



2019-2020
Texas Education Data Standards (TEDS)

Public Education Information Management System (PEIMS)

Section 8.2.4
PEIMS Student Category
Data Submission Requirements

Preliminary Version 2020.0.0
December 1, 2018

Table of Contents

Student Category	1
InterchangeStudent.....	2
40100 - StudentExtension Complex Type	2
Description.....	4
Reporting Requirements	4
Special Reporting Requirements	6
Business Rules.....	6
Example(s)	28
Data Sample(s)	30
InterchangeStudentEnrollment.....	31
40110 / 43415 - StudentSchoolAssociationExtension Complex Type.....	31
Description.....	31
Reporting Requirements	31
Special Reporting Requirements	32
Business Rules.....	32
Example(s)	37
Data Sample(s)	37
40110 / 50300 - StudentSectionAssociation Complex Type.....	38
Description.....	38
Reporting Requirements	38
Special Reporting Requirements	39
Business Rules.....	39
Example(s)	41
Data Sample(s)	41
40170 - CareerAndTechnicalEducationCourseExtension Complex Type	42
Description.....	42
Reporting Requirements	42
Special Reporting Requirements	42
Business Rules.....	42
Example(s)	42
Data Sample(s)	43
40203 - SchoolLeaverExtension	44
Description.....	44
Reporting Requirements	44
Special Reporting Requirements	44
Business Rules.....	45
GRADUATION-TYPE-CODE Chart 1	48
GRADUATION-TYPE-CODE Chart 2	50
GRADUATION-TYPE-CODE Chart 3	52
Example(s)	54
School Leaver Example #1 - Leavers	54
School Leaver Example #2 - Graduates	56

Data Sample(s)	56
48011 - StudentGraduationProgramExtension Complex Type.....	57
Description.....	57
Reporting Requirements	57
Special Reporting Requirements	58
Business Rules.....	58
Example(s)	61
Submission 1 Example #1	61
Submission 3 Example #2	62
Data Sample(s)	62
InterchangeStudentProgram	63
40110 - StudentProgramExtension Complex Type.....	63
Description.....	63
Reporting Requirements	65
Special Reporting Requirements	65
Business Rules.....	65
Example(s)	71
Data Sample(s)	71
41169 - StudentCTEProgramAssociationExtension Complex Type.....	72
Description.....	72
Reporting Requirements	72
Special Reporting Requirements	72
Business Rules.....	72
Example(s)	73
Data Sample(s)	73
42408 - StudentESYProgramAssociationExtension Complex Type.....	74
Description.....	74
Reporting Requirements	74
Special Reporting Requirements	74
Business Rules.....	75
Example(s)	75
Data Sample(s)	75
41163 - StudentSpecialEdProgramAssociationExtension Complex Type.....	76
Description.....	77
Reporting Requirements	77
Special Reporting Requirements	80
Business Rules.....	80
Example(s)	93
Data Sample(s)	93
41461 - StudentTitleIPartAProgramAssociationExtension Complex Type	94
Description.....	94
Reporting Requirements	94
Special Reporting Requirements	95

Business Rules.....	95
Example(s)	96
Data Sample(s)	96
InterchangeStudentAttendance.....	97
42400 - BasicReportingPeriodAttendanceExtension	97
Description.....	97
Reporting Requirements	97
Special Reporting Requirements	98
Business Rules.....	98
Example(s)	100
Data Sample(s)	100
42401 - SpecialProgramsReportingPeriodAttendanceExtension Complex Type.....	101
Description.....	102
Reporting Requirements	102
Special Reporting Requirements	104
Business Rules.....	104
Example(s)	117
Example #1: OFSDP Flexible - Regular, Flexible - Bilingual/ESL, and Flexible – Special Education Mainstream...	117
Example #2: HSEP Flexible – Regular	118
Example #3: HSEP Flexible – Regular	118
Example #4: OFSDP Flexible – Special Ed	119
Example #5: OFSDP Flexible – CTE	120
Data Sample(s)	120
InterchangeStudentTranscript.....	121
43415 - StudentAcademicRecord Complex Type.....	121
Description.....	121
Reporting Requirements	121
Special Reporting Requirements	121
Business Rules.....	121
Example(s)	121
Data Sample(s)	121
43415- CourseTranscriptExtension Complex Type	122
Description.....	122
Reporting Requirements	122
Special Reporting Requirements	123
Business Rules.....	123
Example(s)	125
Data Sample(s)	125
InterchangeMasterSchedule	126
43415 / 10050 / 50300 - SectionExtension Complex Type.....	126
Description.....	127
Reporting Requirements	127
Special Reporting Requirements	127

Business Rules.....	128
Example(s)	130
Data Sample(s)	130
InterchangeStudentDiscipline	131
44425 - DisciplineIncidentExtension Complex Type.....	131
Description.....	131
Reporting Requirements	131
Special Reporting Requirements	131
Business Rules.....	131
Example(s)	131
Data Sample(s)	131
44425 - StudentDisciplineIncidentAssociationExtension Complex Type.....	132
Description.....	132
Reporting Requirements	132
Special Reporting Requirements	132
Business Rules.....	133
Example(s)	133
Data Sample(s)	133
44425 - DisciplineActionExtension Complex Type	134
Description.....	134
Reporting Requirements	134
Special Reporting Requirements	137
Business Rules.....	138
Example(s)	141
Data Sample(s)	142
InterchangeStudentRestraintEventExtension	143
45435 - RestraintEventExtension Complex Type	143
Description.....	143
Reporting Requirements	143
Special Reporting Requirements	144
Business Rules.....	144
Example(s)	146
Data Sample(s)	146

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.

InterchangeStudent

40100 - StudentExtension Complex Type

Element ID	Data Element	XMLName	PEIMS								Len	Data Type	Code Table ID
			1	1 M	2	2 M	3	3 M	4	4 M			
Student Complex Type													
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y	Y			Y	Y	Y	Y	10	NUMERIC	
**	Complex Type	StudentIdentificationCode	Y	Y			Y	Y	Y	Y	9	CODED	
E1090	STUDENT-IDENTIFICATION-SYSTEM	IdentificationSystem	Y	Y			Y	Y	Y	Y	16	STRING	DC126
E0001	STUDENT-ID	IdentificationCode	Y	Y			Y	Y	Y	Y	9	CODED	
E1090	STUDENT-IDENTIFICATION-SYSTEM	IdentificationSystem	Y				Y		Y		16	STRING	DC126
E0923	LOCAL-STUDENT-ID	IdentificationCode	Y				Y		Y		9	NAMEFIELD	
**	Complex Type	Name	Y	Y			Y	Y	Y	Y			
E0703	FIRST-NAME	FirstName	Y	Y			Y	Y	Y	Y	75	NAMEFIELD	
E0704	MIDDLE-NAME	MiddleName	Y				Y		Y		75	NAMEFIELD	
E0705	LAST-NAME	LastSurname	Y	Y			Y	Y	Y	Y	75	NAMEFIELD	
**	Complex Type	BirthData	Y	Y			Y	Y	Y	Y			
E0006	DATE-OF-BIRTH	BirthDate	Y	Y			Y	Y	Y	Y	10	CODED	
StudentExtension Complex Type													
**	Reference Complex Type	TX-LEAReference	Y	Y			Y	Y	Y	Y	6	CODED	
**	Reference Complex Type	EducationalOrgIdentity	Y	Y			Y	Y	Y	Y			
E0212	DISTRICT-ID	StateOrganizationId	Y	Y			Y	Y	Y	Y	6	CODED	
E0706	GENERATION-CODE	TX-GenerationCode	Y				Y		Y		2	CODED	C012
E0004	SEX-CODE	TX-Sex	Y	Y			Y	Y	Y	Y	2	CODED	C013
E1064	HISPANIC-LATINO-CODE	TX-HispanicLatinoEthnicity	Y	Y			Y	Y	Y	Y	1	CODED	C088
**	Complex Type	TX-Race	Y	Y			Y	Y	Y	Y			
E1059	AMERICAN-INDIAN-ALASKA-NATIVE-CODE	TX-AmericanIndianAlaskaNative	Y	Y			Y	Y	Y	Y	1	CODED	C088
E1060	ASIAN-CODE	TX-Asian	Y	Y			Y	Y	Y	Y	1	CODED	C088
E1061	BLACK-AFRICAN AMERICAN-CODE	TX-BlackAfricanAmerican	Y	Y			Y	Y	Y	Y	1	CODED	C088
E1062	NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE	TX-NativeHawaiianPacificIslander	Y	Y			Y	Y	Y	Y	1	CODED	C088
E1063	WHITE-CODE	TX-White	Y	Y			Y	Y	Y	Y	1	CODED	C088
**	Complex Type	TX-StudentCharacteristics	Y	Y			Y	Y	Y	Y			
E0787	ADA-ELIGIBILITY-CODE	TX-ADAEligibility	Y								1	CODED	C059
E0919	AT-RISK-INDICATOR-CODE	TX-AtRiskStudent	Y								1	CODED	C088

2019-2020 Texas Education Data Standards
Section 8.2.4 – PEIMS Student Category Data Submission Requirements
Preliminary Version 2020.0.0

Element ID	Data Element	XMLName	PEIMS								Len	Data Type	Code Table ID
			1	1 M	2	2 M	3	3 M	4	4 M			
Student Complex Type													
E1082	HOMELESS-STATUS-CODE	TX-HomelessStatus	Y	Y			Y	Y			2	CODED	C189
E0797	IMMIGRANT-INDICATOR-CODE	TX-ImmigrantIndicator	Y								1	CODED	C088
E0790	LEP-INDICATOR-CODE	TX-LEPIndicator	Y				Y	Y			2	CODED	C061
E0984	MIGRANT-INDICATOR-CODE	TX-MigrantIndicator	Y	Y			Y	Y	Y	Y	1	CODED	C088
E1030	SSI-PROMOTION-RETENTION-CODE	TX-SSIPromotionRetention	Y								2	CODED	C171
E1084	UNACCOMPANIED-YOUTH-STATUS-CODE	TX-UnaccompaniedYouthStatus	Y				Y				2	CODED	C192
E1076	UNSCHOOLED-ASYLEE/REFUGEE-CODE	TX-UnschooledAsyleeRefugeeIndicat or	Y	Y			Y	Y			2	CODED	C183
E1522	EARLY-READING-INDICATOR-CODE	TX-EarlyReadingIndicator	Y				Y				2	CODED	C195
E1528	FOSTER-CARE-INDICATOR-CODE	TX-FosterCareIndicator	Y				Y		Y	Y	2	CODED	C196
E1529	MILITARY-CONNECTED-STUDENT-CODE	TX-MilitaryConnectedStudentIndicat or	Y				Y				2	CODED	C197
E1530	DYSLEXIA-INDICATOR-CODE	TX-DyslexiaIndicator	Y								1	CODED	C088
E1559	T-STEM-INDICATOR-CODE	TX-TSTEMIndicator	Y				Y		Y		1	CODE	C088
E1560	ECHS-INDICATOR-CODE	TX-ECHSIndicator	Y				Y		Y		1	CODED	C088
E1612	P-TECH-INDICATOR-CODE	TX-PTECHIndicator	Y				Y		Y		1	CODED	C088
E1564	IEP-CONTINUER-INDICATOR-CODE	TX-IEPContinuerIndicator	Y								1	CODED	C088
E0895	HOME-LANGUAGE-CODE	TX-HomeLanguage	Y								2	CODED	C092
E1590	STUDENT-LANGUAGE-CODE	TX-StudentLanguageCode	Y								2	CODED	C092
E1002	AS-OF-STATUS-CODE	TX-AsOfStatusCode	Y	Y			Y	Y			2	CODED	C163
E0785	ECONOMIC-DISADVANTAGE-CODE	TX-EconomicDisadvantaged	Y	Y			Y	Y			2	CODED	C054
E1054	CRISIS-CODE	TX-CrisisIndicator	Y				Y		Y		2	CODED	C178
E0896	PARENTAL-PERMISSION-CODE	TX-ParentalPermission	Y								2	CODED	C093
E1596	ASSOCIATE-DEGREE-INDICATOR-CODE	TX-AssociateDegreeIndicator	Y				Y				1	CODED	C088
E1601	STAR-OF-TEXAS-INDICATOR-CODE	TX-StarOfTexasIndicator	Y				Y				1	CODED	C088
E1629	RESIDENTIAL-FACILITY-INDICATOR	TX-ResidentialFacilityIndicator					Y	Y			5	BOOLEAN	
**	Complex Type	TX-IndustryCertifications	Y				Y						
**	Complex Type	TX-IndustryCertification	Y	Y			Y	Y					
E1632	EFFECTIVE-DATE	TX-DateCertEarned	Y	Y			Y	Y			10	CODED	
E1640	POST-SECONDARY-CERTIFICATION-LICENSURE-CODE	TX-PostSecondaryCertificationLicens ure	Y	Y			Y	Y			3	CODED	C214

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.

General

For each of the data collections listed below, all data applicable for each student enrolled and served by the LEA are to be reported by the LEA, unless there is an agreement between the superintendents of the two LEAs that the alternate LEA providing services will report all data.

Be aware that the LEA that reports an enrolled student will be subject to all accountability system implications for the student, including state assessments, leaver reporting, dropout rates, and completion rates.

All student demographic changes including student identification must be managed through the TSDS Unique ID Application.

LEAs can obtain student demographic data previously reported for a student by using the Unique ID Application person search function.

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

PEIMS Fall Submission:

Students who on the PEIMS Fall snapshot (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 31st; and are not accounted for by other state reconciliation processes.

The PEIMS Fall snapshot (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.

For the Fall Submission, because a student can only be enrolled in one LEA on the "PEIMS Fall snapshot date", only **one** LEA is to report a given student.

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 Fall Submission. 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 Leaver information is reported.

PEIMS Summer Submission:

If the student is in membership in the LEA (served at least two hours per day) then report any student in the above PEIMS Fall Submission categories 1 - 4.

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

PEIMS Extended Year Submission:

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 PEIMS Fall Submission 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.

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

LEAs can obtain student demographic data that has been previously reported for a student by using the Unique ID Application person search function.

TSDS SPPI-14 Collection

The SPPI-14 data collection includes all students who are identified as having received Special Education services in the prior year PEIMS Summer Submission collection and who are also reported as a Leaver in the current year PEIMS Fall Submission collection with Leaver Reason codes "01", "24", "88", "90", or "98".

For the SPPI-14 Collection, data from PEIMS Fall Submission and the TSDS collection is used. LEAs may begin promoting data pertaining to the SPPI-14 data collection in October each year, after the official TSDS PEIMS snapshot date. All SPPI-14 data must be completed by the 3rd Thursday of February each year.

The SPPI-14 data collection includes students who are identified as having received Special Education services in the prior year PEIMS Summer data collection with a Special Education Indicator Code of "1" and are also identified as a Leaver in the current year PEIMS Fall data collection with Leaver Reason codes "01", "24", "88", "90", or "98".

Students who are identified as having received special education services will be retrieved from TEA's main database, known as "Main_PRD." The SPPI-14 data collection uses the most current/latest Effective Date (Special Education), Instructional Setting Code, Effective Date (Disability), and Primary Disability Code data elements from the Main_PRD database. LEAs do **not** have to resubmit PEIMS Summer data.

Note: For the 2019-2020 school year reporting, effective dating will not be in place for the 2018-2019 PEIMS Summer collection therefore, special education data will be pulled from the discipline and/or restraint data in Main_PRD, if applicable.

TSDS Residential Facility Tracker Collection

The TSDS Residential Facility Tracker Collection captures students receiving special education services that reside at a residential facility in the boundaries of a LEA and that are being served by the LEA. The data must be tracked as soon as educational services begin.

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 Juvenile Justice Commission (TJJD) 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 TJJD will be reported by these respective institutions.

Students enrolled at TSD, TSBVI, and TJJD are not eligible for average daily attendance funding and must be reported with an ADA-ELIGIBILITY-CODE of “not in membership” or “ineligible for ADA.”

Business Rules

Student 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-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 the Unique ID Application.

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 LOCAL-STUDENT-ID, this value will equal “District”.

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.

****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.

****TX-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 look up 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.

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

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

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

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

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

Student 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 could 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 not meeting standards or dropping out of school using state-defined criteria (TEC §29.081, Compensatory and Accelerated Instruction). Local criteria are not included in this indicator code.

The purpose of state compensatory education (SCE) is to supplement the basic – or regular – education program with compensatory accelerated instruction in order to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students. The program requires Texas local education agencies (LEAs) to offer direct supplemental accelerated instruction to each student who meets one or more statutory or locally-defined eligibility (“at risk”) criteria. State Compensatory Education (SCE) program mandates and references can be found in the Texas Education Code (TEC) [§29.081](#), [§28.0217](#), [§29.089](#) and [§42.152](#). LEA’s are required to serve each student who meets the statutory eligibility criteria regardless of whether the district receives funds under [TEC §42.152](#).

A student “at-risk of dropping out of school” includes each student who is under 26 years of age and who:

1. 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 pre-kindergarten or kindergarten students who were not advanced to the next grade level as a result of a [documented](#) request by the student’s parent.)
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. 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;
4. is in pre-kindergarten, 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;
5. is pregnant or is a parent;
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 Family and Protective 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, cottage home operation, specialized child-care home, or general residential operation.

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. LEAs should use the student’s individualized education program (IEP) and other appropriate information to make the determination.

LEAs must evaluate the status of each student at regular intervals, 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.

Additional information on at-risk students may be obtained by contacting your regional Education Service Center State Compensatory Education contact or see the Compensatory and At-Risk Frequently Asked Questions document on the TEA website at: <http://tea.texas.gov/index4.aspx?id=4082>.

For information related to funding for serving at-risk students, access the TEA website at:

http://tea.texas.gov/Texas_Schools/Support_for_At-Risk_Schools_and_Students/State_Compensatory_Education/

For those students who are determined to be at-risk under the “parent” criteria, 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.

On the other hand, 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.

HOMELESS-STATUS-CODE (E1082) as defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

- means individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and
- includes —
 - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
 - (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 11302(a)(2)(C)];
 - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - (iv) migratory children (as such term is defined in section 6399 of title 20) 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 reported by all LEAs to indicate whether a student is homeless and, if homeless, what their primary nighttime residence is at the time of identification. 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:

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

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

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

For Submission 1, all students identified as homeless in the PEIMS Fall snapshot must also be coded as homeless in the Summer submission (Submission 3).

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

The McKinney-Vento Homeless Education Assistance Improvements Act (Title X, Part C of the No Child Left Behind Act) requires that all students that meet the statutory definition of homelessness be identified by the school district. The law requires that all students experiencing homelessness are able to enroll, attend, and succeed in school. The

purpose of identifying students experiencing homelessness is to make sure that all are able to enroll, that they have access to services for which they are eligible, and to provide a count of the numbers of students that experience homelessness during a given school year.

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

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

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

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).)

Immigrant status under the Title III – Language Instruction for Limited English Proficient and Immigrant Students of the No Child Left Behind Act of 2001, should not be confused with immigrant status as defined for the Department of Homeland Security (DHS). Districts should not assume responsibility for determining the extent to which students are legal or illegal immigrants under DHS regulations. Texas is required to use the federal definition under Title III of NCLB in order to determine immigrant student counts for funding and for coding in PEIMS.

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.

LEP status shall be determined by screening students using oral proficiency instruments approved by the Commissioner of Education and then by decision of the LPAC.

LEP-INDICATOR-CODE of 1 indicates that the student was identified as LEP Monitored 1 (LEP Code “F”), Monitored 2 (LEP Code “S”), Monitored 3 (LEP Code “3”), or Monitored 4 (LEP Code “4”) status is reported for those students who have 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 four school years on all students who have exited LEP status.

The LEP-INDICATOR-CODE submitted in the StudentExtension will be used for federal discipline reporting.

For Submission 1:

For Submission 1, the LEP-INDICATOR-CODE must reflect the student’s LEP status as of the PEIMS Fall snapshot date (last Friday in October).

For Submission 3:

For Submission 3, the LEP-INDICATOR-CODE must reflect the student’s LEP status for the school year. LEP-INDICATOR-CODE is 1 if the student was identified as LEP at any time during the school year. The Bilingual/ESL Program does not permit a student who is LEP from being exited from LEP status before the end of the school year.

For Submission 4:

The LEP-INDICATOR-CODE is not reported in Submission 4 in the 40100 StudentExtension Complex Type.

Note: 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”.

LEP students participating in the Bilingual/ESL Summer School Program may also participate in Extended School Year (ESY) Services if the students have been identified as being eligible for these services/programs. However, participation in the Bilingual/ESL Summer School Program is separate and apart from ESY and is not dependent upon participation in either program.

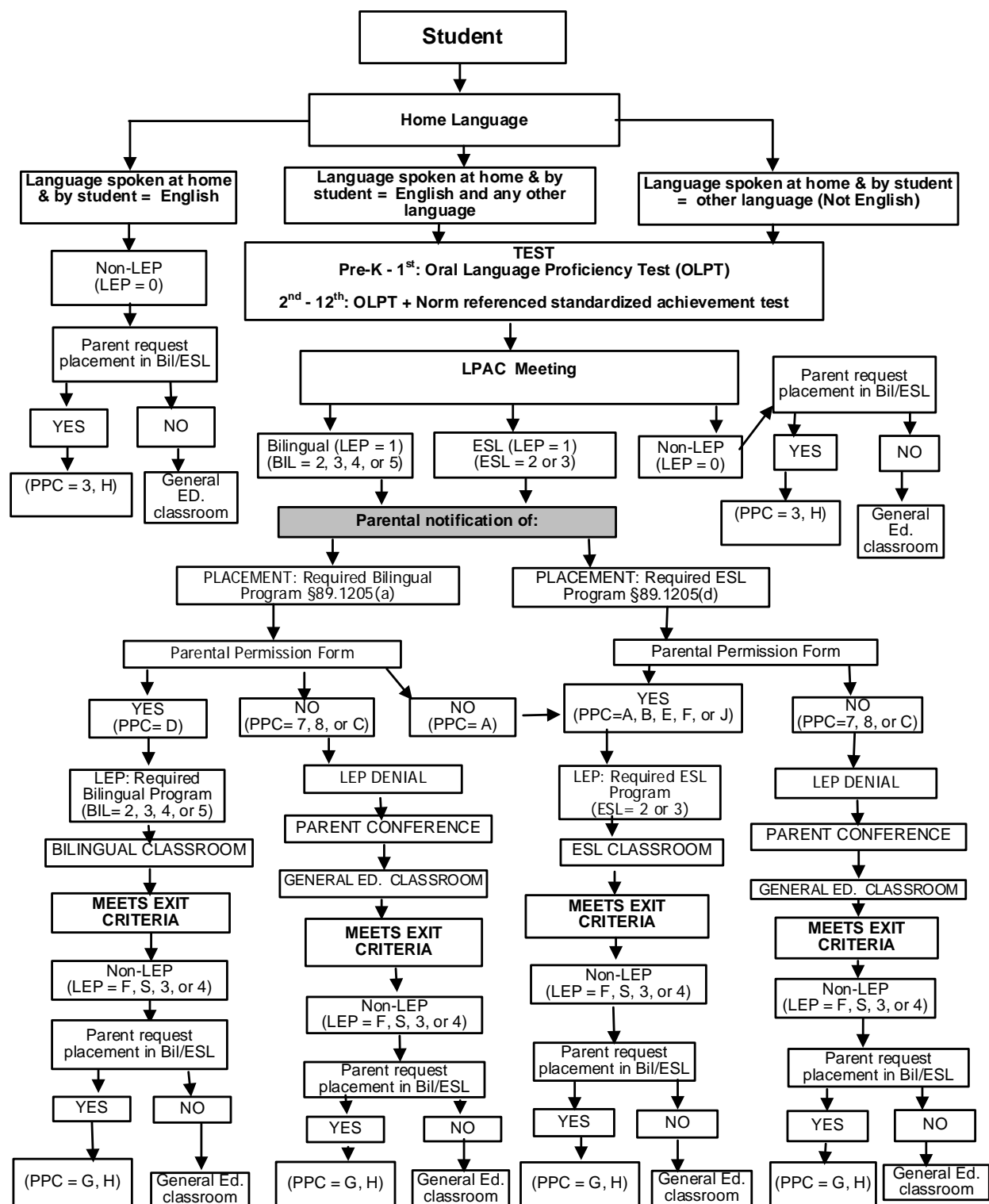
See the 40110 StudentProgramExtension Complex Type for complete information regarding the reporting of the BILINGUAL/ESL-SUMMER-SCHOOL-INDICATOR-CODE.

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:

- TEA-approved tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in English;
- satisfactory performance on the reading assessment instrument under the Texas Education Code, §39.023(a) 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;
- satisfactory performance on the writing assessment instrument under the Texas Education Code, §39.023(a), or satisfactory performance on a TEA approved writing proficiency assessment when criterion referenced written test is not available, and
- the results of a subjective teacher evaluation.

Limited English Proficient Decision Chart



BIL = Bilingual Program Code ESL = English as a Second Language Code LEP = Limited English Proficient Code PPC = Parental Permission Code

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 the state. A migrant student should be reported with MIGRANT-INDICATOR CODE of 1 whether the district receives migrant funds or not.

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

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 as Grade Level Code 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 the ADA-ELIGIBILITY-CODE. Any student not in membership in any LEA, but receiving services, should be coded "0" for the ADA-ELIGIBILITY-CODE.

A migrant student who is not receiving Title I, Part A services should have a code of '0' for the 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' 0' for the TITLE-I-PART-A-INDICATOR-CODE.

