS exceed (3) three days. If a student receives out-of-school suspension for a partial school day (even if for one class period), that partial day is considered one of the three total allowable out-of-school suspension days.

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 discipline 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 discipline 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 discipline 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 discipline 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.

If the DISCIPLINARY-ACTION-REASON-CODE reported is 02, 04-10, 11-14, 16-19, 22, 26-32, and 35-37, then acceptable documentation, as described above, must be on file. If acceptable documentation cannot be obtained, then an alternate DISCIPLINARY-ACTION-REASON-CODE (such as 21-Violation of Student Code of Conduct not included under TEC §§37.006 or 37.007) should be used since there is no acceptable documentation to support the belief that a crime, or other conduct for which an Expulsion or DAEP Placement is mandatory, was committed.

Please refer to Appendix E, page E.1 for additional information concerning this documentation requirement.

The discipline 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) discipline 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.

**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 show the reporting period in which the disciplinary assignment was ordered.

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 DISCIPLINARY-ACTION-CODES 08-12, 15, 55-59 or 61 are used when continuing a disciplinary assignment from a prior year or prior district.

**OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT (E1007)** indicates the official length in days of a student's disciplinary assignment.

**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.

## Special Reporting Requirements

### Truancy

Truancy reporting is a federally mandated requirement under the NCLB.

A discipline record on truancy can only be generated after the court has made a finding (disposition/order) of truancy.

Filing charges with the court does not constitute truancy in and of itself.

If a court hearing does not occur during the school year in which the truancy charges were filed a discipline record for truancy can not be generated during that school year. A discipline record could be generated the following school year upon completion of the court proceedings and findings of truancy by the court only if the student enrolls and is in attendance in the district the following school year.

If a student withdraws from the district or is withdrawn by the district after truancy charges are filed and the court during the same school year issues a finding of truancy then the district is to report a discipline record using the date of withdrawal as the DATE-OF-DISCIPLINARY-ACTION.

If a court hearing does not occur until the summer following the school year in which the truancy charges are filed a discipline record for truancy (if there is a finding of truancy by the court) will be reported the following school year (if the student re-enrolls in the district the following year) with the DATE-OF-DISCIPLINARY-ACTION being the first day of school.

In cases where the school district files truancy proceedings against the parent(s) and the student for the same event if the court makes a finding (disposition/order) against both parent and student a discipline record is required for the student.

Districts have the option of reporting both parent(s) and student truancy findings but must report the student and must use two different incident numbers. If truancy is only found against the parent and not the student then a discipline record must be reported on the findings against the parent(s).

Finding or filing of truancy charges does not constitute a disciplinary assignment in and of itself. Any action by the district requiring removal from the regular classroom for truancy must be documented in the district's student code of conduct TEC 37.001.

## Special Education Students

For disciplinary removals of a student who is receiving special education and related services from the student's current educational placement, a change of placement occurs if the removal is for more than 10 consecutive days (CFR §300.530 - §300.536). The ARD committee that deals with the change of placement must review the student's IEP to detail the special education and related services to be administered to the student while he is removed for discipline reasons. Be careful not to confuse the 10-day change of placement requirement for special education purposes with the 1-day removal requirement for discipline record reporting purposes. A discipline record is required for all students who are receiving special education and related services and are removed from their regularly scheduled classes for one day or more. A change of placement occurs when the removal is for more than 10 **consecutive** days, and a change of placement may occur when the removal is for more than 10 **cumulative** days in a school year based on factors such as the length of each removal, the total amount of the time the child is removed, and the proximity of the removals to one another. An ARD committee must be involved when the removal or series of removals constitute a change in placement.

## DAEPs and JJAEPs

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. A district still has control over when the district's calendar for a DAEP or JJAEP begins and ends so long as all days of student operation are reported. 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 would 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 is not inconveniently impaired.

When reporting DISCIPLINARY-ACTION-CODEs 13 (Placement in a JJAEP by Court order) and 14 (Placement in a DAEP by Court order), please refer to the ADMINISTRATOR ADDRESSED letter dated May 29, 2002. This letter is available on the TEA website under the Correspondence link. In order to place a student in a JJAEP or DAEP by a Court order, there must be a MOU between the court ordering the placement and the school district that will effect and make the placement. **In all circumstances of court ordered placements to a JJAEP or DAEP, the DISCIPLINARY-ACTION-REASON-CODE must be a 21 (Violation of student code of conduct not included under TEC §§37.002(b), 37.006, or 37.007). The use of DISCIPLINARY-ACTION-REASON-CODEs 09 (Off-Campus Title 5 Felony) and 10 (Off-Campus Non-Title 5 Felony) for Court ordered placements to a JJAEP or DAEP is not acceptable because the school district has original jurisdiction and a due-process responsibility to hold a conference meeting to enforce a DAEP removal/action as required or permitted in TEC 37.006 (c) and (d).** The provisions for these court ordered placements must also be outlined in the Local Student Code of Conduct. Any behavior that a student engages in at school or a school related activity for which they will receive disciplinary attention as provided for under either the minimum requirements of TEC 37.006/TEC 37.007, or the minimum standards of the Local Student Code of Conduct, must be initiated and actuated by the local school district.