For Submission 1:

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

For Submission 3:

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

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.

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 State of Texas Assessments of Academic Readiness (STAAR®)

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://tea.texas.gov/student.assessment/ssi/>.

- 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.

UNACCOMPANIED-YOUTH-STATUS-CODE is to be used by all districts to identify and report whether or not a homeless student is unaccompanied (not in the physical custody of a parent or legal guardian), and if unaccompanied, whether or not they received services under the McKinney-Vento program at any time during the school year. The services may be direct services as outlined in the McKinney-Vento Act in Section 723, or indirect services such as those provided by a staff member whose position is funded with McKinney-Vento funds.

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

If a homeless student is unaccompanied, but later that school year becomes accompanied, this status code should not be changed and should still indicate that the student had been unaccompanied. For PEIMS reporting purposes, all students identified as unaccompanied in the PEIMS Fall snapshot must also be reported as unaccompanied in the Summer submission.

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

the district must indicate whether or not the student received direct services under the McKinney-Vento Homeless Education Program. This program is also known as the TEXSHEP program.

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 all students. However, only students whose initial enrollment was in a school in the United States in grades 7-12 may be reported with Unschooled Asylee Refugee codes other than "0".

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.

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.

Documentation supporting the Asylee or Refugee coding must be obtained by the resubmission deadline for the relevant PEIMS submission (i.e., PEIMS Submission 1 or PEIMS Submission 3).

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

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.

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

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

The Foster Care Indicator Code is reported Submissions 1, 3, and 4.

For Submission 1:

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

For Submission 3:

All students identified as being in foster care for Submission 1 must also be reported as being in foster care in Submission 3.

For Submission 4:

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

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

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

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

- For Foster Care Indicator Code 0, no documentation is required because the student is not currently in the conservatorship of the Texas DFPS when enrolling in the school.
- For Foster Care Indicator Code 1, schools may accept any official Texas Department of Family and Protective Services form, listed below, that designate that a student is in Texas DFPS Managing Conservatorship. A school may also accept a copy of the court order for this purpose.

Acceptable Documentation:

1. All forms in the 2085 series

- Foster Care/Residential Care - 2085 FC
- Kinship or Other Non-Foster Caregiver - 2085 KO
- Verified Kinship Foster Caregiver - 2085 KF
- Legal Risk - 2085 LR
- Home and Community-based Services (HCS) - 2085 HCS
- Supervised Independent Living - 2085 SIL
- Designation of Education Decision-Maker - 2085 E
- Designation of Medical Consenter - 2085 B

2. DFPS Kinship Caregiver Agreement - 0695

3. Court-Order naming Texas DFPS as the Temporary Managing Conservator (TMC) or Permanent Managing Conservator (PMC).

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

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

Chart for determining Foster Care Indicator Code

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

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

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

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

For Submission 1:

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

For Submission 3:

All students identified as being military connected students for Submission 1 must also be reported as being military connected students in Submission 3.

Students in grade level PK who are eligible for pre-kindergarten as the result of being a dependent of certain military personnel can only be coded with a MILITARY-CONNECTED-STUDENT-CODE 4.

MILITARY-CONNECTED-STUDENT-CODE 4 (military personnel killed or injured while on active duty) can only be reported for PK students. All other Pre-Kindergarten students (eligible or ineligible) must be reported with MILITARY-CONNECTED-STUDENT-CODE 0.

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

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

Dependent students of a member of the uniformed services who die on active duty or as a result of injuries sustained on active duty may be reported as Military connected for a period of time of one (1) year after death.

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

DYSLEXIA-INDICATOR-CODE (E1530) indicates whether a student is identified as having dyslexia or related disorders as defined in TEC §38.003.

"Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

"Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

The Dyslexia Indicator Code is only collected in Submission 1.

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

T-STEM-INDICATOR-CODE is reported in Submissions 1, 3, and 4.

T-STEM-INDICATOR-CODE is reported for students in grades 6-12.

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

ECHS-INDICATOR-CODE is reported in Submissions 1, 3, and 4.

ECHS-INDICATOR-CODE is reported for students in grades 9-12.

P-TECH-INDICATOR-CODE (E1612) indicates that a student in grades 9-12 is participating in the Pathways in Technology (P-TECH) Early College High School program.

The P-TECH Indicator Code is collected in Submissions 1, 3 and 4.

The P-TECH Indicator Code is limited to approved LEA campuses by application to TEA.

The P-TECH program is limited to students in grades 9-12. Students below grade 9 will not report the P-TECH Indicator Code.

IEP-CONTINUER-INDICATOR-CODE (E1564) indicates whether a student a) is at least 18 years of age as of September 1 of the school year as reported for the Fall semester PEIMS submission of the current year and has satisfied the credit requirements for high school graduation, b) has not completed his or her individualized education program under 19 TAC Section 89.1070 (b) (2) and the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.), and c) is enrolled and receiving individualized education program services.

A student who is reported as an IEP Continuer should not also be reported as a graduate.

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).

The HOME-LANGUAGE-CODE is derived from the Home Language Survey question 1.

(1) "What language is spoken in your home most of the time?" (E0895)

(2) "What language does your child speak most of the time?" (E1590)

The HOME-LANGUAGE-CODE is mandatory for students enrolled on the PEIMS Fall snapshot (as-of) date and/or school-start window, regardless of whether they have been determined to be LEP. If a language other than English is spoken in the student's home "most of the time", based on the Home Language Survey, then that language should be indicated by the HOME-LANGUAGE-CODE.

STUDENT-LANGUAGE-CODE (E1590) indicates the language spoken by the student, as determined by the student's home language survey. (See 19 TAC §89.1215).

The STUDENT-LANGUAGE-CODE is derived from the Home Language Survey question 2.

(1) "What language is spoken in your home most of the time?" (E0895)

(2) "What language does your child speak most of the time?" (E1590)

The STUDENT-LANGUAGE-CODE is mandatory for students enrolled on the PEIMS Fall snapshot (as-of) date and/or school-start window, regardless of whether they have been determined to be LEP. If a language other than English is spoken by the student "most of the time", based on the Home Language Survey, then that language should be indicated by the STUDENT-LANGUAGE-CODE.

Relationship between LEP Indicator, Home Language Code, and Student Language Code:

	LEP Indicator	Home Language	Student Language	Rule Error Level	Rule #
1	0	98	98	n/a	
2	0	98	Not English	n/a	
3	0	Not English	98	n/a	
4	0	Not English	Not English	Warning	40100-0155
5	1	98	98	Fatal	40100-0154
6	1	98	Not English	n/a	
7	1	Not English	98	Warning	40100-0152
8	1	Not English	Not English	n/a	
9	F	98	98	Fatal	40100-0154
10	F	98	Not English	n/a	
11	F	Not English	98	Warning	40100-0152
12	F	Not English	Not English	n/a	
13	S	98	98	Fatal	40100-0154
14	S	98	Not English	n/a	
15	S	Not English	98	Warning	40100-0152
16	S	Not English	Not English	n/a	
17	3	98	98	Fatal	40100-0154
18	3	98	Not English	n/a	
19	3	Not English	98	Warning	40100-0152
20	3	Not English	Not English	n/a	
21	4	98	98	Fatal	40100-0154
22	4	98	Not English	n/a	
23	4	Not English	98	Warning	40100-0152
24	4	Not English	Not English	n/a	

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 Table Code Usage Applicability

As-of Status Code	Enrolled in Prior Year	Enrolled in Current Year	Enrolled in School-Start Window	Enrolled on As-of Date	Enrolled on Last Day of School
A	Yes	No	No	No	N/A
B	Yes or No	Yes	Yes	Yes	N/A
C	Yes or No	Yes	Yes	No	N/A
D	Yes	Yes	No	Yes	N/A
E	Yes	Yes	No	No	N/A
F	No	Yes	No	Yes	N/A
G	No	Yes	No	No	N/A
H	Yes or No	Yes	N/A	N/A	Yes
I	Yes or No	Yes	N/A	N/A	No
X (Sub 1)	Yes or No	Yes	N/A	Yes	N/A
X (Sub 3)	Yes or No	Yes	N/A	N/A	Yes or No

For Submission 1:

AS-OF-STATUS-CODE is required and indicates a student's school-start window and Fall As-of date (Snapshot date) enrollment status for the current year. For Submission 1, report codes A-G and X only. Do not report grade EE-06 and first-time 7th graders that were not enrolled in the LEA on the Fall As-of date.

- Prior year grade EE-06 students enrolled on the Fall As-of date for the current school year must be reported and their AS-OF-STATUS-CODE must be X. Otherwise, prior year grade EE-06 students NOT enrolled on the Fall As-of date are not reported in the Fall Submission.
- First-time 7th graders enrolled on the Fall As-of date for the current school year must be reported and their AS-OF-STATUS-CODE must be X.
- All prior year grade 07-12 students must be reported, and their AS-OF-STATUS-CODE must be A through G based upon their individual enrollment circumstances.
- All current year grade 08-12 students must be reported, and their AS-OF-STATUS-CODE must be A through G based upon their individual enrollment circumstances.
- Prior year 6th grade students promoted to 8th grade in the current year and enrolled on the Fall As-of date must be reported with an AS-OF-STATUS-CODE of A through G based upon their individual enrollment circumstances.

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

Prior Year Grade Level	Current Year Grade Level	Allowable AS-OF-STATUS-CODEs
EE-06	EE-06	X
06	07	X
06	08 (double promotion) *	A-G
07	07	A-G
07	08	A-G
08	09	A-G
09	10	A-G
10	11	A-G
11	12	A-G
12	12	A-G
12	Graduate	A

* Note: a student being double promoted from grade 6 to grade 8 by the as-of-date is rare. This situation places the student into the "leaver group", and the LEA must report an AS-OF-STATUS-CODE other than X.

The following table indicates when to report related PEIMS Submission 1 complex type data:

As-of Status Code	40110 StudentSchool AssociationExtension complex type reported?	40110 StudentProgramExtension complex type reported?	40203 SchoolLeaverExtension complex type reported?
A	Yes	No	Yes
B	Yes	Yes	No (unless they are a graduate who re-enrolled)
C	Yes	No	No (unless they are a graduate who re-enrolled)
D	Yes	Yes	Yes (unless they are a mover, earned a TxCHSE (Texas Certificate of High School Equivalency) by 8/31, or are accounted for by another state reconciliation process)
E	Yes	No	Yes (unless they are a mover, earned a TxCHSE (Texas Certificate of High School Equivalency) by 8/31, or are accounted for by another state reconciliation process)
F	Yes	Yes	No
G	Yes	No	No
X	Yes	Yes	No

For Submission 3:

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

- AS-OF-STATUS-CODE X is reported in Submission 3 only for students in grades EE-06.
- AS-OF-STATUS-CODE H is reported in Submission 3 only for students in grades 07-12 and indicates the student was enrolled on the final day of the school year.
- AS-OF-STATUS-CODE I is reported in Submission 3 only for students in grades 07-12 and indicates the student was enrolled in the LEA at some time during the school year but not on the final day of the school year.

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 42400-BasicReportingPeriodAttendanceExtension Complex Type in the 6th reporting period except when ADA-ELIGIBILITY-CODE is 0.

Examples of Submission 3 AS-OF-STATUS-CODE use:

Current Year Grade Level	Allowable AS-OF-STATUS-CODEs
EE-06	X
07	H or I
08	H or I
09	H or I
10	H or I
11	H or I
12	H or I

For Submission 4:

AS-OF-STATUS-CODE is not reported.

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

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 PEIMS Fall 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 at the end of the school year or at the end of the student's enrollment period; whichever comes last.

For Submission 4:

ECONOMIC-DISADVANTAGE-CODE is not reported.

Each Texas public school that is required to report student enrollment data through the Texas Student Data System (TSDS) is required to determine and report the economic disadvantaged status of each student reported.

For schools that offer the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP), there are three options for accounting and claiming for meals served to students.

- Standard Accounting and Claiming of NSLP and SBP - Corresponds to TSDS NSLP Type Code '01'.
- Provision 2 of NSLP and SBP – Corresponds to TSDS NSLP Type Code '02'.
- Community Eligibility Provision (CEP) of NSLP and SBP – Corresponds to TSDS NSLP Type Code '03'.

Regardless of the level of participation in a school lunch program, LEAs determine the economic disadvantaged status of each student each school year upon enrollment. There are multiple methods that LEAs use to determine the Economic Disadvantaged status for enrolled students.

For LEAs that are using the Standard Accounting and Claiming option, campuses are required to distribute and retrieve the official NSLP application forms for each family enrolling students in the school to determine the Economic Disadvantaged Code status for each student. From the forms that are returned, a student is reported as either Eligible for a Free Lunch (01), Eligible for a Reduced Price Lunch (02), or Not identified As Economically Disadvantaged (00). Each month, these schools submit a report to the Texas Department of Agriculture indicating of the highest number of eligible Free and Reduced Price NSLP students as well as information related to number of Free and reduced Price meals served to the school population.

For LEAs that are using the Provision 2 NSLP option, campuses distribute and retrieve the official NSLP application forms, for each family enrolling students in the school, in the first year of operation only. From the forms that are returned for the initial year, or base year, of the Provision 2 program, a student is identified and reported as either Eligible for a Free Lunch, Eligible for a Reduced Price Lunch, or Not identified As Economically Disadvantaged. For the second and subsequent years of a Provision 2 NSLP program, schools must use a locally developed "Income Survey Form" to determine the economic disadvantaged status of students new to the LEA and students that have withdrawn and returned to enrollment in the second and subsequent schools years of a Provision 2 NSLP program. All new students identified as economically disadvantaged in the second and subsequent years of a Provision 2 program must be reported with Economic Disadvantaged Code '99' – Other Economic Disadvantaged. All students who are not identified as economically disadvantaged at for any school year during the Provision 2 program are reported with Economic Disadvantaged Code '00' - Not identified As Economically Disadvantaged.

A locally developed "Income Survey Form" must be used because the NSLP does not permit Provision 2 participants to distribute the NSLP Application Form until the Provision 2 cycles are ended and the school re-surveys all of the enrolled students to establish a new base year rate. The income criteria for the local "Income Survey Form" corresponds to the income criteria from the standard NSLP application. Students that remain enrolled in the LEA with continuous enrollment will carry over their base year Economic Disadvantaged Code determination for each subsequent school year that they remain enrolled. The percentage of Free and Reduced Price eligible students of the school enrollment in the first year of the Provision 2 cycle establishes the base year reimbursement rate. The base year reimbursement rate is in effect until the school is required or exercises the option to establish a new reimbursement and resurveys the total school enrollment population establishing a new base year.

The CEP NSLP option does not permit schools to distribute and retrieve the official NSLP application forms for each family enrolling students in the school. Instead, a NSLP reimbursement rate is established using the number of eligible students identified from the LEA's direct certification list as provided by the Texas Department of Agriculture. Each student that is identified as eligible from the direct certification list is reported as Economic Disadvantaged Code 01 - Eligible for a Free Lunch if they are on a campus that participates in the NSLP under CEP. For each student that is not identified as a match to the direct certification list, the school should distribute a locally developed "Income Survey Form" and survey each student for economic disadvantaged status. Each student that is determined to be economically disadvantaged should be reported as a '99' - Other Economic Disadvantaged and each student that is not determined to be economically disadvantaged should be reported as '00' - Not identified As Economically Disadvantaged.

Public school districts and charter schools that do not participate in the NSLP are not able to distribute and retrieve the official NSLP application forms for each family enrolling students in the school.

If a Texas public school participates in any kind of NSLP, students who are determined to be eligible for a free lunch by virtue of being on a direct certification list as provided by the Texas Department of Agriculture should be coded with Economic Disadvantaged Code 01 – "Eligible For Free Meals Under The National School Lunch And Child Nutrition Program". For the 2014–2015 school year Economic Disadvantaged Code 01 should be interpreted to mean "Student is eligible for free lunch based on an approved NSLP application or direct certification under the NSLP". Students who are found on a direct certification list are categorically eligible for a free lunch under the NSLP.

Regardless of the kind of NSLP offered by a Texas public school, students who are reported as Economic Disadvantaged Code 02 – "Eligible For Reduced-price Meals Under The National School Lunch And Child Nutrition Program" must be determined as eligible with an approved NSLP application. No exceptions exist for this rule.

Any other student who is determined to be economically disadvantaged through a means other than an official NSLP application or direct certification under the NSLP should be coded Economic Disadvantaged Code 99 – "Other Economic Disadvantage". This would include Temporary Assistance for Needy Families (TANF) students, Supplemental Nutrition Assistance Program (SNAP) students, and any other student who may be determined to be economically disadvantaged through the use of locally developed income survey forms. Examples include, but are not limited to, Pre-Kindergarten eligibility applications related to economic disadvantage status, migrant students, runaway students, and homeless students.

Schools that do not offer the NSLP to enrolled students must code all students as either 00 – "Not identified As Economically Disadvantaged" or 99 – "Other Economic Disadvantage" based on the results of a locally developed income survey form.

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.

This data is reported based on code table C178, which is 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.

A student with a CRISIS-CODE should be reported with that code for the remainder of the school year.

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.)

ASSOCIATE-DEGREE-INDICATOR-CODE (E1596) indicates that the student earned an associate degree prior to graduation from high school.

An associate degree is defined as an award that normally requires at least 2 but less than 4 years of full-time equivalent college work in a grouping of courses designed to lead the individual directly to employment in a specific career or to transfer to an upper-level baccalaureate program. This specifically refers to the associate of arts, associate of science, associate of applied arts, associate of applied science, associate of arts in teaching, and associate of occupational studies

degrees. The term "applied" in an associate degree name indicates a program in which the content is primarily technical. (Source: Texas Higher Education Coordinating Board Glossary of Terms)

For Submission 1 and 3:

The district where the student received the associate degree will be the district to report this information. Schools should not wait to report the associate degree information at the point of graduation if the student earns the associate degree prior to graduation.

STAR-OF-TEXAS-INDICATOR-CODE (E1601) indicates that the student is eligible for free public pre-kindergarten because they are the child of a person awarded the Star of Texas Award.

If an individual has a pre-kindergarten-aged child and has been nominated, but not notified as an honoree prior to the current school year, an individual may make a request to the Office of Early Childhood Education to make an eligibility determination based on the nomination submitted for review to the Criminal Justice Division.

Eligibility is defined as a person who has been awarded the Star of Texas Award and has presented as proof, one of the following pieces of documentation:

1. Resolution Certification
2. Letter from the Governor
3. Letter from local representative (State representative from the Texas House or Senate)

The STAR-OF-TEXAS-INDICATOR-CODE is reported in Submissions 1 and 3 for all students in grade level PK.

Refer to the [Student Attendance Accounting Handbook](#) for additional details regarding pre-kindergarten eligibility under this option.

Additional information regarding the Star of Texas Awards, including a link to past honorees, is located at https://gov.texas.gov/organization/cjd/topic_staroftexas.

RESIDENTIAL-FACILITY-INDICATOR (E1629) indicates whether a student resides or resided in a residential facility at some point during the school year and is receiving or received special education services.

Only students with special education disabilities are reported with the RESIDENTIAL-FACILITY-INDICATOR.

The RESIDENTIAL-FACILITY-INDICATOR is a mandatory data element in the PEIMS Submission 3 Collection.

****TX-IndustryCertifications**

The TX-IndustryCertifications Complex Type represents the industry certification(s) as student has received.

****TX-IndustryCertification**

The TX-IndustryCertification Complex Type represents a single industry certification a student has received.

For each unique industry certification earned by a student while enrolled in a particular LEA, the complex type TX-IndustryCertification will be reported. In the XML reporting, this is known as "unbounded" and allows an XML item or set of items to be repeated as many times as needed.

Effective dating is a method of tracking data changes over time. A new instance of the TX-IndustryCertification Complex Type will be reported each time a student earns a post-secondary industry certification on license. With each new instance of the complex type a new date should be reported in the EFFECTIVE-DATE (TX-DateCertEarned).

Data Element	Used by PEIMS Sub 1	Used by PEIMS Sub 3
EFFECTIVE-DATE (TX-DateCertEarned)	Yes	Yes
POST-SECONDARY-CERTIFICATION-LICENSURE-CODE	Yes	Yes

EFFECTIVE-DATE (TX-DateCertEarned) (E1632) indicates the date upon which the associated data values(s) is/are considered to take effect, or the associated data value(s) change(s).

For the TX-IndustryCertification Complex Type, the EFFECTIVE-DATE reflects the date the student received the industry certification.

POST-SECONDARY-CERTIFICATION-LICENSURE-CODE (E1640) indicates a nationally or internationally recognized business or industry certification or license earned by a student. The industry certifications are limited to the choices in code table C214.

Example(s)

Submission 1, 3 and 4

Example 1: Jessica Student is a female student born on January 1, 2004. Jessica is in the 9th grade and her parents are migrant workers. Jessica has been enrolled in SEDS Learning ISD (701-949) since the first day of the school year and is enrolled at Campus 001. Jessica is participating in the Career and Technical Education program as a tech prep student. Jessica's parents answered the ethnicity and race questions in the following way: Hispanic/Latino, White.

Element Name	Response
TX-UNIQUE-STUDENT-	9876543210
STUDENT-ID	012345678
LOCAL-STUDENT-ID	3456789
FIRST-NAME	JESSICA
MIDDLE-NAME	LEE
LAST-NAME	STUDENT
DATE-OF-BIRTH	2004-01-01
DISTRICT-ID	701949
SEX-CODE	F
HISPANIC-LATINO-CODE	1
AMERICAN-INDIAN-ALASKA-NATIVE-CODE	0
ASIAN-CODE	0
BLACK-AFRICAN AMERICAN-CODE	0
NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE	0
WHITE-CODE	1
ADA-ELIGIBILITY-CODE	1
HOMELESS-STATUS-CODE	0
LEP-INDICATOR-CODE	0
MIGRANT-INDICATOR-CODE	1
UNSCHOOLED-ASYLEE/REFUGEE-CODE	0
HOME-LANGUAGE-CODE	98
STUDENT-LANGUAGE-CODE	98
AS-OF-STATUS-CODE	B
ECONOMIC-DISADVANTAGE-CODE	00

Submission 1, 3 and 4

Example 2: Johnny Learner is a male student born on September 1, 2007. Johnny is in the 4th grade. Johnny has been enrolled in SEDS Learning ISD (701-949) since the first day of the school year and is enrolled at Campus 041. Johnny is eligible for free meals under the National School Lunch and Child Nutrition Programs. Johnny's parents answered the ethnicity and race questions in the following way, Not Hispanic, Black or African American. Johnny's father is an active duty member of the U.S. Army.

Element Name	Response
TX-UNIQUE-STUDENT-ID	1234567890
STUDENT-ID	87654321
LOCAL-STUDENT-ID	005999
FIRST-NAME	JOHNNY
MIDDLE-NAME	BEN
LAST-NAME	LEARNER
DATE-OF-BIRTH	2007-09-01
DISTRICT-ID	701949
SEX-CODE	M
HISPANIC-LATINO-CODE	0
AMERICAN-INDIAN-ALASKA-NATIVE-CODE	0
ASIAN-CODE	0
BLACK-AFRICAN AMERICAN-CODE	1
NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE	0
WHITE-CODE	0
ADA-ELIGIBILITY-CODE	1
HOMELESS-STATUS-CODE	0
LEP-INDICATOR-CODE	0
MIGRANT-INDICATOR-CODE	0
UNSCHOOLED-ASYLEE/REFUGEE-CODE	0
MILITARY-CONNECTED-STUDENT-CODE	1
HOME-LANGUAGE-CODE	98
STUDENT-LANGUAGE-CODE	98
AS-OF-STATUS-CODE	X
ECONOMIC-DISADVANTAGE-CODE	01

Submission 1 and 3

Example 3: Robert Cat is a male student born on December 15, 2000. Robert is in the 11th grade. Robert emigrated to the U.S. from Cuba in November 2013 as an unaccompanied youth and was granted asylum by the U.S. government. Robert is currently homeless living in a motel. As such, he is coded as at-risk. Robert moved from out of state to Texas during the summer of 2016 and has been enrolled in SEDS Learning ISD (701-949) campus 001 since October 20, 2016 of the school year. Since no one answered the Race and Ethnicity Reporting questionnaire, through observation, his ethnicity and race were coded as Hispanic/Latino, Black or African American. Robert earned an industry certification in ASE Engine Performance.

Element Name	Response
TX-UNIQUE-STUDENT-ID	6784200035
STUDENT-ID	S26900512
LOCAL-STUDENT-ID	001345
FIRST-NAME	ROBERT
MIDDLE-NAME	TAIL
LAST-NAME	CAT
DATE-OF-BIRTH	2000-12-15
DISTRICT-ID	701949
SEX-CODE	M
HISPANIC-LATINO-CODE	1
AMERICAN-INDIAN-ALASKA-NATIVE-CODE	0
ASIAN-CODE	0
BLACK-AFRICAN AMERICAN-CODE	1
NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE	0
WHITE-CODE	0
ADA-ELIGIBILITY-CODE	1
AT-RISK-INDICATOR-CODE	1
HOMELESS-STATUS-CODE	4
IMMIGRANT-INDICATOR-CODE	1
LEP-INDICATOR-CODE	0
MIGRANT-INDICATOR-CODE	0
UNACCOMPANIED-YOUTH-STATUS-CODE	4
UNSCHOOLED-ASYLEE/REFUGEE-CODE	2
FOSTER-CARE-INDICATOR-CODE	0
STUDENT-LANGUAGE-CODE	01
AS-OF-STATUS-CODE	F
ECONOMIC-DISADVANTAGE-CODE	0
EFFECTIVE-DATE (TX-DateCertEarned)	2019-11-15
POST-SECONDARY-CERTIFICATION-LICENSURE-CODE	160

Data Sample(s)

See Section 8.7 for XML Data Samples

InterchangeStudentEnrollment

40110 / 43415 - StudentSchoolAssociationExtension Complex Type

Element ID	Data Element	XMLName	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	Y	Y			Y	Y	Y	Y	9	CODED	
**	Complex Type	StudentIdentity	Y	Y			Y	Y	Y	Y	9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateld	Y	Y			Y	Y	Y	Y	10	NUMERIC	
**	Reference Complex Type	SchoolReference	Y	Y			Y	Y	Y	Y	9	CODED	
**	Reference Complex Type	EducationalOrgIdentity	Y	Y			Y	Y	Y	Y			
E0266	CAMPUS-ID	StateOrganizationId	Y	Y			Y	Y	Y	Y	9	CODED	
StudentSchoolAssociationExtension Complex Type													
E0017	GRADE-LEVEL-CODE	TX-GradeLevel	Y	Y			Y	Y	Y	Y	2	CODED	C050
E0782	CAMPUS-ID-OF-ENROLLMENT	TX-CampusIdOfEnrollment	Y						Y		9	CODED	
E0903	CAMPUS-ID-OF-RESIDENCE	TX-CampusIdOfResidence	Y				Y		Y		9	CODED	
E1027	CAMPUS-ID-OF-ACCOUNTABILITY	TX-CampusIdOfAccountability	Y				Y				9	CODED	
E1044	LAST-DATE-OF-ENROLLMENT	TX-LastDateOfEnrollment					Y				10	CODED	
E1000	STUDENT-ATTRIBUTION-CODE	TX-Attribution	Y	Y			Y	Y	Y	Y	2	CODED	C161
E1078	PK-PROGRAM-TYPE-CODE	TX-PKProgramTypeIndicator	Y								2	CODED	C185
E1079	PRIMARY-PK-FUNDING-SOURCE	TX-PrimaryPKFundingSource	Y								2	CODED	C186
E1080	SECONDARY-PK-FUNDING-SOURCE	TX-SecondaryPKFundingSource	Y								2	CODED	C186

Description

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

Reporting Requirements

StudentSchoolAssociationExtension conveys the relationship between a student and a campus where they are or were enrolled and in attendance.

Submission 1:

Each student who is enrolled in the current school year must be reported with a StudentSchoolAssociationExtension. Students who were enrolled last year but have not enrolled in the current year and need to be reported as leavers must be reported with a StudentSchoolAssociationExtension.

Submission 3:

Each student must be reported with one and only one StudentSchoolAssociationExtension for the last campus on which the student was enrolled.

Submission 4:

Each student must be reported with one and only one StudentSchoolAssociationExtension for the last campus on which the student was enrolled.

Special Reporting Requirements

Students enrolled in either the Texas School for the Deaf (TSD) or the Texas School for the Blind and Visually Impaired (TSBVI) on the PEIMS Fall 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 the PEIMS Fall snapshot date.

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 look up 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 look up 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.

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

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

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

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

Submission 1:

CAMPUS-ID-OF-ENROLLMENT is required for all students except for school leavers with AS-OF-STATUS-CODE of “A” and certain students in grade “EE”.

Submission 4:

CAMPUS-ID-OF-ENROLLMENT is required and allowed only for students participating in the Bilingual/ESL Summer School program.

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

The CAMPUS-ID-OF-RESIDENCE is reported in PEIMS Fall and Summer Submissions.

The CAMPUS-ID-OF-RESIDENCE is reported for all charter school and school district students who are not regular residents of that school district. 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 served by the Texas School for the Deaf (TSD),
- students served by the Texas School for the Blind and Visually Impaired (TSBVI),
- students enrolled in South Texas ISD,
- students who live outside the boundaries of the state of Texas, and
- students that do not regularly reside in the district but are court ordered to a Texas Juvenile Justice Commission (TJJC) facility, a Texas Youth Commission (TYC) facility, or a residential treatment center facility.

See STUDENT-ATTRIBUTION-CODE for additional details.

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.

An 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.

This field is reported in PEIMS Submission 1 and 3 in certain circumstances for students who were enrolled at a DAEP and/or a JJAEP.

Any time a LEA is required to report a CAMPUS-ID-OF-ACCOUNTABILITY, it must be an active instructional campus within the reporting LEA and cannot be a DAEP or a JJAEP.

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.

For 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 PEIMS Fall snapshot (as-of) date.

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

When a student is enrolled at a DAEP or JJAEP on the PEIMS Fall snapshot date, then CAMPUS-ID-OF-ACCOUNTABILITY must be reported by the LEA.

If a student is enrolled on the PEIMS Fall snapshot date at a campus that is not a DAEP or JJAEP, then the LEA is not required to report a CAMPUS-ID-OF-ACCOUNTABILITY because it will be determined at TEA by the enrollment data.

The following table shows how TEA performs accountability attribution for assessment data for a student enrolled at a DAEP or JJAEP campus on the PEIMS Fall snapshot date. The Xs indicate enrollment at the campus.

PEIMS Fall Snapshot CAMPUS-OF-ENROLLMENT			Campus ID of Accountability determined by:
Campus that is not a DAEP or JJAEP	DAEP	JJAEP	
X			enrollment*
	X		E1027**
		X	E1027**

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

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

For Submission 3:

This field is used to determine attendance and/or leaver data attribution for campus accountability. It is reported in Submission 3 only if a student was in attendance only at a DAEP and/or a JJAEP for all of their attendance.

SUBMISSION 3 CAMPUS-ID-OF-ACCOUNTABILITY DETERMINATION (Applicable to Attendance and Leaver Data ONLY)

If a student has attendance only at a DAEP and/or a JJAEP, then a CAMPUS-ID-OF-ACCOUNTABILITY must be reported by the LEA.

If a student has attendance at any campus that is not a DAEP or a JJAEP, then the LEA is not required to report CAMPUS-ID-OF-ACCOUNTABILITY because it will be determined at TEA by the attendance data. In most cases, the CAMPUS-ID-OF-ACCOUNTABILITY is assigned by determining the campus with the highest REPORTING-PERIOD-INDICATOR-CODE.

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 attendance at these campuses.

Campus that is not a DAEP or JJAEP	DAEP campus	JJAEP campus	Campus ID of Accountability determined by:
X			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.

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

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

- If the student was enrolled in the LEA on the final day of the regular school year, the LAST-DATE-OF-ENROLLMENT is the final day of the school year.
- If the student was enrolled in the 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 district.

Each student has only one LAST-DATE-OF-ENROLLMENT regardless of the number of times he or she was enrolled during the school year. If a student was enrolled in the 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 LEAs;
- attends school in the district, lives outside the boundaries of the state of Texas, and therefore is not an inter district transfer;
- lives in Texas but outside district boundaries and is served in a juvenile pre-adjudication secure detention facility or a juvenile post-adjudication secure correctional facility;
- lives in Texas but outside district boundaries and is served in a residential treatment center;
- is served by the Texas School for the Deaf as a parent referral;
- is enrolled in South Texas ISD (031-916);
- or is a student with a disability enrolled by their parent(s) in a private school (including a home school) but who receives special education and/or related services from the public school district under an individualized services plan (ISP).

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

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

STUDENT-ATTRIBUTION-CODE 10 (Parent Referral to the Texas School for the Deaf (TSD)) is only reported for students served by Texas School for the Deaf. Students enrolled at the Texas School for the Deaf must be reported with a CAMPUS-ID-OF-RESIDENCE.

STUDENT-ATTRIBUTION-CODE 12 (Private School) is only reported for special education students who are enrolled in a non-public school (private school or home school) and are served with special education services under an Individualized Service Plan (ISP). For Submission 1, these students must be reported with ADA Eligibility Code 0 – Enrolled, Not in Membership. Additionally, these students must also be enrolled on the PEIMS Fall snapshot date (last Friday in October) to be reported with Student Attribution Code 12. Otherwise, if these students are secondary students (grades 7-12) and were enrolled in the prior year and/or the current year, then they will likely be reported with Student Attribution Code 00 –

No Attribution. For Submission 3, Student Attribution Code 12 students are not reported with an attendance record for the time of enrollment that they were “not in membership”.

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

Summary of C161 STUDENT-ATTRIBUTION-CODEs 21-28

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

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

STUDENT-ATTRIBUTION-CODE 29 (South Texas ISD) is only reported for students enrolled in that LEA. Students at South Texas ISD must be reported with a CAMPUS-ID-OF-RESIDENCE.

PK-PROGRAM-TYPE-CODE (E1078) indicates the length of the Prekindergarten instructional day for a particular Prekindergarten student.

The PK-PROGRAM-TYPE-CODE captures the level of participation for a student in the PK program; half-day or full-day. The PK-PROGRAM-TYPE-CODE is a mandatory field for all PK students. Reference the Chart for Determining PK Funding Source below for additional information related to this data element.

For Submission 1, the PK-PROGRAM-TYPE-CODE is reported on the StudentSchoolAssociationExtension Complex Type.

Note that for Submission 3, the PK-PROGRAM-TYPE-CODE is reported on the BasicReportingPeriodAttendanceExtension Complex Type.

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

The Primary PK Funding Source Code is reported for all PK students who are Enrolled, Not in membership (ADA Eligibility Code 0), PK students who are eligible for half-day state funding but attend the PK program full-day, and PK students who are ineligible for state funding. These students must be reported with a Primary PK Funding Source Code. For example, if a student is eligible for PK, then the TEA will pay for that half day of PK attendance. If the same student attends the PK program full day, then the LEA must at least report a Primary Funding Source Code for that student to describe the source of funding that covers the expense of the PK program for the second half of the day.

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

The Secondary PK Funding Source Code may be reported for all PK students who are Enrolled, Not in membership (ADA Eligibility Code 0), PK students who are eligible for half-day state funding but attend the PK program full-day, and PK students who are ineligible for state funding and are funded through a secondary funding source in addition to the primary

funding source. For example, if a student is eligible for PK, then the TEA will pay for that half day of PK attendance. If the same student attends the PK program full day, then the LEA may need to report a Secondary Funding Source Code for that student if the second half of the day was funded by a second funding source.

Chart for Determining PK Funding Source Reporting for PEIMS 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

Example(s)

None

Data Sample(s)

See Section 8.7 for XML Data Samples

40110 / 50300 - StudentSectionAssociation Complex Type

Element ID	Data Element	XMLName	PEIMS								Len	Data Type	Code Table ID
			1	M	2	M	3	M	4	M			
**	Reference Complex Type	StudentReference					Y	Y	Y	Y	9	CODED	
**	Complex Type	StudentIdentity					Y	Y	Y	Y	9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId					Y	Y	Y	Y	10	NUMERIC	
**	Reference Complex Type	SectionReference					Y	Y	Y	Y			
**	Reference Complex Type	SectionIdentity					Y	Y	Y	Y			
E0266	CAMPUS-ID	StateOrganizationId					Y	Y	Y	Y	9	CODED	
E1056	CLASS-ID- NUMBER	UniqueSectionCode					Y	Y	Y	Y	14	NAME FIELD	
E1069	STUDENT-BEGIN-DATE	BeginDate					Y	Y	Y	Y	10	CODED	
E1070	STUDENT-END-DATE	EndDate					Y	Y	Y	Y	10	CODED	
E1440	HOME-ROOM-INDICATOR	HomeroomIndicator					Y				5	BOOLEAN	
E0948	COURSE-SEQUENCE-CODE	TX-CourseSequence					Y	Y	Y	Y	2	CODED	C135
E1068	COURSE-COMPLETION-INDICATOR	TX-CourseCompletionIndicator					Y	Y	Y	Y	1	CODED	C088

Description

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

Reporting Requirements

For the PEIMS Summer Submission, each LEA must begin tracking course sections for reporting purposes as of the PEIMS Fall snapshot date and for any courses sections that were completed prior to the PEIMS Fall snapshot date. A course that was attempted but not completed prior to the PEIMS Fall snapshot date is not required to be reported on the StudentSectionAssociation Complex Type for grades 1 - 12 but may optionally be reported if the LEA chooses. If a student repeats a course during the year with a different outcome, each course completion is to be reported. Courses for students in grade level early education (EE) are not reported.

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

For Submission 3, for each StudentSectionAssociation Complex Type data record reported, there must be a corresponding SectionExtension Complex Type data record where CAMPUS-ID, SERVICE-ID, CLASS-ID-NUMBER, and COURSE-SEQUENCE-CODE are the same.

In Submission 3, for each StudentSectionAssociation Complex Type data record reported, there must be a 42400 BasicReportingPeriodAttendanceExtension and/or 42401 SpecialProgramsReportingPeriodAttendanceExtension Complex Type record with a matching TX-UNIQUE-STUDENT-ID and CAMPUS-ID where GRADE-LEVEL-CODE is "01"- "12".

For the Extended Year submission (Submission 4), an LEA reports the dual credit courses that a student completed in the summer between school years. The StudentSectionAssociation Complex Type is only reported for those dual credit courses where the COURSE-COMPLETION-INDICATOR is equal to "1". Do not report the StudentSectionAssociation Complex Type for those dual credit courses that were attempted but not completed; COURSE-COMPLETION-INDICATOR is equal to "0". The instances of dual credit courses completed during the summer must be accompanied by

a corresponding CourseTranscriptExtension Complex Type. These reporting requirements are based on the assumption that the LEA has knowledge of the dual credit courses completed by the Submission 4 due dates published in Section 1 and 8.1 - PEIMS Data Submission Specifications & Responsibilities of the TSDS Texas Education Data Standards.

Given the course participation restrictions placed on students enrolling in college summer school programs, there should not be more than six (6) StudentSectionAssociation Complex Type data records for a particular TX-UNIQUE-STUDENT-ID in Submission 4.

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 StudentSectionAssociation Complex Type is required:

Type of Instruction/Situation	StudentSectionAssociation Complex Type Required?
Credit by examination	YES, if credit was received
Correspondence course	YES
Contracted instruction	YES
Local credit/locally developed course	NO
Summer school course other than dual credit courses	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 and only if dual credit course was completed.
Course completed while enrolled at another district	NO
Course completed during the year, but student is no longer in this district	YES

For Submission 4, the 10050 SectionExtension Complex Type data and 30305 TeacherSectionAssociationExtension Complex Type data are not reported.

Special Reporting Requirements

Texas School for the Deaf (TSD) and Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice Department (TJJD) (formerly TYC) must report the 40110 StudentSectionAssociation Complex Type and 43415 CourseTranscriptExtension Complex Type data.

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 look up 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 look up and link to an existing section record in the receiving system. CODED

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.

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

The CLASS-ID-NUMBER and SERVICE-ID reported on StudentSectionAssociation Complex Type data record must be unique for a particular course section at the campus level and must match an entry on the 10050 SectionExtension Complex Type. (CAMPUS-ID, SERVICE-ID, CLASS-ID-NUMBER, and COURSE-SEQUENCE-CODE)

CLASS-ID-NUMBER must be unique such that when one or more students are assigned to a particular course section, the students can be linked to a particular 10050 SectionExtension Complex Type through the StudentSectionAssociation Complex Type data records. Additionally, the uniqueness of the CLASS-ID-NUMBER will allow the students reported on the StudentSectionAssociation Complex Type data records to be linked to the particular 30305 TeacherSectionAssociationExtension Complex Type data records. The union of these three data records creates the classroom link.

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.

If a student is assigned to a class, withdraws from that class, and then returns to that class at a later date, there must be a new StudentSectionAssociation Complex Type data record for each of these STUDENT-BEGIN-DATEs.

For Submission 4:

STUDENT-BEGIN-DATE identifies the date the dual credit course began.

STUDENT-END-DATE (E1070) identifies the last date 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.

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

If a student withdraws from a class, returns to that class, and then withdraws from class at a later date, there must be a StudentSectionAssociation Complex Type data record for each of these STUDENT-END-DATEs.

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

For Submission 4:

STUDENT-END-DATE identifies the date the dual credit course ended.

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, then both the Biology I and the Theatre course must be reported on a Student Section Association 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.

The StudentSectionAssociation with a HOME-ROOM-INDICATOR of "true" must have a TeacherSectionAssociationExtension where the teacher is the one who administered the Commissioner approved assessment. This is collected in PEIMS Submission 3 and must be reported for all Prekindergarten and Kindergarten students for the Early Childhood Data System (ECDS) collection.

For the HOME-ROOM-INDICATOR, the data element is loaded to the TSDS Operational Data Store (ODS) using a TSDS complex that is also used for reporting PEIMS data in the PEIMS Data Mart (PDM). However, this data is not extracted to the PDM.

COURSE-SEQUENCE-CODE (E0948) identifies the unique part(s) of a course when a course is taught during a single grading period or semester or across multiple grading periods or semesters.

The COURSE-SEQUENCE-CODE identifies how the course was taught to the student during the school year, or in the summer. The COURSE-SEQUENCE-CODE identifies the order in which the course was scheduled in the class scheduling system.

Non-high school courses must use COURSE-SEQUENCE-CODE "A" (Non-High School Year Long Course) regardless of whether it is a year-long or a semester course.

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

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

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

Students in grade levels 1 – 12 who do not complete a particular course section cannot be reported with a corresponding CourseTranscript Complex.

Students in grade level PK and KG who are reported with a SERVICE-ID indicating Pre-Kindergarten or Kindergarten are not reported with a CourseTranscript Complex regardless of the outcome of the course section(s); COURSE-COMPLETION-INDICATOR = "0" or "1".

Example(s)

None

Data Sample(s)

See Section 8.7 for XML Data Samples

40170 - CareerAndTechnicalEducationCourseExtension Complex Type

Element ID	Data Element	XMLName	PEIMS								Len	Data Type	Code Table ID
			1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	TX-LEAReference	Y	Y									
**	Reference Complex Type	EducationalOrgIdentity	Y	Y									
E0212	DISTRICT-ID	StateOrganizationId	Y	Y							6	CODED	
**	Reference Complex Type	TX-StudentReference	Y	Y									
**	Complex Type	StudentIdentity	Y	Y							9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStatId	Y	Y							10	NUMERIC	
E0724	SERVICE-ID	TX-ServicId	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

The CareerAndTechnicalEducationCourseExtension Complex Type is reported for each student:

- enrolled in a state-approved career and technical course (CAREER-AND-TECHNICAL-ED-IND-CD “1”), or
- in a coherent sequence of courses program (CAREER-AND-TECHNICAL-ED-IND-CD “2”) if this student is taking a CTE course on the PEIMS Fall snapshot date (as-of date).

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.

Special Reporting Requirements

Currently, there are no special reporting requirements.

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 look up 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 look up 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.

Example(s)

None

Data Sample(s)

See Section 8.7 for XML Data Samples

40203 - SchoolLeaverExtension

Element ID	Data Element	XMLName	PEIMS								Len	Data Type	Code Table ID
			1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	TX-LEAReference	Y	Y							6	CODED	
**	Reference Complex Type	EducationalOrgIdentity	Y	Y									
E0212	DISTRICT-ID	StateOrganizationId	Y	Y							6	CODED	
**	Reference Complex Type	TX-StudentReference	Y	Y									
**	Complex Type	StudentIdentity	Y	Y							9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStatId	Y	Y							10	NUMERIC	
**	Reference Complex Type	TX-SchoolReference	Y	Y							9	CODED	
**	Reference Complex Type	EducationalOrgIdentity	Y	Y									
E0266	CAMPUS-ID	StateOrganizationId	Y	Y							9	CODED	
E1001	LEAVER-REASON-CODE	TX-LeaverReasonCode	Y	Y							2	CODED	C162
E0791	DATE-OF-GRADUATION	TX-DateOfGraduation	Y								10	CODED	
E0806	GRADUATION-TYPE-CODE	TX-GraduationTypeCode	Y								2	CODED	C062
E1562	INDIVIDUAL-GRADUATION-COMMITTEE-GRADUATE-CODE	TX-IndividualGraduationCommitteeGraduateIndicator	Y								2	CODED	C201
E1589	MILITARY-ENLISTMENT-INDICATOR-CODE	TX-MilitaryEnlistmentIndicatorCode	Y	Y							1	CODED	C088

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 31st,
- 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 31st 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, TAKS or STAAR® until the next year, are reported as graduates in the year in which the TAAS, TAKS or STAAR® test was passed.

Special Reporting Requirements

Students who are “movers”, moving to or from the Texas School for the Deaf (TSD), Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice Department (TJJD) (formerly TYC) should be treated as any other student moving between LEAs and are not automatically reported with a Student Leaver data. Students who leave Texas School for the Deaf (TSD), Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice

Department (TJJD) (formerly TYC) and do not graduate or continue enrollment in another school setting either in or out of Texas should be reported with Student Leaver data with the appropriate LEAVER-REASON-CODE.

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

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.

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 look up 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 look up 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 look up 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.

For Submission 1, CAMPUS-ID on the SchoolLeaverExtension Complex Type refers to the campus in which the student was last enrolled in the prior school year. In some cases where a student is returning from an alternative education setting to their regular assigned campus, this is the campus to which the student is regularly assigned.

For example, if a student completes the eighth grade at a middle school (Grades 6-8), and then fails to return to school at a high school (Grades 9-12) the following fall, he is shown as a school leaver in Grade 8 from the middle school campus. If the Campus from which a student is a "school leaver" in the prior school year is no longer operational in the current school year, then the SchoolLeaverExtension Complex Type must report the leaver data event using that student's previous school year's CAMPUS-ID.

The Academic Achievement Record (AAR)(v. 2012) states that the AAR may not contain information that indicates a student has attended a Juvenile Justice Alternative Education Program (JJAEP). The AAR of a student enrolled at a JJAEP should include the name and CDCN of the student's home campus rather than that of the JJAEP.

Since JJAEPs do not generate accountability ratings, it is advised that a student not be reported as graduating from a JJAEP.

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.

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.

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

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

The chart below indicates the coding requirements 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	
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

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 data is reported for all students who graduated during the prior school year, including summer graduates up through August 31st. 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. The GRADUATION-TYPE-CODE 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://tea.texas.gov/index2.aspx?id=2147486096>.

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 and Chapter 101.3022 (or the assessment requirement in place at the time of the student's enrollment in grade 9)

Year Entering Grade 9 Curriculum Requirements in Effect During School Year	High School Program	Graduation Codes
2001-2002, 2002-2003, 2003-2004 (TAC Chapter 74, Subchapter D) *The TAC §89.1070 in effect for students graduating under TAC Chapter 74, Subchapter D is no longer available electronically via the TEA website but may be accessed via the link provided to the Texas Register.		
TAC §74.42 TAC §89.1070 (b) (1)* 27 Tex Reg 3103	Minimum	General Education and Special Education 21
TAC §74.43 TAC §89.1070 (b) (1) * 27 Tex Reg 3103	Recommended	General Education and Special Education 22
TAC §74.44 TAC §89.1070 (b) (1)* 27 Tex Reg 3103	Distinguished	General Education and Special Education 23
2004-2005, 2005-2006, 2006-2007 (TAC Chapter 74, Subchapter E) *The TAC §89.1070 in effect for students graduating under TAC Chapter 74, Subchapter E is no longer available electronically via the TEA website but may be accessed via the link provided to the Texas Register.		
TAC §74.52 TAC §89.1070 (b) (1) 27 Tex Reg 3103	Minimum	General Education and Special Education 24
TAC §74.53 TAC §89.1070 (b) (1)* 27 Tex Reg 3103	Recommended	General Education and Special Education 25
TAC §74.54 TAC §89.1070 (b) (1)* 27 Tex Reg 3103	Distinguished	General Education and Special Education 26
2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012 (TAC Chapter 74, Subchapter F) ** The TAC §89.1070 as currently in effect and available via the link provided to the Texas Administrative Code.		
TAC §74.62 TAC §89.1070(b)(2)**	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)**	Distinguished	General Education and Special Education 29
2012-2013 and 2013-2014 (TAC Chapter 74, Subchapter G) ** The TAC §89.1070 as currently in effect and available via the link provided to the Texas Administrative Code.		
TAC §74.72 TAC §89.1070(b)(2)**	Minimum	General Education and Special Education 30
TAC §74.73 TAC §89.1070(b)(1)**	Recommended	General Education and Special Education 31
TAC §74.74 TAC §89.1070(b)(1)**	Distinguished	General Education and Special Education 32
2014-2015 (TAC Chapter 74, Subchapter B)		
TAC §74.1021, TAC §74.12	Foundation High School Program	General Education and Special Education 34

GRADUATION-TYPE-CODE Chart 1 Notes:

Chart 1 applies to all students in general education and to students receiving special education services for whom the required curriculum content was not modified or substituted and satisfactory performance on the exit-level assessments in place at the time of the student's enrollment in grade 9 was required.

The codes in this chart apply to students graduating under the minimum, recommended, or distinguished programs, including students receiving special education who graduate according to TAC §89.1070 in effect at the time of the student's enrollment in grade 9.

See Charts 2 and 3 for students receiving special education services graduating under TAC §89.1070 for whom the student's ARD committee determined that satisfactory performance on a required state assessment was not required. 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 must have that achievement recognized on the Academic Achievement Record.

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, the use of an interpreter or 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. The use of these and other accommodations is allowed under all three graduation programs.