In the event that a school district finds it necessary to continue a Court ordered placement to a JJAEP or a DAEP from a prior school year or a prior school district, a new discipline record must be reported with a **DISCIPLINARY-ACTION-REASON-CODE of 21** and a **DISCIPLINARY-ACTION-CODE of 13 or 14** depending on the action taken. Remember that DAEP assignments that continue into a new school year are subject to the requirements of TEC 37.009(c) referenced on the first page of Appendix E.

## Instructions for PEIMS Coding of Discipline Actions for Certain Off-Campus Offenses

The following provides instructions for reporting in PEIMS disciplinary actions for off-campus, student-upon-student offenses.

Background: House Bill 567, passed during the 78th Legislative Session (2003), allows for a discretionary expulsion for certain offenses.

## **Texas Education Code (TEC) § 37.007(b)(4). EXPULSION FOR SERIOUS OFFENSES.**

A student may be expelled if the student:

- engages in conduct that contains the elements of any offense listed in Subsection (a)(2)(A) or (C) or the offense of aggravated robbery under Section 29.03, Penal Code, against another student, without regard to whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off of school property.
- The law allows for a discretionary expulsion when one student commits any of the following offenses against another student from the same campus off-campus while the students are not in attendance at a school-sponsored or school-related activity: murder, capital murder, criminal attempt to commit murder or capital murder; aggravated assault under Penal Code §22.02; sexual assault under Penal Code §22.011 or aggravated sexual assault under Penal code §22.021; or aggravated robbery under Penal Code §29.03. The students must be assigned to the same campus at the time of the offense or assigned to the same campus during the most recent school year if the offense occurs between school years. As required by TEC §37.001, a district's student code of conduct must allow for a discretionary expulsion in the cases as described above in order for a district to make the discretionary expulsion.

### **Data Sample(s)**

[PEIMS - DisciplineActionExtension](#)

## RestraintEventExtension Complex Type

Element ID	Data Element	XMLName	XML Simple Type Name	PEIMS								Len	Data Type	Code Table ID
				1	1 M	2	2 M	3	3 M	4	4 M			
RestraintEvent Complex Type														
E1035	RESTRAINT-INSTANCE-NUMBER	RestraintEventId entifier	RestraintEventIde ntifier					Y	Y			6	NUMERIC	
E1034	DATE-OF-RESTRAINT-EVENT	EventDate						Y	Y			8	CODED	
E1160	EDUCATIONAL-ENVIRONMENT	EducationalEnvir onment	EducationalEnviro nmentType											
**	Complex Type	RestraintEventRe asons	RestraintEventRea sonsType											
**	Reference Complex Type	StudentReferenc e	StudentReference Type					Y	Y			9	CODED	
**	Complex Type	StudentIdentity	StudentIdentityTy pe					Y	Y			9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueSt ateld	UniqueStateldenti fier					Y	Y			10	NUMERIC	
**	Reference Complex Type	ProgramReferen ce	ProgramReference Type											
**	Reference Complex Type	SchoolReference						Y	Y			9	CODED	
**	Reference Complex Type	EducationalOrgId entity	EducationalOrgIde ntityType					Y	Y					
E1032	CAMPUS-ID-OF-RESTRAINT-EVENT	StateOrganizatio nId						Y	Y			9	CODED	
RestraintEventExtension Complex Type														
E1033	RESTRAINT-REASON-CODE	TX-PrimaryRestraint Reason	TX-PrimaryRestraintR easonType					Y	Y			2	Coded	C173
E0934	REPORTING-PERIOD-INDICATOR-CODE	TX-ReportingPeriod	TX-ReportingPeriodTy pe					Y	Y			2	CODED	C130
E0173	INSTRUCTIONAL-SETTING-CODE	TX-InstructionalSetti ng	TX-InstructionalSettin gType					Y	Y			2	CODED	C035
E1516	RESTRAINT-STAFF-TYPE-CODE	TX-RestraintStaff	TX-RestraintStaffType					Y	Y			2	CODED	C194

## Description

The RestraintEventExtension Complex Type represents 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 LEA 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.

## Reporting Requirements

The student restraint record will be collected in Submission 3 only.

The data entered on the RestraintEventExtension Complex Type 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.

If the restraint event occurs on a JJAEP campus, the corresponding restraint record must be reported by the student's home LEA and campus; the campus that the student would attend if they were not attending the JJAEP.

## Business Rules

### RestraintEvent Complex Type

**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.

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

### **\*\*StudentReference Complex Type**

The StudentReference Complex Type represents the student that was restrained.

#### **\*\*StudentIdentity Complex Type**

The StudentIdentity Complex Type provides user information to lookup and link to an existing student record in the receiving system.

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

### **\*\*SchoolReference Complex Type**

The SchoolReference Complex Type represents the school where the restraint event occurred.

#### **\*\*EducationalOrgIdentity Complex Type**

The EducationalOrgIdentity Complex Type provides user information to lookup and link to an existing educational organization record in the receiving system.

**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 and must be a valid campus

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.

### RestraintEventExtension Complex Type

**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.

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

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

**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).

LEA police officers are licensed peace officers who are employed by a police department created by a particular LEA. School Resource Officers (SRO) are those licensed peace officers who are employed by a state, county, or municipal law enforcement agency who through contract with a local LEA provide a police presence at an LEA 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 Youth Commission are also required to report 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.

### **Data Sample(s)**

[PEIMS - RestraintEventExtension](#)