GRADUATION-TYPE-CODE Chart 2

Coding of students who meet the curriculum and credit requirements under TEC Chapter 74 and participated in or were exempted from the statewide assessment instrument(s) identified in the Individualized Education Plan (IEP).

omitted from the statewide assessment instrument(s) identified in the Individualized Education Plan (IEP).

Year Entering Grade 9 Curriculum Requirements in Effect During School Year	High School Program	Graduation Codes	
2001 – 2002 through 2006-2007 (TAC Chapter 74, Subchapters D, and E) *The version of TAC §89.1070 (b)(2) in effect for students graduating under Subchapters D, and E is no longer available electronically via the TEA website but may be accessed via the link provided to the Texas Register. **Amendments to TAC §89.1070 adopted to be effective Nov. 11, 2007, require satisfactory performance on the statewide assessment for the recommended and distinguished high school programs for all students entering grade 9 in 2007-2008 and thereafter; therefore, graduation codes 19 and 20 may be used for students entering the ninth grade prior to the 2007-2008 school year only.			
TAC §74.43 and 74.53 only TAC §89.1070(b)(2)* 27 Tex Reg 3103	Recommended ** Completed the minimum <i>curriculum and credit</i> requirements for the Recommended High School Program applicable to students in general education and <i>participated in or were exempted from the statewide assessment instrument identified in the IEP</i>	General Education	Not applicable
		Special Education	19
TAC §74.44 and 74.54 only TAC §89.1070(b)(2)* 27 Tex Reg 3103	Distinguished ** Completed the minimum curriculum and credit requirements for the Distinguished Achievement Program applicable to students in general education and <i>participated in or were exempted from the statewide assessment instrument identified in the IEP</i>	General Education	Not applicable
		Special Education	20
2001-2002 through 2013-2014 (TAC Chapter 74, Subchapter D, E, F, and G)			
TAC §74.42, 74.52 TAC §89.1070 (b)(2) 27 Tex Reg 3103	Minimum Completed the minimum <i>curriculum and credit</i> requirements for the Minimum High School Program applicable to students in general education and <i>participated in (or prior to 2007-2008 was exempted from) the statewide assessment instruments identified in the IEP.</i>	General Education	Not applicable
TAC §74.62, and 74.72 TAC §89.1070 (b)(2)		Special Education	18
2014 - 2015 and thereafter (TAC Chapter 74, Subchapter B) and prior school years for students who opted to graduate under the Foundation High School Program (TAC Chapter §74.1021.)			
TAC §74.12 TAC §89.1070(f)(2)	Foundation Completed the minimum curriculum and credit requirements for the Foundation High School Program applicable to students in general education and participated in (or prior to 2007-2008 was exempted from) the statewide assessment instruments identified in the IEP.	General Education	Not applicable
		Special Education	35

GRADUATION-TYPE-CODE Chart 2 Notes:

Chart 2 applies to students receiving special education services graduating under TAC §89.1070 (b)(2) (currently or previously in effect) for whom the required curriculum content was not modified or substituted AND the student participated in (or prior to 2007-2008 was exempted from) the statewide assessment instrument identified in the IEP.

Amendments to TAC §89.1070 adopted to be effective Nov. 11, 2007, require satisfactory performance on the statewide assessment for the recommended and distinguished achievement high school programs for all students entering the ninth grade in 2007-2008 and thereafter; therefore, graduation codes 19 and 20 may be used for students entering the grade 9 prior to the 2007-2008 school year only.

In the event that a student receiving special education services completes all of the requirements of the foundation, minimum, recommended, or distinguished program, including satisfactory performance on the standard assessments required for graduation, that student should be coded with one of the codes in Chart 1.

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, the use of an interpreter or 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. The use of these and other accommodations is allowed under all three graduation programs.

GRADUATION-TYPE-CODE Chart 3

Coding of students graduating under TAC §89.1070 with curriculum modifications according to an IEP.

Year Entering Grade 9 Curriculum Requirements in Effect During School Year	Minimum High School Program	Graduation Codes	
*The TAC §89.1070 in effect for students enrolled in Grade 9 prior to 2011-2012 is no longer available electronically via the TEA website, but may be accessed via the link provided to the Texas Register.			
Prior to 2011-2012: TAC §89.1070 (c)(2)(A)* 32 TexReg 8161	Minimum Completed 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
2011-2012 and thereafter: TAC §89.1070(b)(3)(A)		Special Education	04
Prior to 2011-2012: TAC §89.1070 (c)(2)(B)* 32 TexReg 8161	Minimum Completed 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
2011-2012 and thereafter: TAC §89.1070 (b)(3)(B)		Special Education	05
Prior to 2011-2012: TAC §89.1070 (c)(2)(C)* 32 TexReg 8161	Minimum Completed 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
2011-2012 and thereafter: TAC §89.1070 (b)(3)(C)		Special Education	06
Prior to 2011-2012: TAC §89.1070(d)* 32 TexReg 8161	Minimum Completed IEP and reached age 22	General Education	Not applicable
2011-2012 and thereafter: TAC §89.1070(f)(3)(D)		Special Education	07
Year Entering Grade 9 Curriculum Requirements in Effect During School Year	Foundation High School Program	Graduation Codes	
*The TAC §89.1070 in effect for students enrolled in Grade 9 prior to 2011-2012 is no longer available electronically via the TEA website, but may be accessed via the link provided to the Texas Register.			
2014-2015 and thereafter: TAC §89.1070(b)(2)(A)	Foundation Completed 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	54
2014-2015 and thereafter: TAC §89.1070 (b)(2)(B)	Foundation Completed 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	55
2014-2015 and thereafter: TAC §89.1070 (b)(2)(C)	Foundation Completed 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	56
2014-2015 and thereafter: TAC §89.1070(b)(2)(D)	Foundation Completed IEP and reached age 22	General Education	Not applicable
		Special Education	57

GRADUATION-TYPE-CODE Chart 3 Notes:

Chart 3 applies only to students for whom the required curriculum content was modified or substituted as required by the student's IEP. If content was not modified or substituted, refer to Charts 1 or 2.

The Minimum and Foundation High School Programs are the only graduation options for a student for whom the required curriculum content was modified or substituted as required by the student's IEP.

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, the use of an interpreter or 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. The use of these and other accommodations is allowed under all three graduation programs.

Please note: Any student, including students receiving special education services, who meets any of the requirements above and is coded with any of the graduation codes in Chart 1, Chart 2, or Chart 3 is a Texas public school graduate and must be awarded a standard high school diploma.

INDIVIDUAL-GRADUATION-COMMITTEE-GRADUATE-CODE (E1562) indicates whether a student for whom an IGC was established has graduated based on an IGC decision.

MILITARY-ENLISTMENT-INDICATOR-CODE (E1589) indicates that a student leaver has enlisted in the United States Armed Forces.

There are no state document requirements. LEAs should implement their own documentation validation procedures.

LEAs have through Fall resubmission to determine enlistment status of a student leaver.

LEAs should contact their local military recruitment office with questions regarding the definition of enlistment.

Example(s)

School Leaver Example #1 - Leavers

Example #1a – GED Recipient

Billy Adams was enrolled for the entire previous school year and did not return to enrollment during the school start window in the current school year. It was determined that Billy completed his GED during the summer break before August 31.

Billy Adams is not reported with a SchoolLeaverExtension because he received his GED during the summer (prior to August 31st).

Example #1b - Mover

Susie Mullens enrolled through the 5th six-week reporting period and moved to another school district to finish the school year. It was determined that Susie continued enrollment in the new school district for the current school year and was enrolled during the school start window.

Sally Mullens is not reported with a SchoolLeaverExtension because she was identified as a mover.

Example #1c – Expelled

Jack Hastings was expelled from Texas High School on the last day of school of the prior school year for a mandatory expellable offense for a period of 90 days for the current school year. Jack did not enroll in the current school year until the beginning of the second semester.

Element ID	Element Name	Response
E0212	DISTRICT-ID	987654
E1523	TX-UNIQUE-STUDENT-ID	9988776655
E0266	CAMPUS-ID	987654001
E1001	LEAVER-REASON-CODE	78 – Expelled For Offense Under TEC 37.007, Cannot Return
E0791	DATE-OF-GRADUATION	Not reported
E0806	GRADUATION-TYPE-CODE	Not reported
E1562	INDIVIDUAL-GRADUATION-COMMITTEE-GRADUATE-CODE	Not reported
E1589	MILITARY-ENLISTMENT-INDICATOR-CODE	0 – Not Receiving Services, Or Condition Or Situation Not Applicable To This Person Or Campus

Example #1d – Withdrawn Due to Ineligible Residence

Carol Carter enrolled at the beginning of the previous school year and was withdrawn by Texas High School when it was determined that she was not eligible to enroll in the school district because of an ineligible residence.

Element ID	Element Name	Response
E0212	DISTRICT-ID	987654
E1523	TX-UNIQUE-STUDENT-ID	9988776622
E0266	CAMPUS-ID	987654001
E1001	LEAVER-REASON-CODE	83 - Withdrawn By District Because Not Entitled To Enrollment
E0791	DATE-OF-GRADUATION	Not reported
E0806	GRADUATION-TYPE-CODE	Not reported
E1562	INDIVIDUAL-GRADUATION-COMMITTEE-GRADUATE-CODE	Not reported
E1589	MILITARY-ENLISTMENT-INDICATOR-CODE	0 – Not Receiving Services, Or Condition Or Situation Not Applicable To This Person Or Campus

Example #1e – Dropout/Unknown

Todd Davis was enrolled for the entire previous school year and did not return to enrollment during the current school year school start window. Texas School District has no information regarding where Todd has gone.

Element ID	Element Name	Response
E0212	DISTRICT-ID	987654
E1523	TX-UNIQUE-STUDENT-ID	9988776633
E0266	CAMPUS-ID	987654001
E1001	LEAVER-REASON-CODE	98 - Other
E0791	DATE-OF-GRADUATION	Not reported
E0806	GRADUATION-TYPE-CODE	Not reported
E1562	INDIVIDUAL-GRADUATION-COMMITTEE-GRADUATE-CODE	Not reported
E1589	MILITARY-ENLISTMENT-INDICATOR-CODE	0 – Not Receiving Services, Or Condition Or Situation Not Applicable To This Person Or Campus

Example #1f – Interstate Compact on Educational Opportunity for Military Children

Mary Martin is the dependent of a United State Military personnel member on active duty and moved to Texas School District as a senior in the previous school year from the state of Georgia. At the end of the prior school year, Mary had not met all of the requirements to graduate from a Texas public school. Mary's parents determined that with the work she had completed at Texas High School would qualify her to graduate from her prior school in Georgia. Mary graduated and received a high school diploma from her former high school in Georgia.

Element ID	Element Name	Response
E0212	DISTRICT-ID	987654
E1523	TX-UNIQUE-STUDENT-ID	9988776699
E0266	CAMPUS-ID	987654001
E1001	LEAVER-REASON-CODE	90 - Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children
E0791	DATE-OF-GRADUATION	Not reported
E0806	GRADUATION-TYPE-CODE	Not reported
E1562	INDIVIDUAL-GRADUATION-COMMITTEE-GRADUATE-CODE	Not reported
E1589	MILITARY-ENLISTMENT-INDICATOR-CODE	0 – Not Receiving Services, Or Condition Or Situation Not Applicable To This Person Or Campus

School Leaver Example #2 - Graduates

Example #2a – FHSP Graduate

Tommy Jackson graduated from Texas High School in the previous school year under the Foundation High School Program (FHSP).

Element ID	Element Name	Response
E0212	DISTRICT-ID	987654
E1523	TX-UNIQUE-STUDENT-ID	9988776684
E0266	CAMPUS-ID	987654001
E1001	LEAVER-REASON-CODE	01 – Graduated From A Campus In This District Or Charter
E0791	DATE-OF-GRADUATION	2018-06-01
E0806	GRADUATION-TYPE-CODE	34 – Foundation High School Program
E1562	INDIVIDUAL-GRADUATION-COMMITTEE-GRADUATE-CODE	00 – Not Applicable
E1589	MILITARY-ENLISTMENT-INDICATOR-CODE	0 – Not Receiving Services, Or Condition Or Situation Not Applicable To This Person Or Campus

Example #2b – Individual Graduation Committee Graduate:

James Austin graduated from Texas High School in the previous school year as the result of being assigned to an Individual Graduation Committee (IGC) and completing the required tasks as defined by the IGC to satisfy his high school graduation requirements. James received special education services and graduated under the Foundation High School Program (FHSP).

Element ID	Element Name	Response
E0212	DISTRICT-ID	987654
E1523	TX-UNIQUE-STUDENT-ID	9988776695
E0266	CAMPUS-ID	987654001
E1001	LEAVER-REASON-CODE	01 – Graduated From A Campus In This District Or Charter
E0791	DATE-OF-GRADUATION	2018-06-01
E0806	GRADUATION-TYPE-CODE	35 – Completion of Minimum Curriculum And Credit Requirements for Graduation Applicable To Students in General Education And Participated In The Exit-Level Assessment Instrument Identified in the IEP - FHSP
E1562	INDIVIDUAL-GRADUATION-COMMITTEE-GRADUATE-CODE	01 – IGC Graduate
E1589	MILITARY-ENLISTMENT-INDICATOR-CODE	0 – Not Receiving Services, Or Condition Or Situation Not Applicable To This Person Or Campus

Data Sample(s)

See Section 8.7 for XML Data Samples

48011 - StudentGraduationProgramExtension Complex Type

Element ID	Data Element	XMLName	PEIMS								Len	Data Type	Code Table ID
			1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	TX-LEAReference	Y	Y			Y	Y			6	CODED	
**	Reference Complex Type	EducationalOrgIdentity	Y	Y			Y	Y					
E0212	DISTRICT-ID	StateOrganizationId	Y	Y			Y	Y			6	CODED	
**	Reference Complex Type	TX-SchoolReference	Y	Y			Y	Y			9	CODED	
**	Reference Complex Type	EducationalOrgIdentity	Y	Y			Y	Y					
E0266	CAMPUS-ID	StateOrganizationId	Y	Y			Y	Y			9	CODED	
**	Reference Complex Type	TX-StudentReference	Y	Y			Y	Y					
**	Reference Complex Type	StudentIdentity	Y	Y			Y	Y			9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y	Y			Y	Y			10	NUMERIC	
**	Complex Type	TX-GraduationProgramParticipants					Y	Y					
E1541	FHSP-PARTICIPANT-CODE	TX-FHSPParticipant					Y	Y			1	CODED	C199
E1542	FHSP-DISTING-LEVEL-ACHIEVE-INDICATOR-CODE	TX-FHSPDistingLevelAchieveIndicator	Y				Y				1	CODED	C199
**	Complex Type	TX-EndorsementIndicators	Y				Y						
E1544	STEM-ENDORSEMENT-INDICATOR-CODE	TX-STEMEndorsementIndicator	Y	Y			Y	Y			1	CODED	C199
E1545	BUSINESS-AND-INDUSTRY-ENDORSEMENT-INDICATOR-CODE	TX-BusinessAndIndustryEndorsementIndicator	Y	Y			Y	Y			1	CODED	C199
E1546	PUBLIC-SERVICES-ENDORSEMENT-INDICATOR-CODE	TX-PublicServicesEndorsementIndicator	Y	Y			Y	Y			1	CODED	C199
E1547	ARTS-AND-HUMANITIES-ENDORSEMENT-INDICATOR-CODE	TX-ArtsAndHumanitiesEndorsementIndicator	Y	Y			Y	Y			1	CODED	C199
E1548	MULTI-DISCIPLINARY-STUDIES-ENDORSEMENT-INDICATOR-CODE	TX-MultiDisciplinaryStudiesEndorsementIndicator	Y	Y			Y	Y			1	CODED	C199
E1563	INDIVIDUAL-GRADUATION-COMMITTEE-REVIEW-CODE	TX-IndividualGraduationCommitteeReviewIndicator					Y				1	CODED	C201

Description

The StudentGraduationProgramExtension Complex Type represents students that are pursuing or have completed a graduation program such as the Foundation High School Program or other valid program as defined in code table C062.

Reporting Requirements

The StudentGraduationProgramExtension Complex Type is only submitted for PEIMS.

Submission 1:

The StudentGraduationProgramExtension Complex Type is reported for students who have graduated in the prior school year.

Submission 3:

The StudentGraduationProgramExtension Complex Type is reported for all students in grades 9-12, regardless of graduation program. It identifies if they have an Individual Graduation Committee. For students enrolled in the Foundation High School Program, it identifies their Participant Code, Distinguished Level of Achievement Indicator Code, and the Endorsement Indicator Codes.

If a student has attended multiple campuses within the same school district over the course of a school year, then the last campus should be the one that is reporting the StudentGraduationProgramExtension Complex Type.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

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

****EducationOrganizationReference Complex Type**

The EducationOrganizationReference Complex Type represents the organization defining the graduation plan.

****EducationalOrgIdentity Complex Type**

The EducationalOrgIdentity Complex Type provides user information to look up 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.

****SchoolReference Complex Type**

The SchoolReference Complex Type denotes the school enrolling the student.

****EducationalOrgIdentity Complex Type**

The EducationalOrgIdentity Complex Type provides user information to look up 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.

For Submission 1:

CAMPUS-ID on the Student Graduation Program data refers to the campus that the high school student graduated from in the prior school year.

Example: Joe Smith attended campus 001 (regular campus) and finished the school year at campus 002 (regular campus), where he graduated. Joe's StudentGraduationProgramExtension would use CAMPUS-ID 002 and reflect the data from campus 002 and not 001.

Since JJAEPs do not generate accountability ratings, it is advised that a student not be reported as graduating from a JJAEP.

For Submission 3:

CAMPUS-ID on the Student Graduation Program data refers to the campus that the high school student was enrolled in on the last day of enrollment during the current school year.

Example: Joe Smith attended campus 001 (regular campus) and finished the school year at campus 002 (regular campus). Joe's StudentGraduationProgramExtension would use CAMPUS-ID 002 and reflect the data from campus 002 and not 001.

Under unique circumstances where a student is returning from an alternative education setting to their regular assigned campus, the CAMPUS-ID may not match the attendance data.

****StudentReference Complex Type**

The StudentReference Complex Type represents the student associated with the graduation plan.

****StudentIdentity Complex Type**

The StudentIdentity Complex Type provides user information to look up 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.

****GraduationProgramParticipants Complex Type**

The GraduationProgramParticipants Complex Type indicates whether a student is currently enrolled in (pursuing) a graduation program.

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

The FHSP-PARTICIPANT-CODE is reported at the end of the school year for all students in grades 9-12 (Submission 3).

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

For Submission 1:

The FHSP-DISTING-LEVEL-ACHIEVE-INDICATOR-CODE must be reported in the Fall submission (Submission 1) for students who graduated under the Foundation High School Program (Graduation Type Codes 34 and 54-57).

For Submission 3:

The FHSP-DISTING-LEVEL-ACHIEVE-INDICATOR-CODE must be reported at the end of the school year for any student who was enrolled in (pursuing) the Foundation High School Program.

****EndorsementIndicators Complex Type**

The EndorsementIndicators Complex Type represents the recognized Endorsements for a particular Student Graduation Program; such as STEM endorsement, Business and Industry endorsement, Public Services endorsement, Arts and Humanities endorsement, and Multi-disciplinary Studies endorsement for the Foundation High School Program.

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

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

The STEM-ENDORSEMENT-INDICATOR-CODE must be reported in the Fall submission (Submission 1) for students who graduated under the Foundation High School Program (Graduation Type Codes 34 and 54-57).

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

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

The BUSINESS-AND-INDUSTRY-ENDORSEMENT-INDICATOR-CODE must be reported in the Fall submission (Submission 1) for students who graduated under the Foundation High School Program (Graduation Type Codes 34 and 54-57).

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

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

The PUBLIC-SERVICES-ENDORSEMENT-INDICATOR-CODE must be reported in the Fall submission (Submission 1) for students who graduated under the Foundation High School Program (Graduation Type Codes 34 and 54-57).

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

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

The ARTS-AND-HUMANITIES-ENDORSEMENT-INDICATOR-CODE must be reported in the Fall submission (Submission 1) for students who graduated under the Foundation High School Program (Graduation Type Codes 34 and 54-57).

MULTI-DISCIPLINARY-STUDIES-INDICATOR-CODE (E1548) indicates whether a student is currently enrolled in (pursing) or has successfully completed a FHSP program to earn a Business and Industry Endorsement.

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

The MULTI-DISCIPLINARY-STUDIES-ENDORSEMENT-INDICATOR-CODE must be reported in the Fall submission (Submission 1) for students who graduated under the Foundation High School Program (Graduation Type Codes 34 and 54-57).

INDIVIDUAL-GRADUATION-COMMITTEE-REVIEW-CODE (E1563) indicates whether an IGC has been established for a student regardless of which graduation program type is being pursued. This is collected for students in grades 11 and 12.

Example(s)

Submission 1 Example #1

Example #1a - FHSP Graduate

Tommy Jackson graduated from Texas High School in the previous school year under the Foundation High School Program (FHSP) where he completed the Distinguished Level Achievement and received an endorsement for Multidisciplinary Studies.

Element ID	Element Name	Response
E0212	DISTRICT-ID	987654
E0266	CAMPUS-ID	9988776684
E1523	TX-UNIQUE-STUDENT-ID	987654001
E1541	FHSP-PARTICIPANT-CODE	Not Reported in Submission 1
E1542	FHSP-DISTING-LEVEL-ACHIEVE-INDICATOR-CODE	2 – Student has completed
E1544	STEM-ENDORSEMENT-INDICATOR-CODE	0 – Student is not pursuing or participating
E1545	BUSINESS-AND-INDUSTRY-ENDORSEMENT-INDICATOR-CODE	0 – Student is not pursuing or participating
E1546	PUBLIC-SERVICES-ENDORSEMENT-INDICATOR-CODE	0 – Student is not pursuing or participating
E1547	ARTS-AND-HUMANITIES-ENDORSEMENT-INDICATOR-CODE	0 – Student is not pursuing or participating
E1548	MULTI-DISCIPLINARY-STUDIES-ENDORSEMENT-INDICATOR-CODE	2 – Student has completed

Example #1b - Non-FHSP Graduate

Johnny B. Good graduated in the previous year as a Non-FHSP Graduate.

Element ID	Element Name	Response
E0212	DISTRICT-ID	987654
E0266	CAMPUS-ID	9988776695
E1523	TX-UNIQUE-STUDENT-ID	987654001
E1541	FHSP-PARTICIPANT-CODE	Not Reported in Submission 1

Submission 3 Example #2

Example #2a - FHSP Student

Maddy Sims is a current eleventh grade student at Texas High School on the Foundation High School Program, pursuing an Arts and Humanities endorsement.

Element ID	Element Name	Response
E0212	DISTRICT-ID	987654
E0266	CAMPUS-ID	987654001
E1523	TX-UNIQUE-STUDENT-ID	999888777
E1541	FHSP-PARTICIPANT-CODE	1 – Student is pursuing
E1542	FHSP-DISTING-LEVEL-ACHIEVE-INDICATOR-CODE	0 – Student is not pursuing or participating
E1544	STEM-ENDORSEMENT-INDICATOR-CODE	0 – Student is not pursuing or participating
E1545	BUSINESS-AND-INDUSTRY-ENDORSEMENT-INDICATOR-CODE	0 – Student is not pursuing or participating
E1546	PUBLIC-SERVICES-ENDORSEMENT-INDICATOR-CODE	0 – Student is not pursuing or participating
E1547	ARTS-AND-HUMANITIES-ENDORSEMENT-INDICATOR-CODE	1 – Student is pursuing
E1548	MULTI-DISCIPLINARY-STUDIES-ENDORSEMENT-INDICATOR-CODE	0 – Student is not pursuing or participating

Example #2b - Non-FHSP Student

Jasper Jenkins is not enrolled under the Foundation High School Program.

Element ID	Element Name	Response
E0212	DISTRICT-ID	987654
E0266	CAMPUS-ID	987654001
E1523	TX-UNIQUE-STUDENT-ID	666555444
E1541	FHSP-PARTICIPANT-CODE	0 – Student is not pursuing or participating

Data Sample(s)

See Section 8.7 for XML Data Samples

InterchangeStudentProgram

40110 - StudentProgramExtension Complex Type

Element ID	Data Element	XMLName	PEIMS								Len	Data Type	Code Table ID
			1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	TX-StudentReference	Y	Y			Y	Y	Y	Y	9	CODED	
**	Complex Type	StudentIdentity	Y	Y			Y	Y	Y	Y	9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y	Y			Y	Y	Y	Y	10	NUMERIC	
E1042	BILINGUAL-PROGRAM-TYPE-CODE	TX-Bilingual	Y	Y							2	CODED	C175
E1028	BILINGUAL/ESL-SUMMER-SCHOOL-INDICATOR-CODE	TX-BilingualESLSummer							Y	Y	1	CODED	C088
E0031	CAREER-AND-TECHNICAL-ED-IND-CD	TX-CareerAndTechnologyEd	Y	Y			Y	Y			2	CODED	C142
E1043	ESL-PROGRAM-TYPE-CODE	TX-ESL	Y	Y							2	CODED	C176
E0034	GIFTED-TALENTED-INDICATOR-CODE	TX-GiftedAndTalented	Y	Y			Y	Y	Y	Y	1	CODED	C088
E1432	PREGNANCY-RELATED-SERVICES	TX-PregnancyRelatedSvcs					Y	Y			1	CODED	C088
E0794	SPECIAL-ED-INDICATOR-CODE	TX-SpecialEducation	Y	Y			Y	Y			1	CODED	C088
E1602	INTERVENTION-STRATEGY-INDICATOR-CODE	TX-InterventionStrategyIndicator	Y	Y			Y	Y			1	CODED	C088
E1603	SECTION-504-INDICATOR-CODE	TX-Section504Indicator	Y	Y			Y	Y			1	CODED	C088
E1613	EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE	TX-ExpandedLearningOpportunityIndicatorCode					Y	Y	Y	Y	1	CODED	C088
**	Complex Type	TX-StudentELOS					Y		Y				
**	Complex Type	TX-StudentELO					Y	Y	Y	Y			
E0782	CAMPUS-ID-OF-ENROLLMENT	TX-CampusIdOfEnrollment					Y	Y	Y	Y	9	CODED	
E1614	ELO-TYPE-CODE	TX-ELOType					Y	Y	Y	Y	2	CODED	C218
E1622	ELO-PARTICIPATION-DAYS	TX-ELOParticipationDays					Y	Y	Y	Y	3	NUMERIC	
E1615	ELO-RIGOROUS-COURSEWORK-INDICATOR-CODE	TX-ELORigorousCourseworkIndicator					Y	Y	Y	Y	1	CODED	C088
E1616	ELO-MENTORING-INDICATOR-CODE	TX-ELOMentoringIndicator					Y	Y	Y	Y	1	CODED	C088
E1617	ELO-TUTORING-INDICATOR-CODE	TX-ELOTutoringIndicator					Y	Y	Y	Y	1	CODED	C088
E1618	ELO-PHYSICAL-ACTIVITY-INDICATOR-CODE	TX-ELOPhysicalActivityIndicator					Y	Y	Y	Y	1	CODED	C088
E1619	ELO-ACADEMIC-SUPPORT-INDICATOR-CODE	TX-ELOAcademicSupportIndicator					Y	Y	Y	Y	1	CODED	C088
E1620	ELO-EDUCATIONAL-ENRICHMENT-INDICATOR-CODE	TX-ELOEducationalEnrichmentIndicator					Y	Y	Y	Y	1	CODED	C088

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

For Submission 1, report this complex type for all students enrolled on the PEIMS Fall snapshot (as-of) date (the last Friday in October). These are students with AS-OF-STATUS-CODE B, D, F, or X. If a student is not enrolled on this date, this complex type must not be submitted.

For Submissions 3 and 4, report this complex type for all students being reported, reflecting the students' end of year status for the applicable indicators.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

****TX-StudentReference Complex Type**

The StudentReference Complex Type represents the student program participation.

****StudentIdentity Complex Type**

The StudentIdentity Complex Type provides user information to look up 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.

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.

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, or as a participant in the district's career and technical coherent sequence of courses. 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" or "2" only for those students enrolled on the PEIMS Fall snapshot date (AS-OF-STATUS-CODEs "B", "D", or "F").

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.

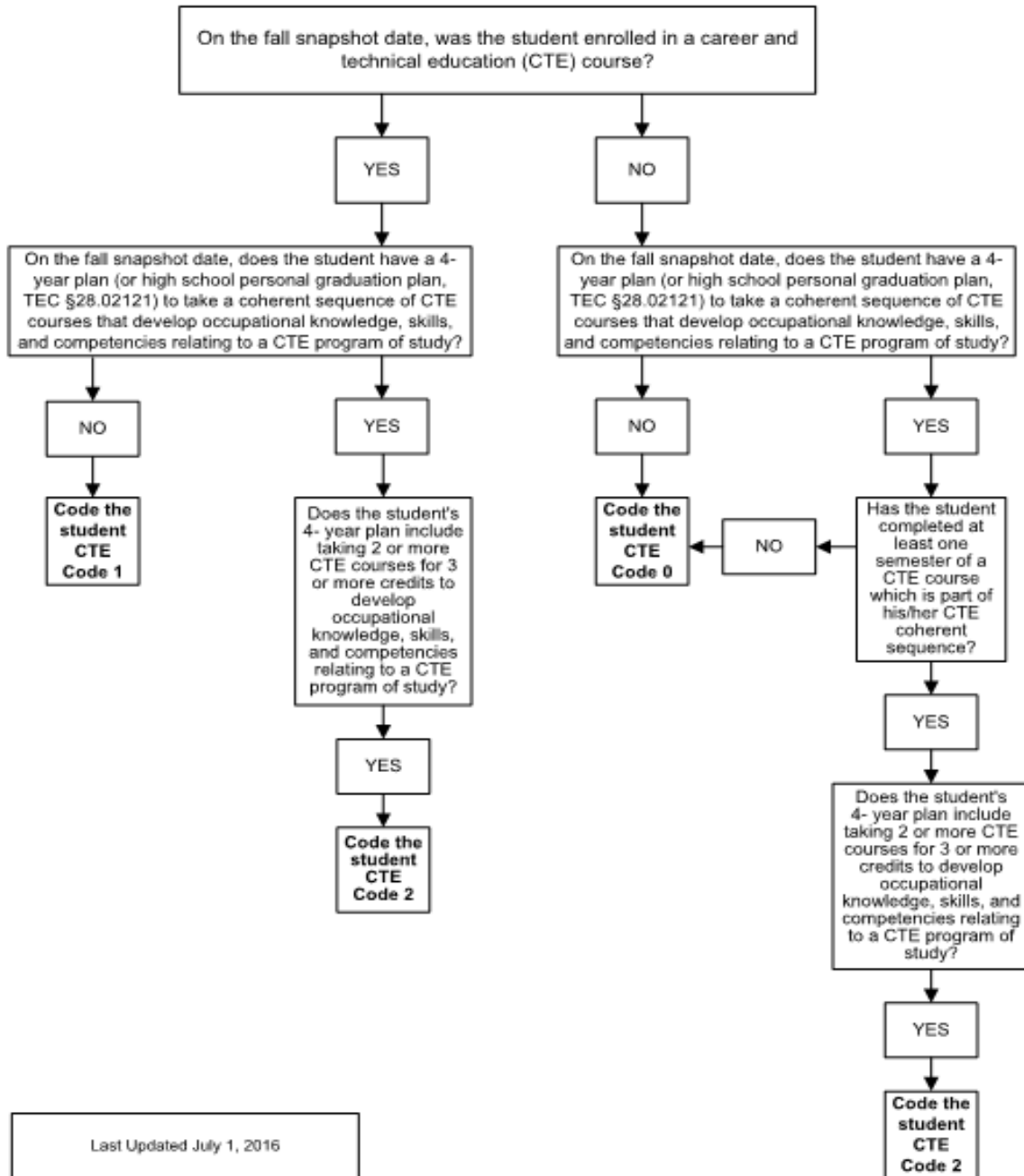
For example, if the student was a CAREER-AND-TECHNICAL-ED-IND-CD of "1" in the fall but changed to a CAREER-AND-TECHNICAL-ED-IND-CD of "2" for the spring, then the CAREER-AND-TECHNICAL-ED-IND-CD would be reported as a "2" for Submission 3. Students, who are coded as CAREER-AND-TECHNICAL-ED-IND-CD "1", must have completed a CTE course during the course of the current school year. Students who are reported with a CAREER-AND-TECHNICAL-ED-IND-CD of a "2" 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 during the course of the current school year.

The following table indicates when to report related Career and Technical Education complex type data:

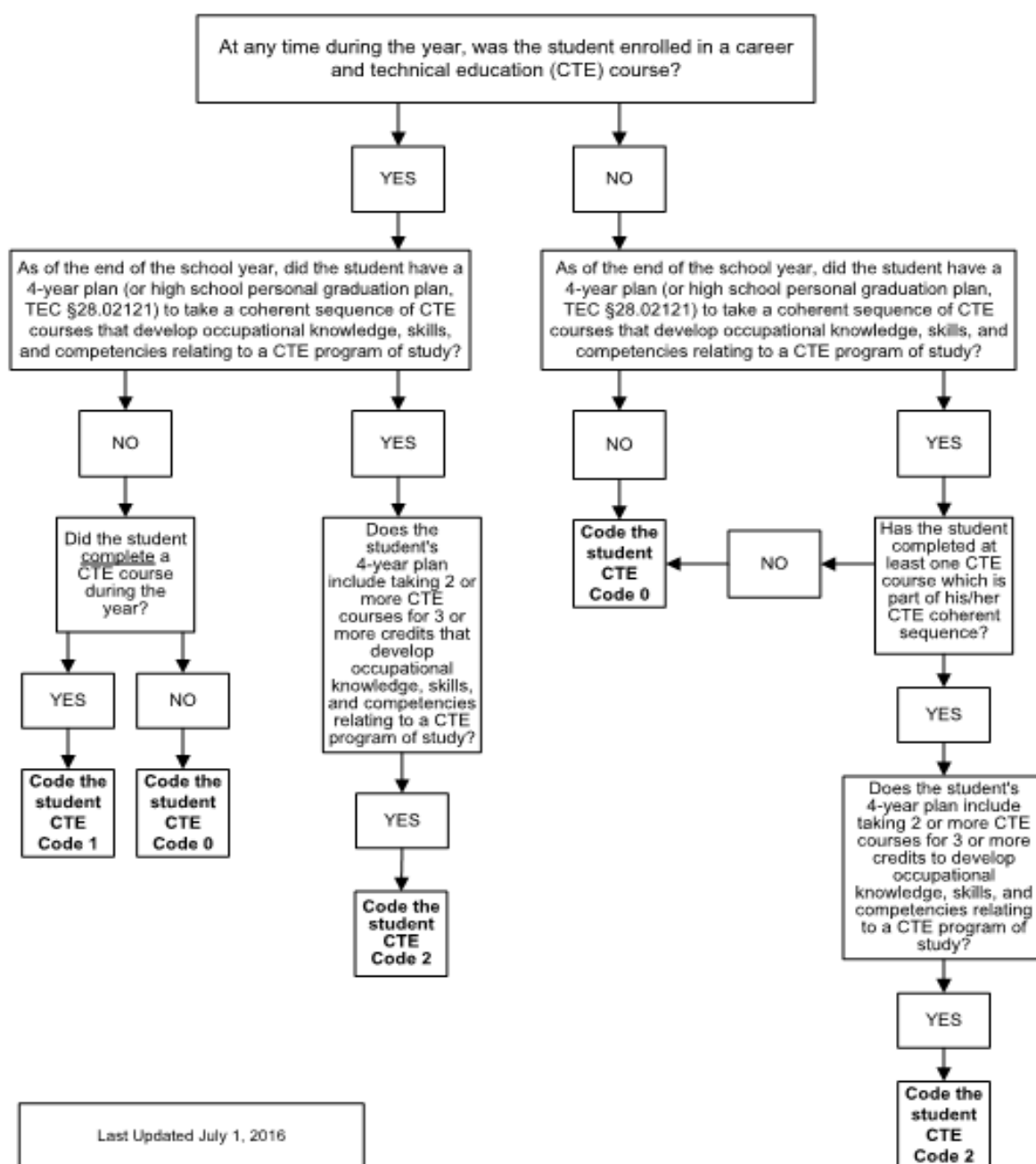
CAREER-AND-TECHNICAL-ED-IND-CD	Student Enrolled in CTE course on Fall PEIMS Snapshot Date?	41169 StudentCTEProgram AssociationExtension complex type reported? *	40170 CareerAndTechnicalEducation CourseExtension complex type reported?
0 – Not Enrolled in a CTE Course	No	No	No
1 – Enrolled in a CTE Course	Yes	Yes	Yes
2 – Participant in a Coherent Sequence of Courses	Yes	Yes	Yes
2 – Participant in a Coherent Sequence of Courses	No	Yes	No

* Note: Grade 7 and 8 students should only report for approved for Career and Technical Education for the Disabled (CTED) courses.

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



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



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 English Language Proficiency Standards (ELPS). 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 who use second language acquisition information to teach LEP students the English Language Proficiency Standards (ELPS). [See 19 TAC §89.1210(f).]

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.

For Submission 1:

Report the Gifted and Talented status of each student who is enrolled on the PEIMS Fall snapshot date.

For Submission 3:

GIFTED-TALENTED-INDICATOR-CODE must reflect the student's participation in the G/T program for the school year. If a student leaves the program during the school year, report the student with GT code "1" at the end of the school year.

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 Unique ID Application. Demographic information for students on these reports is extracted from the Unique ID Application, not from the district data; consequently, be sure this information is correct in Unique ID.

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.)

INTERVENTION-STRATEGY-INDICATOR-CODE (E1602) indicates that a student enrolled at the campus participated in an intervention strategy at any time during the school year. (TEC 26.004).

For Submission 1:

The INTERVENTION-STRATEGY-INDICATOR-CODE is reported for each student enrolled on the PEIMS Fall snapshot date (AS-OF-STATUS-CODEs "B", "D", "F" or "X").

For Submission 3:

The INTERVENTION-STRATEGY-INDICATOR-CODE is reported for each student in "membership" based on the student having at least one intervention strategy applied during the course of enrollment during the school year.

SECTION-504-INDICATOR-CODE (E1603) indicates that a student received assistance through either an aid, accommodation, or service under Section 504 Rehabilitation Act of 1973 at any time during the school year. (TEC 26.004).

For Submission 1:

The SECTION-504-INDICATOR-CODE is reported for each student enrolled on the PEIMS Fall snapshot date (AS-OF-STATUS-CODEs "B", "D", "F" or "X").

For Submission 3:

The student's last SECTION-504-INDICATOR-CODE is reported in Submission 3 based on the end of year status for the student.

EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE (E1613) indicates the campus offers, or the student participates in an expanded learning opportunity (ELO) as listed in TEC 33.252.

In the StudentProgramExtension Complex Type the EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE data element only refers to a student's participation in an expanded learning opportunity program.

The EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE indicates whether or not a student is participating in an Expanded Learning Opportunity (ELO). If the response is "0" (not participating), then no further ELO data reporting is necessary for the student. If the response is "1", then student participation is confirmed and there must be data reported for each of the expanded learning opportunity data elements in the TX-StudentELOS Complex Type for that student.

**** TX-StudentELOS Complex Type ****

**** TX-StudentELO Complex Type ****

The TX-StudentELO Complex Type represents students that participate in an expanded learning opportunity. If the student participates in an expanded learning opportunity, then the following elements (E0782, E1614-E1622) must be reported.

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.

ELO-TYPE-CODE (E1614) indicates the type of expanded learning opportunity (ELO) program offered at the campus or the type of expanded learning opportunity (ELO) participated in by the student.

ELO-PARTICIPATION-DAYS (E1622) indicates the number of days a student participated in an Expanded Learning Opportunity (ELO) program.

If a student participates in multiple Expanded Learning Opportunity (ELO) programs within the same ELO-TYPE-CODE, the ELO-PARTICIPATION-DAYS will reflect the number of calendar days that the student participated overall.

For example, if Sally participates in ELO Tutoring and ELO Physical Activity both of which are ELO-TYPE-CODE 03 (Voluntary Expanded Learning). Sally goes to ELO Tutoring 4 days a week and ELO Physical Activity 3 days a week. Therefore, Sally has 4 ELO-PARTICIPATION-DAYS reported.

ELO-RIGOROUS-COURSEWORK-INDICATOR-CODE (E1615) indicates the campus offers, or the student participates in, an expanded learning opportunity (ELO) identified as rigorous coursework. Rigorous coursework is defined as a TEKS-aligned and credit-earning course, including dual credit and credit recovery activities.

ELO-MENTORING-INDICATOR-CODE (E1616) indicates the campus offers, or the student participates in, an expanded learning opportunity (ELO) identified as mentoring. Mentoring is defined as scheduled interaction between a trained adult and a specific student in which the adult provides support and life skills to help the student's personal and academic development.

ELO-TUTORING-INDICATOR-CODE (E1617) indicates the campus offers, or the student participates in, an expanded learning opportunity (ELO) identified as tutoring. Tutoring is defined as one-on-one or small group, led by a certified teacher that provides content instruction or homework help. Tutoring does not include academic skill building activities.

ELO-PHYSICAL-ACTIVITY-INDICATOR-CODE (E1618) indicates the campus offers, or the student participates in, an expanded learning opportunity (ELO) identified as physical activity. Physical activity is defined as activities designed to provide students with supplemental non-UIL opportunities for individual or group exercise, or related knowledge and skills that encourage regular physical activity.

ELO-ACADEMIC-SUPPORT-INDICATOR-CODE (E1619) indicates the campus offers, or the student participates in, an expanded learning opportunity (ELO) identified as academic support. Academic support is defined as supplemental support related to student academic skill development and may include compensatory education, test-taking skills, and related academic skill-building. Tutoring and homework help are not considered academic support.

ELO-EDUCATIONAL-ENRICHMENT-INDICATOR-CODE (E1620) indicates the campus offers, or the student participates in, an expanded learning opportunity (ELO) identified as educational enrichment. Educational enrichment includes activities that engage students in actively exploring academic content and activities introduced during the regular school day. It consists of activities that are intentionally designed to align with but

not replicate the instruction in a core course to increase the academic success of students in any subject, including fine arts, civic engagement, science, technology, engineering, and mathematics.

Example(s)

None

Data Sample(s)

See Section 8.7 for XML Data Samples

41169 - StudentCTEProgramAssociationExtension Complex Type

Element ID	Data Element	XMLName	PEIMS								Len	Data Type	Code Table ID
			1	1 M	2	2 M	3	3 M	4	4 M			
StudentCTEProgramAssociation Complex Type													
**	Reference Complex Type	StudentReference	Y	Y							9	CODED	
**	Complex Type	StudentIdentity	Y	Y							9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y	Y							10	NUMERIC	
**	Reference Complex Type	EducationOrganizationReference	Y	Y							6	CODED	
**	Reference Complex Type	EducationalOrgIdentity	Y	Y									
E0212	DISTRICT-ID	StateOrganizationId	Y	Y							6	CODED	
StudentCTEProgramAssociationExtension Complex Type													
E1039	DISPLACED-HOMEMAKER-CODE	TX-DisplacedHomemakerCode	Y	Y							1	CODED	C088
E0917	TRANSPORTATION-CTE-SUPPORT-SERVICE	TX-CTETransportationServices	Y	Y							1	CODED	C088
E0829	SGL-PARENT-PREG-TEEN-CODE	TX-SingleParentPregTeenCode	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 StudentCTEProgramAssociationExtension Complex Type is reported for each student:

- enrolled in a state-approved career and technical course (CAREER-AND-TECHNICAL-ED-IND-CD “1”), or
- in a coherent sequence of courses program (CAREER-AND-TECHNICAL-ED-IND-CD “2”).

This does not include adults enrolled in vocational education courses.

Students in grades 7 and 8 can only be reported with a StudentCTEProgramAssociationExtension Complex Type for approved Career and Technical Education for the Disabled (CTED) courses.

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

Special Reporting Requirements

Texas School for the Deaf (TSD) and Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice Department (TJJD) (formerly TYC) do not report the StudentCTEProgramAssociationExtension Complex Type.

Business Rules

StudentCTEProgramAssociation Complex Type

**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 look up 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.

****EducationOrganizationReference Complex Type**

The EducationOrganizationReference 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 look up 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 program.

StudentCTEProgramAssociationExtension Complex Type

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.

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.

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.

Example(s)

None

Data Sample(s)

See Section 8.7 for XML Data Samples

42408 - StudentESYProgramAssociationExtension Complex Type

Element ID	Data Element	XMLName	PEIMS								Len	Data Type	Code Table ID
			1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	StudentReference							Y	Y	9	CODED	
**	Complex Type	StudentIdentity							Y	Y	9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId							Y	Y	10	NUMERIC	
**	Reference Complex Type	EducationOrganizationReference							Y	Y	6	CODED	
**	Reference Complex Type	EducationalOrgIdentity							Y	Y			
E0212	DISTRICT-ID	StateOrganizationId							Y	Y	6	CODED	
E0782	CAMPUS-ID-OF-ENROLLMENT	TX-CampusIdOfEnrollment							Y	Y	9	CODED	
E0017	GRADE-LEVEL-CODE	TX-GradeLevel							Y	Y	2	CODED	C050
E0173	INSTRUCTIONAL-SETTING-CODE	TX-InstructionalSetting							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							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.

Special Reporting Requirements

Texas School for the Deaf (TSD) and Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice Department (TJJD) (formerly TYC) do not report StudentESYProgramAssociationExtension 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 look up 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.

****EducationOrganizationReference Complex Type**

The EducationOrganizationReference 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 look up 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 program.

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.

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

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

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

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. 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 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.

Example(s)

None

Data Sample(s)

See Section 8.7 for XML Data Samples

41163 - StudentSpecialEdProgramAssociationExtension Complex Type

Element ID	Data Element	XMLName	PEIMS								Len	Data Type	Code Table ID
			1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	StudentReference	Y	Y			Y	Y			9	CODED	
**	Complex Type	StudentIdentity	Y	Y			Y	Y			9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y	Y			Y	Y			10	NUMERIC	
**	Reference Complex Type	EducationOrganizationReference	Y	Y			Y	Y			6	CODED	
**	Reference Complex Type	EducationalOrgIdentity	Y	Y			Y	Y					
E0212	DISTRICT-ID	StateOrganizationId	Y	Y			Y	Y			6	CODED	
E1632	EFFECTIVE-DATE	TX-EffectiveDateSpEd	Y	Y			Y	Y			10	CODED	
E0173	INSTRUCTIONAL-SETTING-CODE	TX-InstructionalSetting	Y	Y			Y	Y			2	CODED	C035
E0882	MULTIPLY-DISABLED-INDICATOR-CODE	TX-MultiplyDisabled	Y	Y			Y	Y			1	CODED	C088
E0999	MEDICALLY-FRAGILE-IND-CODE	TX-MedicallyFragile	Y	Y							1	CODED	C088
E0832	CHILD-COUNT-FUNDING-TYPE-CODE	TX-ChildCountFunding	Y	Y							2	CODED	C066
E1077	PPCD-SERVICE-LOCATION-CODE	TX-PPCDServiceLocationIndicator	Y	Y							2	CODED	C184
E1527	DISTRICT-OF-RDSPD-SERVICE	TX-LEAOfRDSPDService	Y								6	CODED	
**	Complex Type	TX-Disabilities	Y	Y			Y	Y					
E1632	EFFECTIVE-DATE	TX-EffectiveDateDisabilities	Y	Y			Y	Y			10	CODED	
E0041	PRIMARY-DISABILITY-CODE	TX-PrimaryDisability	Y	Y			Y	Y			2	CODED	C053
E0834	SECONDARY-DISABILITY-CODE	TX-SecondaryDisability	Y				Y				2	CODED	C053
E0835	TERTIARY-DISABILITY-CODE	TX-TertiaryDisability	Y				Y				2	CODED	C053
**	Complex Type	TX-SpecialEdServices	Y	Y			Y	Y					
E1632	EFFECTIVE-DATE	TX-EffectiveDateServices	Y	Y			Y	Y			10	CODED	
E0997	ASSISTIVE-TECH-INDICATOR-CODE	TX-AssistiveTechnology	Y	Y			Y	Y			1	CODED	C088
E0838	AUDIOLOGICAL-SERV-IND-CODE	TX-AudiologicalServices	Y	Y			Y	Y			1	CODED	C088
E0840	COUNSELING-SERVICES-IND-CODE	TX-CounselingServices	Y	Y			Y	Y			1	CODED	C088
E0900	EARLY-CHILDHOOD-INTERV-IND-CODE	TX-EarlyChildhoodIntervention	Y	Y			Y	Y			1	CODED	C088
E1040	INTERPRETING-SERVICES-TYPE-CODE	TX-InterpretingServices	Y	Y			Y	Y			2	CODED	C174
E0841	MEDICAL-DIAGNOSTIC-SERV-IND-CODE	TX-MedicalDiagnosticServices	Y	Y			Y	Y			1	CODED	C088
E0843	OCCUPATIONAL-THERAPY-IND-CODE	TX-OccupationalTherapy	Y	Y			Y	Y			1	CODED	C088
E0844	ORIENT-MOBILITY-TRNG-IND-CODE	TX-OrientationMobilityTraining	Y	Y			Y	Y			1	CODED	C088
E0845	PHYSICAL-THERAPY-IND-CODE	TX-PhysicalTherapy	Y	Y			Y	Y			1	CODED	C088
E0899	PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD	TX-PreschlPrgrmChildDisabilities	Y	Y			Y	Y			1	CODED	C088

Element ID	Data Element	XMLName	PEIMS								Len	Data Type	Code Table ID
			1	1 M	2	2 M	3	3 M	4	4 M			
E0846	PSYCHOLOGICAL-SERVICES-IND-CODE	TX-PsychologicalServices	Y	Y			Y	Y			1	CODED	C088
E0847	RECREATION-IND-CODE	TX-Recreation	Y	Y			Y	Y			1	CODED	C088
E0833	REG-DAY-SCH-PROG-DEAF-CODE	TX-RegDaySchProgDeaf	Y	Y			Y	Y			2	CODED	C067
E0848	SCHOOL-HEALTH-SERVICES-IND-CODE	TX-SchoolHealthServices	Y	Y			Y	Y			1	CODED	C088
E0849	SOCIAL-WORK-SERVICES-IND-CODE	TX-SocialWorkServices	Y	Y			Y	Y			1	CODED	C088
E0857	SPEECH-THERAPY-INDICATOR-CODE	TX-SpeechTherapy	Y	Y			Y	Y			2	CODED	C095
E0851	TRANSPORTATION-INDICATOR-CODE	TX-Transportation	Y	Y			Y	Y			1	CODED	C088

Description

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

Reporting Requirements

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.]

There are four different data collection purposes that are served by the reporting of the StudentSpecialEdProgramAssociationExtension Complex Type data.

1. studentGPS® Dashboards
2. PEIMS collection – Fall/Submission 1
3. PEIMS collection – Summer/Submission 3
4. Residential Facility (RF) Tracker collection

For studentGPS® Dashboards:

For studentGPS® Dashboards, students in a special education program should be reported with a StudentSpecialEdProgramAssociationExtension Complex Type with a PROGRAM-TYPE of Special Education.

Effective Dating for PEIMS and RF Tracker Collections:

The StudentSpecialEdProgramAssociationExtension Complex Type uses effective dating to capture changes to a student's special education data throughout the school year.

A new instance of the entire complex type must be reported to TSDS each time any of the data elements is modified in the LEA's student information system (SIS). With each new instance, an updated effective date (E1632 EFFECTIVE-DATE) indicates when the related data was changed.

The StudentSpecialEdProgramAssociationExtension complex type includes three effective dates, each of which relates to specific data elements as shown in the following tables.

When a value changes in any of the specified related special education data elements, report a new instance of the StudentSpecialEdProgramAssociationExtension Complex Type with the first effective date (TX-EffectiveDateSpEd) set to the date of the data value change:

EFFECTIVE-DATE (E1632) (XML Name: TX-EffectiveDateSpEd) applies to these data elements:	
E0173	INSTRUCTIONAL-SETTING-CODE
E0882	MULTIPLY-DISABLED-INDICATOR-CODE
E0999	MEDICALLY-FRAGILE-IND-CODE
E0832	CHILD-COUNT-FUNDING-TYPE-CODE
E1077	PPCD-SERVICE-LOCATION-CODE
E1527	DISTRICT-OF-RDSPD-SERVICE

When a value changes in any of the specified related disabilities data elements, report a new instance of the StudentSpecialEdProgramAssociationExtension Complex Type with the second effective date (TX-EffectiveDateDisabilities) set to the date of the data value change:

EFFECTIVE-DATE (E1632) (XML Name: TX-EffectiveDateDisabilities) applies to these data elements:	
E0041	PRIMARY-DISABILITY-CODE
E0834	SECONDARY-DISABILITY-CODE
E0835	TERTIARY-DISABILITY-CODE

When a value changes in any of the specified related services data elements, report a new instance of the StudentSpecialEdProgramAssociationExtension Complex Type with the third effective date (TX-EffectiveDateServices) set to the date of the data value change:

EFFECTIVE-DATE (E1632) - (XML Name: TX-EffectiveDateServices) applies to these data elements:	
E0997	ASSISTIVE-TECH-INDICATOR-CODE
E0838	AUDIOLOGICAL-SERV-IND-CODE
E0840	COUNSELING-SERVICES-IND-CODE
E0900	EARLY-CHILDHOOD-INTERV-IND-CODE
E1040	INTERPRETING-SERVICES-TYPE-CODE
E0841	MEDICAL-DIAGNOSTIC-SERV-IND-CODE
E0843	OCCUPATIONAL-THERAPY-IND-CODE
E0844	ORIENT-MOBILITY-TRNG-IND-CODE
E0845	PHYSICAL-THERAPY-IND-CODE
E0899	PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD
E0846	PSYCHOLOGICAL-SERVICES-IND-CODE
E0847	RECREATION-IND-CODE
E0833	REG-DAY-SCH-PROG-DEAF-CODE
E0848	SCHOOL-HEALTH-SERVICES-IND-CODE
E0849	SOCIAL-WORK-SERVICES-IND-CODE
E0857	SPEECH-THERAPY-INDICATOR-CODE
E0851	TRANSPORTATION-INDICATOR-CODE

For example, if a student in a special education program is receiving physical therapy as of the Fall snapshot date, the StudentSpecialEdProgramAssociationExtension complex type should be submitted to TSDS with “1” for PHYSICAL-

THERAPY-IND-CODE and an EFFECTIVE-DATE (TX-EffectiveDateServices) that is the day the student started to receive those services (in this school year but before or on the Fall snapshot date).

If this student stops receiving physical therapy on November 15 of the school year, then the StudentSpecialEdProgramAssociationExtension complex type should be resubmitted to TSDS with “0” for PHYSICAL-THERAPY-IND-CODE and an EFFECTIVE-DATE (TX-EffectiveDateServices) of “20yy-11-15”.

If this student begins receiving physical therapy again on March 1st, then the StudentSpecialEdProgramAssociationExtension complex type should be resubmitted to TSDS with “1” for PHYSICAL-THERAPY-IND-CODE and an EFFECTIVE-DATE (TX-EffectiveDateServices) of “20zz-03-01”.

See the Examples section for more examples.

For PEIMS Submission 1:

An 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.

An LEA must report students in the special education program who are enrolled on the PEIMS Fall snapshot date (as of statuses B, D, F, and X). These students will have a StudentProgramExtension Complex Type with SPECIAL-ED-INDICATOR-CODE of “1” and at least one StudentSpecialEdProgramAssociationExtension Complex Type.

The LEA is only required to report the latest StudentSpecialEdProgramAssociationExtension Complex Type but may optionally load multiple instances for a student. If the LEA loads multiple StudentSpecialEdProgramAssociationExtension Complex Types into the ODS for a particular student, for the purposes of PEIMS, TEA will only promote into the PEIMS Data Mart the most recent effective date that is equal to or less than the PEIMS Fall snapshot date.

For PEIMS Submission 1, each of the EFFECTIVE-DATE data elements must be equal to or less than the PEIMS Fall snapshot date.

If the student is exited from the special education program prior to the PEIMS Fall snapshot date, then the StudentSpecialEdProgramAssociationExtension Complex Type must not be reported.

For PEIMS Submission 3:

An LEA must report the StudentSpecialEdProgramAssociationExtension Complex Type for any student that was in a special education program at any time during the school year. These students will have a StudentProgramExtension Complex Type with SPECIAL-ED-INDICATOR-CODE of “1” and at least one StudentSpecialEdProgramAssociationExtension Complex Type.

All changes to the LEA's special education data will be collected using the effective dating for the entire school year. If the student is exited from the special education program prior to the end of the school year, then the StudentSpecialEdProgramAssociationExtension Complex Type must be reported with the last valid values applicable to the student.

The PRIMARY-DISABILITY-CODE and MULTIPLY-DISABLED-INDICATOR-CODE fields will be used by TEA for the purposes of federal reporting of discipline data. Although the PRIMARY-DISABILITY-CODE and the MULTIPLY-DISABLED-INDICATOR-CODE is extracted for all students receiving special education services, the TEA Special Education department will join this data with student discipline data and LEP data to determine which students should be included for federal reporting purposes.

For RF Tracker:

An LEA who serves students with disabilities who reside in residential facilities within the LEA's geographic boundaries and/or jurisdictions will report those students with the StudentSpecialEdProgramAssociationExtension Complex Type as soon as they start to receive services. All changes to the LEA's special education data will be collected using the effective dating for the entire school year.

For Residential Facility Tracker, when a student exits the special education program, the StudentSpecialEdProgramAssociationExtension Complex Type data should be sent using the date when the student exited as the effective date and the special education program data elements should contain nulls/zeroes.

Special Reporting Requirements

Texas School for the Deaf (TSD) and Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice Department (TJJD) (formerly TYC) do not report the StudentSpecialEdProgramAssociationExtension 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 look up 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.

For Submission 1:

TX-UNIQUE-STUDENT-ID is collected for PEIMS and RF Tracker reporting.

For Submission 3:

TX-UNIQUE-STUDENT-ID is collected for PEIMS and RF Tracker reporting.

****EducationOrganizationReference Complex Type**

The EducationOrganizationReference 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 look up 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 program.

For Submission 1:

The DISTRICT-ID is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The DISTRICT-ID is collected for PEIMS and RF Tracker reporting.

Effective dating is a method of tracking data changes over time. A new instance of the StudentSpecialEdProgramAssociationExtension Complex Type will be reported each time any of the following data elements is modified in the LEAs student information system (SIS). With each new instance a new date should be reported in the EFFECTIVE-DATE (TX-EffectiveDateSpEd).

Data Element	Used by PEIMS	Used by RF Tracker
EFFECTIVE-DATE (TX-EffectiveDateSpEd)	Sub 1, Sub 3	Yes
INSTRUCTIONAL-SETTING-CODE	Sub 1	Yes
MULTIPLY-DISABLED-INDICATOR-CODE	Sub 1, Sub 3	No
MEDICALLY-FRAGILE-IND-CODE	Sub 1	No
CHILD-COUNT-FUNDING-TYPE-CODE	Sub 1	No
PPCD-SERVICE-LOCATION-CODE	Sub 1	No
DISTRICT-OF-RDSPD-SERVICE	Sub 1	No

EFFECTIVE-DATE (TX-EffectiveDateSpEd) (E1632) indicates the date upon which the associated data values(s) is/are considered to take effect, or the associated data value(s) change(s).

For Submission 1:

The EFFECTIVE-DATE (TX-EffectiveDateSpEd) is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The EFFECTIVE-DATE (TX-EffectiveDateSpEd) is collected for PEIMS and RF Tracker reporting.

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

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

For Submission 1:

The INSTRUCTIONAL-SETTING-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The INSTRUCTIONAL-SETTING-CODE is collected for RF Tracker reporting only.

MULTIPLY-DISABLED-INDICATOR-CODE (E0882) indicates whether the student receiving special education and related services has been designated as multiply disabled by the admission, review, and dismissal committee. [See 19 TAC §89.1040(c)(6).]

A student who is multiply disabled has a combination of disabilities and meets all of the conditions listed in 19 TAC §89.1040(c)(6). **Not all students who have more than one disability are determined to be multiply disabled.**

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.

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.

If a special education student is reported as multiply disabled, then the student must also be reported with a SECONDARY-DISABILITY-CODE other than “00”.

For Submission 1:

The MULTIPLY-DISABLED-INDICATOR-CODE is collected for PEIMS reporting.

For Submission 3:

The MULTIPLY-DISABLED-INDICATOR-CODE is collected for PEIMS reporting.

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.

For Submission 1:

The MEDICALLY-FRAGILE-IND-CODE is collected for PEIMS reporting.

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.

CHILD-COUNT-FUNDING-TYPE-CODE eligible students include special education 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 Fall snapshot date;
- have on file a current individualized education program or individualized services plan; and
- have on file a current full and individual evaluation

Report a CHILD-COUNT-FUNDING-TYPE-CODE of “0” for special education students who do not meet requirements as specified for CHILD-COUNT-FUNDING-TYPE-CODE “3”. These students are less than 3 on the PEIMS Fall snapshot date and greater than 21 years of age on September 1.

Report a CHILD-COUNT-FUNDING-TYPE-CODE of “3” for special education students who meet requirements as specified for CHILD-COUNT-FUNDING-TYPE-CODE “3”. These students are at least 3 on the PEIMS Fall snapshot date and less than 22 years of age on September 1.

For Submission 1:

The CHILD-COUNT-FUNDING-TYPE-CODE is collected for PEIMS reporting.

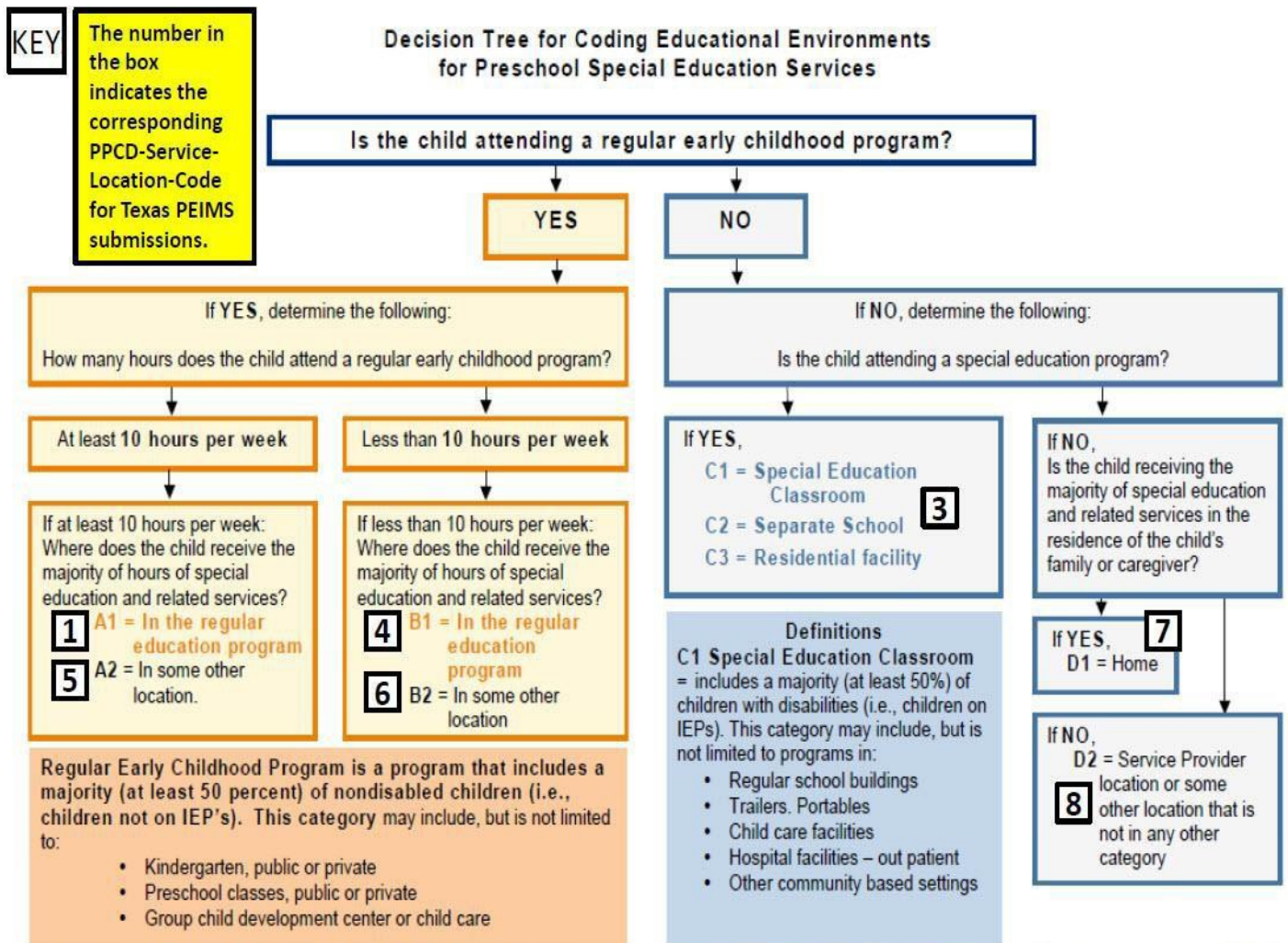
PPCD-SERVICE-LOCATION-CODE (E1077) indicates whether or not the Preschool Program for Children with Disabilities (PPCD) student received their special education services in a regular early childhood program, which is defined as a program that is designed for typically developing children ages 3-5 and 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) Pre-kindergarten Program in which the student is eligible: A PPCD student who meets eligibility requirements for pre-kindergarten (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) Pre-kindergarten Program in which the student is not eligible: A PPCD student who does not meets eligibility requirements for pre-kindergarten (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.

Decision Chart for Coding Education Environments for Preschool Special Education Services



This document is available at <http://www.nectac.org/~pdfs/sec619/settingsdecisiontree.pdf> Nancy Skorheim, ND Section 619 Coordinator, Martha Diefendorf & Debbie Cate, NECTAC, June 2010, amended Oct 2010

For Submission 1:

The PPCD-SERVICE-LOCATION-CODE is collected for PEIMS reporting.

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

For Submission 1:

The DISTRICT-OF-RDSPD-SERVICE is collected for PEIMS reporting.

**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.

Effective dating is a method of tracking data changes over time. A new instance of the StudentSpecialEdProgramAssociationExtension Complex Type will be reported each time any of the data elements in the TX-Disabilities Complex Type is modified in the LEAs student information system (SIS). With each new instance a new date should be reported in the EFFECTIVE-DATE (TX-EffectiveDateDisabilities).

Data Element	Used by PEIMS	Used by RF Tracker
EFFECTIVE-DATE (TX-EffectiveDateDisabilities)	Sub 1, Sub 3	Yes
PRIMARY-DISABILITY-CODE	Sub 1, Sub 3	Yes
SECONDARY-DISABILITY-CODE	Sub 1	Yes
TERTIARY-DISABILITY-CODE	Sub 1	Yes

EFFECTIVE-DATE (TX-EffectiveDateDisabilities) (E1632) indicates the date upon which the associated data values(s) is/are considered to take effect, or the associated data value(s) change(s).

For Submission 1:

The EFFECTIVE-DATE (TX-EffectiveDateDisabilities) is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The EFFECTIVE-DATE (TX-EffectiveDateDisabilities) is collected for PEIMS and RF Tracker reporting.

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

For Submission 1:

Report the PRIMARY-DISABILITY-CODE of each special education student who is enrolled in school on the last Friday in October.

The PRIMARY-DISABILITY-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

If a student was served in the special education program during the course of their school year enrollment, report their Primary Disability Code(s) using effective dating as described in the Reporting Requirements section.

If a student was exited from the special education program before the end of their school year enrollment, the last valid Primary Disability Code is reported.

The PRIMARY-DISABILITY-CODE is collected for PEIMS and RF Tracker reporting.

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.

The SECONDARY-DISABILITY-CODE is not a required field unless the special education student has been identified with a SECONDARY-DISABILITY-CODE by the admission, review, and dismissal committee (ARD).

The SECONDARY-DISABILITY-CODE cannot be reported as Non-Categorical Early Childhood (Disability Code 14).

For Submission 1:

The SECONDARY-DISABILITY-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The SECONDARY-DISABILITY-CODE is collected for RF Tracker reporting only.

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.

The TERTIARY-DISABILITY-CODE is not a required field unless the special education student has been identified with a TERTIARY-DISABILITY-CODE by the ARD committee.

The TERTIARY-DISABILITY-CODE cannot be reported as Non-Categorical Early Childhood (Disability Code 14).

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

For Submission 1:

The TERTIARY-DISABILITY-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The TERTIARY-DISABILITY-CODE is collected for RF Tracker reporting only.

A Disability Code of Developmental Delay (Disability Code 12) can only be reported for those students whose EARLY-CHILDHOOD-INTERV-IND-CODE is 1. "Developmental delay" means a significant variation in normal development as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas:

- cognitive development;
- physical development;
- communication development;
- social or emotional development; or
- adaptive development. TAC 73.001(3)

Disability Code of Non-Categorical Early Childhood (Disability Code 14) can only be reported for special education students who are at least 3 and less than 6 years of age on the PEIMS Fall snapshot date.

For students eligible for special education services such 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 is not necessary to document visually impaired and auditorially impaired as secondary and tertiary disabilities.

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

****TX-SpecialEdServices Complex Type**

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

Effective dating is a method of tracking data changes over time. A new instance of the StudentSpecialEdProgramAssociationExtension Complex Type will be reported each time any of the data elements in the TX-SpecialEdServices Complex Type is modified in the LEAs student information system (SIS). With each new instance a new date should be reported in the EFFECTIVE-DATE (TX-EffectiveDateServices).

Data Element	Used by PEIMS	Used by RF Tracker
EFFECTIVE-DATE (TX-EffectiveDateServices)	Sub 1	Yes
ASSISTIVE-TECH-INDICATOR-CODE	Sub 1	Yes
AUDIOLOGICAL-SERV-IND-CODE	Sub 1	Yes
COUNSELING-SERVICES-IND-CODE	Sub 1	Yes
EARLY-CHILDHOOD-INTERV-IND-CODE	Sub 1	Yes
INTERPRETING-SERVICES-TYPE-CODE	Sub 1	Yes
MEDICAL-DIAGNOSTIC-SERV-IND-CODE	Sub 1	Yes
OCCUPATIONAL-THERAPY-IND-CODE	Sub 1	Yes
ORIENT-MOBILITY-TRNG-IND-CODE	Sub 1	Yes
PHYSICAL-THERAPY-IND-CODE	Sub 1	Yes

Data Element	Used by PEIMS	Used by RF Tracker
PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD	Sub 1	Yes
PSYCHOLOGICAL-SERVICES-IND-CODE	Sub 1	Yes
RECREATION-IND-CODE	Sub 1	Yes
REG-DAY-SCH-PROG-DEAF-CODE	Sub 1	Yes
SCHOOL-HEALTH-SERVICES-IND-CODE	Sub 1	Yes
SOCIAL-WORK-SERVICES-IND-CODE	Sub 1	Yes
SPEECH-THERAPY-INDICATOR-CODE	Sub 1	Yes
TRANSPORTATION-INDICATOR-CODE	Sub 1	Yes

EFFECTIVE-DATE (TX-EffectiveDateServices) (E1632) indicates the date upon which the associated data value(s) is/are considered to take effect, or the associated data value(s) change(s).

For Submission 1:

The EFFECTIVE-DATE (TX-EffectiveDateServices) is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The EFFECTIVE-DATE (TX-EffectiveDateServices) is collected for RF Tracker reporting only.

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:

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

The full and individual evaluation, including a written report, shall be completed in accordance with 34 CFR §§300.121, 300.301, 300.303-300.311; TEC §29.004; and 19 TAC §89.1040. Each school district shall establish at least one admission, review, and dismissal committee that shall make decisions concerning eligibility determinations, development of the individualized education program, consideration of assistive technology, development of the behavior improvement plans, and placement of a student referred for special education and related services in accordance with 34 CFR §§300.5, 300.6, 300.34, 300.41, 300.42, 300.105(a), and 34 CFR §§300.320-300.324; state statute; and SBOE rules. (See 19 TAC §89.1050.)

For Submission 1:

The ASSISTIVE-TECH-INDICATOR-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The ASSISTIVE-TECH-INDICATOR-CODE is collected for RF Tracker reporting only.

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.)

Audiological services must be provided by a professional who holds a valid state license as an audiologist. (See TEC §§21.002, 21.003, 29.304, and 19 TAC §89.1131.)

For Submission 1:

The AUDIOLOGICAL-SERV-IND-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The AUDIOLOGICAL-SERV-IND-CODE is collected for RF Tracker reporting only.

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.)

Counseling services must be provided in the area of specialization by a qualified professional credentialed to practice in Texas. (19 TAC §89.1131 (a))

For Submission 1:

The COUNSELING-SERVICES-IND-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The COUNSELING-SERVICES-IND-CODE is collected for RF Tracker reporting only.

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.)

The early childhood intervention program is operated through the Interagency Council on Early Childhood Intervention. If the district does not operate an ECI program, this code is not used to identify infants and toddlers with auditory or visual impairments who receive hearing and vision services from the district under the Memorandum of Understanding between the Interagency Council on Early Childhood Intervention and the Texas Education Agency. Refer to Section IV of the Student Attendance Accounting Handbook for information on coding these children. [See 19 TAC §89.63(d).]

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

For Submission 1:

The EARLY-CHILDHOOD-INTERV-IND-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The EARLY-CHILDHOOD-INTERV-IND-CODE is collected for RF Tracker reporting only.

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.

For Submission 1:

The INTERPRETING-SERVICES-TYPE-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The INTERPRETING-SERVICES-TYPE-CODE is collected for RF Tracker reporting only.

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.)

Medical diagnostic services must be provided by a licensed physician. (See TEC §21.003 and 19 TAC §89.1131.)

For Submission 1:

The MEDICAL-DIAGNOSTIC-SERV-IND-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The MEDICAL-DIAGNOSTIC-SERV-IND-CODE is collected for RF Tracker reporting only.

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.)

Occupational therapy must be provided by a professional who is licensed by the Executive Council of Physical Therapy and Occupational Therapy Examiners. A licensed occupational therapy assistant may provide occupational therapy services under the supervision of a licensed occupational therapist in accordance with the standards of the profession. (See TEC §21.003 and 19 TAC §89.1131.)

For Submission 1:

The OCCUPATIONAL-THERAPY-IND-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The OCCUPATIONAL-THERAPY-IND-CODE is collected for RF Tracker reporting only.

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.)

Orientation and mobility training includes those aids, methods, services, and skills which enable visually impaired individuals to move from one place to another with confidence, safety, and purpose. Orientation and mobility instruction must be provided by a professional who meets the requirements explained in TEC §21.003 and 19 TAC §89.1131.

For Submission 1:

The ORIENT-MOBILITY-TRNG-IND-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The ORIENT-MOBILITY-TRNG-IND-CODE is collected for RF Tracker reporting only.

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.)

Physical therapy must be provided by a professional licensed by the Executive Council of Physical Therapy and Occupational Therapy Examiners. A physical therapy assistant (LPTA) may provide physical therapy services under the supervision of a licensed physical therapist in accordance with the standards of the profession. (See TEC §21.003 and 19 TAC §89.1131.)

For Submission 1:

The PHYSICAL-THERAPY-IND-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The PHYSICAL-THERAPY-IND-CODE is collected for RF Tracker reporting only.

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).]

PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CODE of “1” can only be reported for special education students who are at least 3 and less than 6 years of age on the PEIMS Fall snapshot date. All students receiving special education services under IDEA Part B who are ages 3 – 5, as of the PEIMS Fall snapshot date, are participating in the Preschool Program for Children with Disabilities (PPCD) program and must be coded as PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CODE “1” regardless of their disability or instructional setting.

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. PPCD includes students whose only special education service is speech therapy regardless of where the services are provided.

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.)

For Submission 1:

The PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CODE is collected for RF Tracker reporting only.

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.)

Psychological services must be provided by a professional who is licensed by the Texas State Board of Examiners of Psychologists as a Licensed Specialist in School Psychology (LSSP), psychologist or a psychological associate. (See TEC §21.003 and 19 TAC §89.1131.)

For Submission 1:

The PSYCHOLOGICAL-SERVICES-IND-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The PSYCHOLOGICAL-SERVICES-IND-CODE is collected for RF Tracker reporting only.

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.)

Recreation includes assessment of leisure function, therapeutic recreation services, recreation programs in schools and community agencies, and leisure education.

For Submission 1:

The RECREATION-IND-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The RECREATION-IND-CODE is collected for RF Tracker reporting only.

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

Please note the following guidelines for the reporting of PEIMS data in Submission 1 for RDSPD students:

- Only one LEA may report PEIMS data on RDSPD student.
- If there are sending and receiving LEAs involved, an agreement should be made between the LEAs regarding which LEA will report PEIMS data. It is recommended that this agreement be in writing.
- All students in the RDSPD must have a disabling condition of AI (03) (Auditory Impairment) or DB (05) (Deaf-Blind) as either their primary, secondary, or tertiary disability. 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.

All students who are in the RDSPD may generate average daily attendance (ADA) based on their ADA-ELIGIBILITY-CODE and their special education instructional setting code. These general education funds in regular education and in special education can be used to supplement the costs of the RDSPD.

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.

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.

It is recommended that the RDSPD fiscal agent report PEIMS data for students served, except for itinerant students.

For Submission 1:

The REG-DAY-SCH-PROG-DEAF-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The REG-DAY-SCH-PROG-DEAF-CODE is collected for RF Tracker reporting only.

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.)

School health services and school nurse services are those provided to students receiving special education and related services in addition to those routinely available to all students and are designed to enable a child with a disability to receive FAPE as described in the child’s IEP. School nurse services are those provided by a qualified school nurse. School health services may be provided by a qualified school nurse or other qualified person.

For Submission 1:

The SCHOOL-HEALTH-SERVICES-IND-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The SCHOOL-HEALTH-SERVICES-IND-CODE is collected for RF Tracker reporting only.

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.)

Social workers must be licensed by the Texas State Board of Examiners and must hold a bachelor's or master's degree.

For Submission 1:

The SOCIAL-WORK-SERVICES-IND-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The SOCIAL-WORK-SERVICES-IND-CODE is collected for RF Tracker reporting only.

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).]

Students who are provided “speech therapy services only” are not eligible to be counted for any other instructional arrangement. Speech therapy/speech pathology services must be provided by a professional with a TEA certificate in Speech & Hearing Therapy, Speech Therapy, School Speech-Language Pathology, or with a license from the State Board of Examiners for Speech-Language Pathology(S-LP) and Audiology. An S-LP assistant may provide speech language pathology services under the supervision of a speech-language pathologist.

For Submission 1:

The SPEECH-THERAPY-INDICATOR-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The SPEECH-THERAPY-INDICATOR-CODE is collected for RF Tracker reporting only.

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.)

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 district 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.

Only one district may report the TRANSPORTATION-INDICATOR-CODE for a RDSPD student. If there are sending and receiving districts involved, an agreement must be made between the two districts regarding which district will report PEIMS data. Note: The new RDSPD SSA Procedures require this to be addressed in the SSA contract.

If a member district 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.

For Submission 1:

The TRANSPORTATION-INDICATOR-CODE is collected for PEIMS and RF Tracker reporting.

For Submission 3:

The TRANSPORTATION-INDICATOR-CODE is collected for RF Tracker reporting only.

Example(s)

None

Data Sample(s)

See Section 8.7 for XML Data Samples

41461 - StudentTitlePartAProgramAssociationExtension Complex Type

401-StudentTitlePartAProgramAssociationExtensionComplex Type													
Element ID	Data Element	XMLName	PEIMS								Len	Data Type	Code Table ID
			1	1 M	2	2 M	3	3 M	4	4 M			
StudentTitlePartAProgramAssociation Complex Type													
**	Reference Complex Type	StudentReference	Y	Y			Y	Y			9	CODED	
**	Complex Type	StudentIdentity	Y	Y			Y	Y			9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y	Y			Y	Y			10	NUMERIC	
**	Reference Complex Type	EducationOrganizationReference	Y	Y			Y	Y			6	CODED	
**	Reference Complex Type	EducationalOrgIdentity	Y	Y			Y	Y					
E0212	DISTRICT-ID	StateOrganizationId	Y	Y			Y	Y			6	CODED	
StudentTitlePartAProgramAssociationExtension Complex Type													
E0782	CAMPUS-ID-OF-ENROLLMENT	TX-CampusIdOfEnrollment	Y	Y			Y	Y			9	CODED	
E0894	TITLE-I-PART-A-INDICATOR-CODE	TX-TitlePartAIndicator	Y	Y			Y	Y			2	CODED	C122

Description

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

Reporting Requirements

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 to meet reporting requirements to the U.S. Department of Education.

For Submission 1, report this complex type for all students enrolled on the PEIMS Fall snapshot (as-of) date (students with an AS-OF-STATUS-CODE of B, D, F, or X).

For Submission 3, report this complex type for all students who are identified with an ELIGIBILITY-PARTICIPATION-CODE of A, 6, 7, or 9.

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

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:

- 1) participate in Title I, Part A programs and/or services on a targeted assistance campus, and
- 2) are in membership (ADA-ELIGIBILITY-CODEs 1-8).

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:

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

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”.

Special Reporting Requirements

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

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 look up 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.

****EducationOrganizationReference Complex Type**

The EducationOrganizationReference 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 look up 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 program.

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

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 Program School must be reported with a TITLE-I-PART-A-INDICATOR-CODE "6".

All students receiving Title I, Part A services at a targeted assistance campus should be reported with a TITLE-I-PART-A-INDICATOR-CODE "7".

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

Example(s)

None

Data Sample(s)

See Section 8.7 for XML Data Samples

InterchangeStudentAttendance

42400 - BasicReportingPeriodAttendanceExtension

Element ID	Data Element	XMLName	PEIMS								Len	Data Type	Code Table ID
			1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	TX-StudentReference					Y	Y			9	CODED	
**	Complex Type	StudentIdentity					Y	Y			9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId					Y	Y			10	NUMERIC	
E0782	CAMPUS-ID-OF-ENROLLMENT	TX-CampusIdOfEnrollment					Y	Y			9	CODED	
E1085	ATTENDANCE-EVENT-INDICATOR	TX-AttendanceEventIndicator					Y	Y			2	CODED	C188
E0975	INSTRUCTIONAL-TRACK-INDICATOR-CODE	TX-InstructionalTrack					Y	Y			2	STRING	
E0934	REPORTING-PERIOD-INDICATOR-CODE	TX-ReportingPeriod					Y	Y			1	CODED	C130
E0935	NUMBER-DAYS-TAUGHT	TX-NumberDaysTaught					Y	Y			3	NUMERIC	
E0017	GRADE-LEVEL-CODE	TX-GradeLevel					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	
E1079	PRIMARY-PK-FUNDING-SOURCE	TX-PrimaryPKFundingSource					Y				2	CODED	C186
E1080	SECONDARY-PK-FUNDING-SOURCE	TX-SecondaryPKFundingSource					Y				2	CODED	C186
E1078	PK-PROGRAM-TYPE-CODE	TX-PKProgramTypeIndicator					Y				2	CODED	C185

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. LEAs 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 pre-kindergarten, cannot be more than half of the "number of days taught" for that reporting period.

The pre-kindergarten program is only funded for half-day attendance. The only time a pre-kindergarten 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.

Special Reporting Requirements

Texas School for the Deaf (TSD), Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice Department (TJJD) (formerly TYC): 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.

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

INSTRUCTIONAL-TRACK-INDICATOR-CODE (E0975) indicates a unique campus calendar of school days for a particular group of students on a campus. Students with the same instructional track have the same number of days taught in a particular reporting period at a campus.

It is required that a campus report different instructional tracks if the number of days taught for a group of students is different in a particular reporting period. While TEA prefers that the INSTRUCTIONAL-TRACK-INDICATOR-CODEs be used in sequence, the choice of the instructional track is at the discretion of the campus.

Example: A campus that waives days of instruction for grades three and five will report an INSTRUCTIONAL-TRACK-INDICATOR-CODE of "00" for students in grades kindergarten through two and four, and an INSTRUCTIONAL-TRACK-INDICATOR-CODE of "01" (different calendar) for grades three and five.

Campuses which make use of multiple instructional calendars are considered to have more than one instructional track. Anytime the NUMBER-DAYS-TAUGHT for a particular six week reporting period at a campus are different, then there must be an additional INSTRUCTIONAL-TRACK-INDICATOR-CODE for that six-week reporting period. The INSTRUCTIONAL-TRACK-INDICATOR-CODE is used by TEA to differentiate between multiple instructional calendars when calculating Foundation School Funding.

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.

The instructional calendar(s) for each campus must be divided into six approximately equal reporting periods.

Warning: School calendar tracks exceeding 180 days will result in less ADA funding per day for the school district/campus.

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

Instructional days do not include days of teacher in-service or preparation, or holidays. All students assigned to a particular instructional track will have the same NUMBER-DAYS-TAUGHT. Warning: School calendar tracks exceeding 180 days will result in less ADA funding per day for the school district/campus.

The instructional calendar(s) for each campus must be divided into six approximately equal reporting periods. 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.

NUMBER-DAYS-TAUGHT is the actual number of instructional days in the school/track calendar for a specific reporting period.

For Submission 3, 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.

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

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

For additional rules concerning the reporting of days absent for a particular student, please refer to the [Student Attendance Accounting Handbook](#).

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.

For additional rules concerning the reporting of Ineligible Days Present for a particular student, please refer to the [Student Attendance Accounting Handbook](#).

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.

For additional rules concerning the reporting of Eligible Days Present for a particular student, please refer to the [Student Attendance Accounting Handbook](#).

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

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

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

The Secondary PK Funding Source Code may be reported for all PK students who are Enrolled, Not in membership (ADA Eligibility Code 0), PK students who are eligible for half-day state funding but attend the PK program full-day, and PK students who are ineligible for state funding and are funded through a secondary funding source in addition to the primary funding source. For example, if a student is eligible for PK, then the TEA will pay for that half day of PK attendance. If the same student attends the PK program full day, then the LEA may need to report a Secondary Funding Source Code for that student if the second half of the day was funded by a second funding source.

Primary and Secondary PK Funding Source Codes:

The Primary and Secondary PK Funding Source Codes are only reported for pre-kindergarten students when a student is funded for half-day but attends full-day, or the PK student is ineligible for funding. See PEIMS Code Table C186. These students must have a Primary PK Funding Source Code and may have a Secondary PK Funding Source Code reported.

Chart for Determining PK Funding Source Required for Summer Submission

PK Program Type Code	Half Day Student?	Full Day Student?	Primary PK Funding Source Reported?	Secondary PK Funding Source Reported?
01	Yes	No	No	No
02	Yes	No	Yes	Yes, if additional funding sources apply
02	No	Yes	Yes	Yes, if additional funding sources apply
03	No	Yes	No	No
04	Yes	No	Yes	Yes, if additional funding sources apply
04	No	Yes	Yes	Yes, if additional funding sources apply
05	No	Yes	Yes	Yes, if additional funding sources apply

PK-PROGRAM-TYPE-CODE (E1078) indicates the length of the Prekindergarten instructional day for a particular Prekindergarten student.

The PK-PROGRAM-TYPE-CODE captures the level of participation for a student in the PK program (half-day or full-day).

The PK-PROGRAM-TYPE-CODE is a mandatory field for all PK students in Submission 3 as collected on the BasicReportingPeriodAttendanceExtension Complex Type.

The PK-PROGRAM-TYPE-CODE is also reported as part of the Early Childhood Data System (ECDS) collection in order to determine the Prekindergarten Primary and Secondary PK funding sources for ECDS.

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 KG for a half-day.

Note that for Submission 1, the PK-PROGRAM-TYPE-CODE is reported on the StudentSchoolAssociationExtension Complex Type.

Example(s)

None

Data Sample(s)

See Section 8.7 for XML Data Samples

42401 - SpecialProgramsReportingPeriodAttendanceExtension Complex Type

Element ID	Data Element	XMLName	PEIMS								Len	Data Type	Code Table ID
			1	1 M	2	2 M	3	3 M	4	4 M			
**	Reference Complex Type	TX-StudentReference					Y	Y	Y	Y	9	CODED	
**	Complex Type	StudentIdentity					Y	Y	Y	Y	9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId					Y	Y	Y	Y	10	NUMERIC	
E0782	CAMPUS-ID-OF-ENROLLMENT	TX-CampusIdOfEnrollment					Y	Y	Y	Y	9	CODED	
E1085	ATTENDANCE-EVENT-INDICATOR	TX-AttendanceEventIndicator					Y	Y	Y	Y	2	CODED	C188
E0975	INSTRUCTIONAL-TRACK-INDICATOR-CODE	TX-InstructionalTrack					Y	Y	Y	Y	2	STRING	
E0934	REPORTING-PERIOD-INDICATOR-CODE	TX-ReportingPeriod					Y	Y	Y	Y	1	CODED	C130
E0935	NUMBER-DAYS-TAUGHT	TX-NumberDaysTaught					Y	Y	Y	Y	3	NUMERIC	
E0017	GRADE-LEVEL-CODE	TX-GradeLevel					Y	Y	Y	Y	2	CODED	C050
E0938	TOTAL-ELIG-BILINGUAL/ESL-DAYS-PRESENT	TX-TotalEligibleDaysPresent					Y				5	NUMERIC	
E0939	TOTAL-ELIG-PREG-REL-SVCS-DAYS-PRESENT	TX-TotalEligibleDaysPresent					Y				5	NUMERIC	
E0940	TOTAL-ELIG-SP-ED-MAINSTREAM-DAYS-PRESENT	TX-TotalEligibleDaysPresent					Y				5	NUMERIC	
E0944	ELIGIBLE-DAYS-PRESENT-IN-INSTR-SETTING	TX-TotalEligibleDaysPresent					Y				5	NUMERIC	
E1049	FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE	TX-TotalEligibleDaysPresent					Y		Y		5	NUMERIC	
E1050	FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE	TX-TotalEligibleDaysPresent					Y		Y		5	NUMERIC	
E1051	FLEX-ATTEND-DAYS-ELIGIBLE-IN-INSTR-SETTING	TX-TotalEligibleDaysPresent					Y		Y		5	NUMERIC	
E0937	TOTAL-ELIGIBLE-DAYS-PRESENT	TX-TotalEligibleDaysPresent					Y				5	NUMERIC	
E1048	FLEX-ATTEND-TOTAL-PRS-DAYS-ELIGIBLE	TX-TotalEligibleDaysPresent					Y		Y		5	NUMERIC	
E0833	REG-DAY-SCH-PROG-DEAF-CODE	TX-RegDaySchProgDeaf					Y				2	CODED	C067
E0173	INSTRUCTIONAL-SETTING-CODE	TX-InstructionalSetting					Y		Y		2	CODED	C035
E0945	EXCESS-HOURS-IN-INSTRUCTIONAL-SETTING	TX-ExcessHoursInstrSetting					Y				7	NUMERIC	
E1046	FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT	TX-TotalEligibleMinutesPresent					Y		Y		5	NUMERIC	
E1053	FLEXIBLE-ATTENDANCE-TOTAL-CAREER-TECH-MINUTES-PRESENT	TX-TotalEligibleMinutesPresent					Y		Y		5	NUMERIC	
E1047	FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT	TX-TotalIneligibleMinutesPresent					Y		Y		5	NUMERIC	
E1052	FLEX-ATTEND-EXCESS-MINUTES-IN-INSTR-SETTING	TX-ExcessMinutesInstrSetting					Y		Y		5	NUMERIC	
E0950	ELIGIBLE-DAYS-PRESENT-V1	TX-CTEEligibleDaysPresentV1					Y				5	NUMERIC	
E0951	ELIGIBLE-DAYS-PRESENT-V2	TX-CTEEligibleDaysPresentV2					Y				5	NUMERIC	

Element ID	Data Element	XMLName	PEIMS								Len	Data Type	Code Table ID
			1	1 M	2	2 M	3	3 M	4	4 M			
E0952	ELIGIBLE-DAYS-PRESENT-V3	TX-CTEEligibleDaysPresentV3					Y				5	NUMERIC	
E0953	ELIGIBLE-DAYS-PRESENT-V4	TX-CTEEligibleDaysPresentV4					Y				5	NUMERIC	
E0954	ELIGIBLE-DAYS-PRESENT-V5	TX-CTEEligibleDaysPresentV5					Y				5	NUMERIC	
E0955	ELIGIBLE-DAYS-PRESENT-V6	TX-CTEEligibleDaysPresentV6					Y				5	NUMERIC	
E1527	DISTRICT-OF-RDSPD-SERVICE	TX-LEAOfrDSPDService					Y				6	CODED	
**	Complex Type	TX-FlexibleAttendance					Y		Y				
E1045	FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE	TX-FlexibleAttendanceProgram					Y	Y	Y	Y	2	CODED	C177

Description

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

Reporting Requirements

The SpecialProgramsReportingPeriodAttendanceExtension complex type is used for reporting several different types of special programs attendance data. The type of attendance data being reported is specified with the ATTENDANCE-EVENT-INDICATOR, which controls which data elements in the complex type must be provided. For example, Flexible Attendance requires that FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE be reported, but Regular Special Education Attendance does not.

Based upon the type of attendance being reported on this complex type, use the following table to lookup the fields that comprise the unique key, the fields that are mandatory, and the fields that are specific for that type of attendance:

Type of Attendance	C188 ATTENDANCE-EVENT-INDICATOR	Rule that lists Unique Key fields	Rule that lists Mandatory Fields	Fields specific to this type of attendance
Regular – Bilingual/ESL	02	42401-000A	42401-000D	E0938 TOTAL-ELIG-BILINGUAL/ESL-DAYS-PRESENT
Regular – PRS	04	42401-000B	42401-000D	E0939 TOTAL-ELIG-PREG-REL-SVCS-DAYS-PRESENT
Regular – SpecialEd Mainstream	11	42401-000C	42401-000D	E0940 TOTAL-ELIG-SP-ED-MAINSTREAM-DAYS-PRESENT
Regular – SpecialEd	05	42405-000A	42405-000B	E0173 INSTRUCTIONAL-SETTING-CODE E0944 ELIGIBLE-DAYS-PRESENT-IN-INSTR-SETTING E0945 EXCESS-HOURS-IN-INSTRUCTIONAL-SETTING E0833 REG-DAY-SCH-PROG-DEAF-CODE E1527 DISTRICT-OF-RDSPD-SERVICE
Regular – CTE	03	42410-000A	42410-000B	E0950 ELIGIBLE-DAYS-PRESENT-V1 E0951 ELIGIBLE-DAYS-PRESENT-V2 E0952 ELIGIBLE-DAYS-PRESENT-V3 E0953 ELIGIBLE-DAYS-PRESENT-V4 E0954 ELIGIBLE-DAYS-PRESENT-V5 E0955 ELIGIBLE-DAYS-PRESENT-V6

Type of Attendance	C188 ATTENDANCE-EVENT-INDICATOR	Rule that lists Unique Key fields	Rule that lists Mandatory Fields	Fields specific to this type of attendance
Flexible – Regular	06	42500-000A	42500-000B	E1046 FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT E1047 FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT
Flexible – Bilingual/ESL	07	42401-000E	42401-000H	E1050 FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE
Flexible – PRS	09	42401-000F	42401-000H	E1048 FLEX-ATTEND-TOTAL-PRS-DAYS-ELIGIBLE
Flexible – SpecialEd Mainstream	12	42401-000G	42401-000H	E1049 FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE
Flexible – SpecialEd	10	42505-000A	42505-000B	E0173 INSTRUCTIONAL-SETTING-CODE E1051 FLEX-ATTEND-DAYS-ELIGIBLE-IN-INSTR-SETTING E1052 FLEX-ATTEND-EXCESS-MINUTES-IN-INSTR-SETTING
Flexible – CTE	08	42510-000A	42510-000B	E1053 FLEX-ATTEND-TOTAL-CAREER-TECH-MINUTES-PRESENT

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. LEAs 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 pre-kindergarten, cannot be more than half of the "number of days taught" for that reporting period.

The pre-kindergarten program is only funded for half-day attendance. The only time a pre-kindergarten 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.

Career and Technical Education Attendance Sub-Category

Do not report Career and Technical Education Attendance for a student who did not participate in an approved CTE course(s) during a particular reporting period indicated or who was ineligible for ADA during the entire reporting period. Students in grades 7 and 8 can only be reported with Career and Technical Education Attendance for approved Career and Technical Education for the Disabled (CTED) courses.

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

Special Education Flexible Attendance Sub-Category

For special education students participating in the Flexible Attendance Program, report a Special Education Flexible Attendance data for each reporting period for each student who was eligible for and served in a funded instructional setting.

Special Reporting Requirements

Texas School for the Deaf (TSD), Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice Department (TJJD) (formerly TYC): While in attendance at the TSD and the TSBVI, these students are ADA ineligible and will not generate special education attendance data.

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 look up 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 a unique campus calendar of school days for a particular group of students on a campus. Students with the same instructional track have the same number of days taught in a particular reporting period at a campus.

It is required that a campus report different instructional tracks if the number of days taught for a group of students is different in a particular reporting period. While TEA prefers that the INSTRUCTIONAL-TRACK-INDICATOR-CODEs be used in sequence, the choice of the instructional track is at the discretion of the campus.

Example: A campus that waives days of instruction for grades three and five will report an INSTRUCTIONAL-TRACK-INDICATOR-CODE of "00" for students in grades kindergarten through two and four, and an INSTRUCTIONAL-TRACK-INDICATOR-CODE of "01" (different calendar) for grades three and five.

Campuses which make use of multiple instructional calendars are considered to have more than one instructional track. Anytime the NUMBER-DAYS-TAUGHT for a particular six week reporting period at a campus are different, then there must be an additional INSTRUCTIONAL-TRACK-INDICATOR-CODE for that six-week reporting period. The INSTRUCTIONAL-TRACK-INDICATOR-CODE is used by TEA to differentiate between multiple instructional calendars when calculating Foundation School Funding.

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.

For Flexible Attendance reporting in PEIMS Submission 3, REPORTING-PERIOD-INDICATOR-CODE must be 1-6. For Flexible Attendance reporting in PEIMS Submission 4, REPORTING-PERIOD-INDICATOR-CODE must be 7 or 8.

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

For Submission 4, NUMBER-DAYS-TAUGHT for the OFSDP Credit Recovery Program must be reported as 30 days.

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

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.

For additional rules concerning the reporting of bilingual/ESL days present for a particular student, please refer to the Student Attendance Accounting Handbook.

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.

For additional rules concerning the reporting of Pregnancy Related Services Days present for a particular student, please refer to the Student Attendance Accounting Handbook.

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.

For additional rules concerning the reporting of Mainstream Eligible Days present for a particular student, please refer to the Student Attendance Accounting Handbook.

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.

For additional rules concerning the reporting of special education days present for a particular special education student, please refer to the Student Attendance Accounting Handbook.

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

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

The eligible days present that a student can generate in the Mainstream special education program are limited to the lesser of the equivalent days present calculated from the FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT or the FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE.

For example, Student John is eligible for Mainstream special education services every day of a 30-day six-week reporting period, but only attends 20.83 equivalent days present during the reporting period ($5000 \text{ FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT} / 240 \text{ minutes}$), then only 20.83 days of the 30 days of Mainstream special education services eligibility can be used in the calculation of Mainstream special education ADA.

The following is an illustration of how TEA will convert FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE to Mainstream special education days present to Mainstream special education ADA.

Example of Flexible Attendance Special Education Mainstream ADA Calculation:

- Student Joe– Reporting Period 3
- NUMBER-DAYS-TAUGHT = 30
- FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE = 30
- FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 5000 minutes
- Flexible Attendance Equivalent Days Present = $5000 \text{ minutes} / 240 \text{ minutes} = 20.83 \text{ days present}$
- Student Joe would be funded for 20.83 days of Flexible Attendance Mainstream Days Present. (20.83 is the lower of the Flexible Attendance Equivalent Days Present and the 30 days eligible for special education mainstream.)

Note: Fractional days will be rounded to the nearest hundredth (2 decimal places). 20.833 days would be rounded to 20.83 equivalent days present.

Result: Flexible Attendance Special Education Mainstream ADA = $(20.83 \text{ Flexible Attendance Mainstream Days Present} / 30 \text{ Days Taught}) = .694 \text{ Special Education Mainstream ADA for Reporting Period 3.}$

FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE (E1050) indicates the total number of school days the student was eligible as a participant in the state-approved bilingual/ESL program during a particular reporting period.

The eligible days present that a student can generate for the Bilingual/ESL program are limited to the lesser of the Equivalent Days Present calculated from the FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT or the FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE.

For example, if a student is eligible for Bilingual or ESL services every day of a 30-day six-week reporting period, but attends only a equivalent of 25.00 days ($6000 \text{ minutes} / 240 \text{ minutes}$) during the reporting period, then only 25.00 days of the 30 days of Bilingual or ESL services eligibility can be used in the calculation of Bilingual/ESL ADA.

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

Example of Flexible Attendance Bilingual/ESL ADA Calculation

- Student Jane– Reporting Period 1
- NUMBER-DAYS-TAUGHT = 30
- FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE = 30
- FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 6000 minutes
- Flexible Attendance Equivalent Days Present = 6000 minutes / 240 minutes = 25.00 days
- Student Jane would be funded for 25.00 days of Flexible Attendance Bilingual/ESL Days Present. (25.00 is the lower of the Flexible Attendance Equivalent Days Present and the 30 days eligible for the Bilingual/ESL program.)

Note: Fractional days will be rounded to the nearest hundredth (2 decimal places). 25.000 days would be rounded to 25.00 equivalent days present.

Result: Flexible Attendance Bilingual/ESL ADA = (25.00 Bilingual/ESL days present / 30 Days Taught) = .833 Bilingual/ESL ADA for Reporting Period 1.

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.

The special education instructional setting FTE calculation value used for funding purposes is limited to the lower of the Equivalent Days Present, as calculated for a particular reporting period, or the Flex Attend Days Eligible in Instructional Setting reported for the same reporting period. Note that funding is limited to the lesser of Flex Attend Equivalent Days Present or NUMBER-DAYS-TAUGHT for a reporting period. If the calculated Flex Attend Equivalent Days Present is greater than NUMBER-DAYS-TAUGHT for the reporting period, an Adjusted Flex Attend Equivalent Days Present is calculated to be NUMBER-DAYS-TAUGHT.

For students with one instructional setting:

Data Conversion Formulas/Rules

Flex Attend Equivalent Days Present = $\text{FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT} / 240$

Adjusted Flex Attend Equivalent Days Present = the lesser of Flex Attend Equivalent Days Present or NUMBER-DAYS-TAUGHT.

Total Eligible Special Education Contact Hours = The smaller of (Adjusted 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)

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

Example: Student Sims has the following information reported:

- FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 5500 (on this complex type when reporting flexible attendance)
- INSTRUCTIONAL-SETTING-CODE is (41) Resource Room Services (less than 21% of school day), so Contact Hour Multiplier = 2.859
- NUMBER-DAYS-TAUGHT for 3rd six weeks reporting period = 30
- FLEX-ATTEND-DAYS-ELIGIBLE-IN-INSTR-SETTING for the 3rd six week reporting period = 30
- Flex Attend Equivalent Days Present = 22.92 ($5500 / 240 \text{ minutes}$) = 22.917
- Flex Attend Contact Hours = 65.53 (22.92 Flex Attend Equivalent Days Present x 2.859 contact hour multiplier = 65.528)

For students with more than one instructional setting:

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.

Example: Student Joseph has the following information reported:

- FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 6800 (on this complex type when reporting flexible attendance)
- NUMBER-DAYS-TAUGHT in six week reporting period 2 = 30
- INSTRUCTIONAL-SETTING-CODE = "02" – Hospital Class with FLEX-ATTEND-DAYS-ELIGIBLE-IN-INSTR-SETTING = 10 days
- INSTRUCTIONAL-SETTING-CODE = "01" – Homebound with FLEX-ATTEND-DAYS-ELIGIBLE-IN-INSTR-SETTING = 20 days
- $6800 \text{ FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT} / 240 \text{ minutes (4 hours x 60 minutes)} = 28.33 \text{ Equivalent Days Present for the 2nd six-week reporting period}$
- $10 \text{ days of Hospital Class eligibility} = 33.3 \% \text{ of the Total Days of special education eligibility (10/ (10+20))}$
- $\text{Hospital Class Days Eligible} = 33.3\% \text{ of } 28.33 \text{ Equivalent Days Present} = 9.348 = 9.35.$
- $20 \text{ days of Homebound eligibility} = 66.7 \% \text{ of the Total Days of special education eligibility (20/ (10+20))}$
- $\text{Homebound Days Eligible} = 66.7\% \text{ of } 28.33 \text{ Equivalent Days Present} = 18.896 = 18.90.$

For additional rules concerning the reporting of special education days present for a particular special education student, please refer to the [Student Attendance Accounting Handbook](#).

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.

For additional rules concerning the reporting of Eligible Days Present for a particular student, please refer to the [Student Attendance Accounting Handbook](#).

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.

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

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

For example, if a student is eligible for PRS services every day of a 30-day six-week reporting period, but attends only a equivalent of 29.17 days present (7000 minutes / 240 minutes) during the reporting period, then only 29.17 days of the 30 days of PRS program services eligibility can be used in the calculation of PRS ADA.

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

Example of Flexible Attendance PRS ADA Calculation

- Student Sue – Reporting Period 5
- NUMBER-DAYS-TAUGHT = 30
- FLEX-ATTEND-TOTAL-PRS-DAYS-ELIGIBLE = 30
- FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 7000 minutes
- $\text{Flexible Attendance Equivalent Days Present} = 7500 \text{ minutes} / 240 \text{ minutes} = 29.17 \text{ days present}$

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

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

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

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

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

The INSTRUCTIONAL-SETTING-CODE is reported based on the INSTRUCTIONAL-SETTING-CODE documented in the students' IEP on the PEIMS Fall snapshot date. Refer to the [Student Attendance Accounting Handbook](#) for additional guidance on the instructional setting codes for special education students.

Instructional arrangements/settings shall be based on the individual needs and IEPs of eligible students receiving special education services. [See 19 TAC §89.63.]

The INSTRUCTIONAL-SETTING-CODE for speech therapy is "00". Students receiving speech therapy services should be reported on the Special Education Attendance unless exempted by other reporting requirements (such as ADA-ELIGIBILITY-CODE "0" students).

Each special education instructional setting has a unique contact-hour multiplier. Use the following chart when computing special education contact hours.

Instructional Arrangement/Setting Code(s)	Contact-Hour Multiplier
Speech Therapy - code 00	.25
Homebound - code 01	1.00
Hospital Class - code 02	4.50
Vocational Adjustment Class - code 08	5.50
State Supported Living Center - code 30	5.50
Resource Room - codes 41 and 42	2.859
Mild/Moderate/Severe - codes 43 and 44	2.859
Full-Time Early Childhood - code 45	2.859
Off Home Campus - codes 91–98	4.25
Residential Care and Treatment Facility - codes 81–89	5.50

Please refer to the [Student Attendance Accounting Handbook](#) for additional rules concerning the assignment of the instructional setting code for Special Education 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.

For detailed instructions for computing excess contact hours refer to the [Student Attendance Accounting Handbook](#).

The Foundation School funding for LEAs is based on and limited to 6.0 contact hours per day per student. Excess contact hours for special education students occur when the education contact hours earned for a particular day exceed 6.0 hours. This generally occurs when a special education student is receiving special education instruction and career

and technical education instruction on the same day. Excess contact hours are not subtracted from speech therapy contact hours 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.

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

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

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

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

Data Conversion Formulas/Rules:

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

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

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

Example 1:

- NUMBER-DAYS-TAUGHT = 30
- 7000 FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT divided by 240 minutes = 29.17 Equivalent Eligible Days Present
- Adjusted Equivalent Eligible Days Present = 29.17 (the lesser of Equivalent Eligible Days Present or NUMBER-DAYS-TAUGHT)
- ADA = 29.17 Adjusted Equivalent Eligible Days Present divided by NUMBER-DAYS-TAUGHT of 30 = .9723.

Example 2:

- NUMBER-DAYS-TAUGHT = 30
- 9000 FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT divided by 240 minutes = 37.50 Equivalent Eligible Days Present
- Adjusted Equivalent Eligible Days Present = 30.00 (the lesser of Equivalent Eligible Days Present or NUMBER-DAYS-TAUGHT)
- ADA = 30.00 Adjusted Equivalent Eligible Days Present divided by NUMBER-DAYS-TAUGHT of 30 = 1.0.

FLEX-ATTEND-TOTAL-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.

The FLEX-ATTEND-TOTAL-CAREER-TECH-MINUTES-PRESENT for a particular REPORTING-PERIOD-INDICATOR-CODE reflect the total actual CTE class time that a student attended the CTE classes in which they were enrolled. Unlike the reporting structure for regular CTE Attendance where the data is reported by the CTE contact hour category (V1, V2, V3, etc...), the total amount of CTE class time attended is reported together in a single value. NOTE: No single career and technical education course can generate more than 3 contact hours per day. Forty-Five (45) minutes of CTE attendance is the minimum amount of time that a CTE student must attend a CTE class(es) on a given day in order for that time to be included in the FLEX-ATTEND-TOTAL-CAREER-TECH-MINUTES-PRESENT.

The value reported for FLEX-ATTEND-TOTAL-CAREER-TECH-MINUTES-PRESENT on the CTE Flexible Attendance data for a particular reporting period must always be equal to or less than the value reported for FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT for the same reporting period.

Data Conversion Formulas/Rules:

$$\text{FLEX-ATTEND-TOTAL-CAREER-TECH-MINUTES-PRESENT} / (\text{NUMBER-DAYS-TAUGHT} \times 360 \text{ minutes}) =$$

Flexible Attendance Career and Technical Education Full Time Equivalents (FTEs) for a particular six-week reporting period.

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 data 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.

Example: Student Mark is enrolled in a funding eligible CTE course and generates 3300 minutes of FLEX-ATTEND-TOTAL-CAREER-TECH-MINUTES-PRESENT in the 4th Reporting Period which had NUMBER-DAYS-TAUGHT of 30. Student Mark was reported on his Flexible Attendance record with FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT of 6900 minutes.

The following is an illustration of how TEA will convert the FLEX-ATTEND-TOTAL-CAREER-TECH-MINUTES-PRESENT to CTE FTEs.

Career and Technical Education Minutes to FTE Calculation:

- Student Mark– Reporting Period 4
- NUMBER-DAYS-TAUGHT = 30
- FLEX-ATTEND-TOTAL-CAREER-TECH-MINUTES-PRESENT = 3300 minutes
- FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 6900 minutes
- Flex Attend Equivalent Days Present = 6900 minutes / 240 minutes = 28.750 = 28.75 days

Note: If NUMBER-DAYS-TAUGHT is less than Flex Attend Equivalent Days Present, then funding is limited to the value of NUMBER-DAYS-TAUGHT.

Flex Attend Average Daily Attendance for Reporting Period 4 = $28.75/30 = .9583 = .958$ ADA

Flexible Attendance Career and Technical Education Full Time Equivalents (FTEs)
= $3300 \text{ CTE Flexible Attendance Minutes Present} / (30 \text{ Days Taught}) \times 360 \text{ minutes}$
= $3300 \text{ minutes} / 10800 \text{ minutes}$
= .3055 FTEs
= .306 CTE Flexible Attendance FTEs for Reporting Period 4

Note: Fractional days present will be rounded to the nearest hundredth (2 decimal places). 28.750 would be rounded to 28.75 equivalent days present. FTEs are rounded to the nearest thousandth (3 decimal places). .9583 would be rounded to .958 CTE FTEs.

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

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

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

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

Data Conversion Formulas/Rules:

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

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

Example:

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

FLEX-ATTEND-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 Foundation School funding for LEAs is based on and limited to 6.0 contact hours per day per student. Excess contact hours for special education students occur when the special education contact hours earned for a particular day exceed 6.0 hours (360 minutes for flexible attendance accounting). This occurs when a special education student is receiving special education instruction and career and technical education instruction at the same time. Excess contact hours are always subtracted from the student's primary Instructional Setting Code. Excess contact hours are not subtracted from speech therapy contact hours unless there is no other special education Instructional Setting during the time excess hours are earned.

Example:

Student Jerry is a Career and Technical Education (CTE) and Special Education student. He attends two CTE classes that collectively generate V3 (3.0) contact hours per day of attendance. He also is participating in the special education Instructional Setting Resource Room/Services (Less than 21%/day) that generates 2.859 contact hours per day of attendance, and the special education Speech Therapy Instructional Setting that generated .25 contact hours per day of attendance. Since the Special Education Flexible Attendance data is reported as aggregate data by the REPORTING-PERIOD-INDICATOR-CODEs, it is the responsibility of the LEA to determine which days a student has generated Excess Contact Hours. (In many cases the LEA student information system will compute the occurrences and extract them to the PEIMS file for submission.)

In the case of Student Jerry, each day that he attends 360 minutes of instruction would generate 7 minutes of FLEX-ATTEND-EXCESS-MINUTES-IN-INSTR-SETTING (3.0 CTE hours + 2.859 Special Education Resource contact hours + .25 Special Education Speech Therapy contact hours = 6.109 total contact hours minus 6 hours maximum = .109 contact hours x 60 minutes = 6.54 Excess Minutes (rounds to 7 Excess Minutes)). If Student

Jerry was present for 360 minutes 15 times during a 30 day Reporting Period, then the value reported for FLEX-ATTEND-EXCESS-MINUTES-IN-INSTR-SETTING would be 105 minutes (15 occurrences x 7 minutes).

Career and Technical Flexible Attendance Sub-Category

For CTE students participating in the Flexible Attendance Program, report a Career and Technical Flexible Attendance data for each reporting period for each CTE student who was eligible for and served in the CTE program.

If the LEA offers instruction in a CTE course(s) that has not been approved for CTE weighted funding, do not include the time attended in these courses on CTE Flexible Attendance data for any student served in those courses.

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.

Students in Grade Levels EE – 6 are not eligible for CTE Flexible Attendance Reporting.

Students in grades 7 and 8 can only be reported for approved Career and Technical Education for the Disabled (CTED) courses.

Do not report CTE Flexible Attendance data 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.

Refer to Section V of the [Student Attendance Accounting Handbook](#) for the complete Technical Education (CTE) eligibility information and complete coding instructions.

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.

For detailed instructions for determining and reporting CTE contact hours (V1, V2, etc.) refer to the [Student Attendance Accounting Handbook](#).

DISTRICT-OF-RDSPD-SERVICE (E1527) indicates the RDSPD Fiscal Agent district that provides the RDSPD service to a particular RDSPD student.

**** 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.

There are three (3) unique programs that generate attendance data on the SpecialProgramsReportingPeriodAttendanceExtension Complex Type.

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

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

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

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

Report Flexible Attendance data for only those students in the LEA who were enrolled in the Optional Flexible School Day Program (OFSDP), High School Equivalency Program (HSEP), or the OFSDP Credit/Promotion Recovery Program at some point during the school year.

A school district must be pre-approved by TEA School Finance Staff to operate an Optional Flexible School Day Program. For Submission 3, only students who have 1) dropped out of school, 2) are at-risk of dropping out of school, 3) are enrolled in an early-college high school, or 4) are enrolled on a campus that is operating under a Monitoring and Intervention Campus Improvement Plan may participate in the Optional Flexible School Day Program (OFSDP).

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

A school district must be pre-approved by TEA High School Equivalency Program staff to operate a High School Equivalency Program. Only students who have been court ordered to participate in a HSEP program, or students who are at least 16 years of age, who are at-risk of dropping out of school, whose parent or guardian has approved participation, and at least two school years have elapsed since the student first enrolled in ninth grade, and the student has accumulated less than one third of the credits required to graduate under the minimum graduation requirements may participate in the High School Equivalency Program (HSEP).

The special education instructional setting FTE calculation value used for funding purposes is limited to the lower of the Equivalent Days Present, as calculated for a particular reporting period, or the Flex Attend Days Eligible in Instructional Setting reported for the same reporting period. Note that funding is limited to the lesser of Flex Attend Equivalent Days Present or NUMBER-DAYS-TAUGHT for a reporting period. If the calculated Flex Attend Equivalent Days Present is greater than NUMBER-DAYS-TAUGHT for the reporting period, an Adjusted Flex Attend Equivalent Days Present is calculated to be NUMBER-DAYS-TAUGHT.

For students with one instructional setting:

Data Conversion Formulas/Rules:

Flex Attend Equivalent Days Present = $\text{FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT} / 240$

Adjusted Flex Attend Equivalent Days Present = the lesser of Flex Attend Equivalent Days Present or NUMBER-DAYS-TAUGHT.

Total Eligible Special Education Contact Hours = The smaller of (Adjusted 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)

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

Example: Student Sims has the following information reported:

- FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 5500 (on this complex type when reporting flexible attendance)
- INSTRUCTIONAL-SETTING-CODE is (41) Resource Room Services (less than 21% of school day), so Contact Hour Multiplier = 2.859
- NUMBER-DAYS-TAUGHT for 3rd six weeks reporting period = 30
- FLEX-ATTEND-DAYS-ELIGIBLE-IN-INSTR-SETTING for the 3rd six week reporting period = 30
- Flex Attend Equivalent Days Present = 22.92 ($5500 / 240 \text{ minutes}$) = 22.917
- Flex Attend Contact Hours = 65.53 (22.92 Flex Attend Equivalent Days Present x 2.859 contact hour multiplier = 65.528)

For students with more than one instructional setting:

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.

Example: Student Joseph has the following information reported:

- FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 6800 (this complex type when reporting flexible attendance)
- NUMBER-DAYS-TAUGHT in six week reporting period 2 = 30
- INSTRUCTIONAL-SETTING-CODE = "02" – Hospital Class with FLEX-ATTEND-DAYS-ELIGIBLE-IN-INSTR-SETTING = 10 days
- INSTRUCTIONAL-SETTING-CODE = "01" – Homebound with FLEX-ATTEND-DAYS-ELIGIBLE-IN-INSTR-SETTING = 20 days
- $6800 \text{ FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT} / 240 \text{ minutes}$ (4 hours x 60 minutes) = 28.33 Equivalent Days Present for the 2nd six-week reporting period.
- 10 days of Hospital Class eligibility = 33.3% of the Total Days of special education eligibility ($10 / (10+20)$)
Hospital Class Days Eligible = 33.3% of 28.33 Equivalent Days Present = $9.348 = 9.35$.

- 20 days of Homebound eligibility = 66.7 % of the Total Days of special education eligibility (20/ (10+20))
Homebound Days Eligible = 66.7% of 28.33 Equivalent Days Present = 18.896 = 18.90.

For additional rules concerning the reporting of special education days present for a particular special education student, please refer to the Student Attendance Accounting Handbook.

Example(s)

Example #1: OFSDP Flexible - Regular, Flexible - Bilingual/ESL, and Flexible – Special Education Mainstream

Tex Student is a 12th grade student in the Optional Flexible School Day Program (OFSDP) at Learning ISD (256-905) High School (001). He enters this program on the first day of the second reporting period and is enrolled for the entire reporting period. The sums of Tex's attendance for the second six-week reporting period is 7500 minutes. Tex participates in the bilingual/ESL program. He receives indirect special education services and supports in the mainstream instructional setting as documented in his individualized education program (IEP). Tex withdraws from Learning ISD at the end of the second six weeks. His attendance information would be reported as follows:

Flexible - Regular (ATTENDANCE-EVENT-INDICATOR = 06)

Element ID	Element Name	Response
E1523	TX-UNIQUE-STUDENT-ID	1500000091
E0782	CAMPUS-ID-OF-ENROLLMENT	256905001
E1085	ATTENDANCE-EVENT-INDICATOR	06
E0975	INSTRUCTIONAL-TRACK-INDICATOR-CODE	00
E0934	REPORTING-PERIOD-INDICATOR-CODE	2
E0935	NUMBER-DAYS-TAUGHT	030
E0017	GRADE-LEVEL-CODE	12
E1046	FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT	7500
E1047	FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT	00000
E1045	FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE	1

Flexible – Bilingual / ESL (ATTENDANCE-EVENT-INDICATOR = 07)

Element ID	Element Name	Response
E1523	TX-UNIQUE-STUDENT-ID	1500000091
E0782	CAMPUS-ID-OF-ENROLLMENT	256905001
E1085	ATTENDANCE-EVENT-INDICATOR	07
E0975	INSTRUCTIONAL-TRACK-INDICATOR-CODE	00
E0934	REPORTING-PERIOD-INDICATOR-CODE	2
E0935	NUMBER-DAYS-TAUGHT	030
E0017	GRADE-LEVEL-CODE	12
E1050	FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE	30.0
E1045	FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE	1

Flexible – Special Ed Mainstream (ATTENDANCE-EVENT-INDICATOR = 12)

Element ID	Element Name	Response
E1523	TX-UNIQUE-STUDENT-ID	1500000091
E0782	CAMPUS-ID-OF-ENROLLMENT	256905001
E1085	ATTENDANCE-EVENT-INDICATOR	12
E0975	INSTRUCTIONAL-TRACK-INDICATOR-CODE	00
E0934	REPORTING-PERIOD-INDICATOR-CODE	2
E0935	NUMBER-DAYS-TAUGHT	030
E0017	GRADE-LEVEL-CODE	12
E1049	FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE	30.0
E1045	FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE	1

Example #2: HSEP Flexible – Regular

Ted Learner (000556487) is a 12th grade student in the High School Equivalency Program (HSEP) at Learning ISD (256-905) High School (001). He attends the High School Equivalency Program (HSEP) program for 45 minutes a day. The sum of Ted's instruction for the third six-week reporting period is 1350 minutes. Ted will have a SpecialProgramsReportingPeriodAttendanceExtension Complex Type reported since he attended the program for at least 45 minutes each day that he was present. The attendance information for Ted would be reported as follows.

Flexible – Regular (ATTENDANCE-EVENT-INDICATOR = 06)

Element ID	Element Name	Response
E1523	TX-UNIQUE-STUDENT-ID	000556487
E0782	CAMPUS-ID-OF-ENROLLMENT	256905001
E1085	ATTENDANCE-EVENT-INDICATOR	06
E0975	INSTRUCTIONAL-TRACK-INDICATOR-CODE	00
E0934	REPORTING-PERIOD-INDICATOR-CODE	3
E0935	NUMBER-DAYS-TAUGHT	028
E0017	GRADE-LEVEL-CODE	12
E1046	FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT	1350
E1047	FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT	00000
E1045	FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE	2

Example #3: HSEP Flexible – Regular

Bill Student (000156400) is a 12th grade student in HSEP at Learning High school. Bill attends the HSEP program for 120 minutes a day. The sum of Bill's instruction for the third six-week reporting period is 3420 minutes. Bill will have a SpecialProgramsReportingPeriodAttendanceExtension Complex Type reported since he attended the program for at least 45 minutes each day that he was present. The attendance information for Bill would be reported as follows.

Flexible – Regular (ATTENDANCE-EVENT-INDICATOR = 06)

Element ID	Element Name	Response
E1523	TX-UNIQUE-STUDENT-ID	000156400
E0782	CAMPUS-ID-OF-ENROLLMENT	256905001
E1085	ATTENDANCE-EVENT-INDICATOR	06
E0975	INSTRUCTIONAL-TRACK-INDICATOR-CODE	00
E0934	REPORTING-PERIOD-INDICATOR-CODE	3
E0935	NUMBER-DAYS-TAUGHT	028
E0017	GRADE-LEVEL-CODE	12
E1046	FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT	3420
E1047	FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT	00000
E1045	FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE	2

Example #4: OFSDP Flexible – Special Ed

John Smith (000146900) is a 9th grader at Learning ISD (256-905) High School (001). John is in the OFSDP and an IEP for speech services for 30 minutes two times per week. John attended the OFSDP for 8500 minutes during the first six weeks. John was eligible for the speech special education services for the entire 30 days of the first six weeks. His attendance information would be reported as follows.

Flexible – SpecialEd (ATTENDANCE-EVENT-INDICATOR = 10)

Element ID	Element Name	Response
E1523	TX-UNIQUE-STUDENT-ID	000146900
E0782	CAMPUS-ID-OF-ENROLLMENT	256905001
E1085	ATTENDANCE-EVENT-INDICATOR	10
E0975	INSTRUCTIONAL-TRACK-INDICATOR-CODE	00
E0934	REPORTING-PERIOD-INDICATOR-CODE	1
E0935	NUMBER-DAYS-TAUGHT	030
E0017	GRADE-LEVEL-CODE	9
E0173	INSTRUCTIONAL-SETTING-CODE	00
E1051	FLEX-ATTEND-DAYS-ELIGIBLE-IN-INSTR-SETTING	30.0
E1052	FLEX-ATTEND-EXCESS-MINUTES-IN-INSTR-SETTING	00000
E1045	FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE	1

Note: John's attendance of 8500 minutes for the 1st six weeks converts to 23.61 equivalent days of attendance. As a result, John's speech services will be funded based on 23.61 days of attendance multiplied times .25, the contact hour multiplier for the Speech Instructional Setting.

23.61 x .25 = 5.90 Speech Contact Hours for John for the 1st six weeks.

Example #5: OFSDP Flexible – CTE

Jeff Learner (000144800) is an 11th grader at Learning ISD (256-905) High School (001). Jeff is in the Optional Flexible School Day Program (OFSDP) and is enrolled in a career and technology class and works off campus for 15 hours each week. Jeff attends his Career and Technical Education class for 60 minutes each day. He entered the program halfway through the third reporting period. Jeff's total minutes of attendance for the entire third six weeks was 10,000. Jeff's Optional Flexible School Year career and technical minutes were 5400. His Career and Technical attendance information would be reported as follows.

Flexible – CTE (ATTENDANCE-EVENT-INDICATOR = 08)

Element ID	Element Name	Response
E1523	TX-UNIQUE-STUDENT-ID	000144800
E0782	CAMPUS-ID-OF-ENROLLMENT	256905001
E1085	ATTENDANCE-EVENT-INDICATOR	08
E0975	INSTRUCTIONAL-TRACK-INDICATOR-CODE	00
E0934	REPORTING-PERIOD-INDICATOR-CODE	3
E0935	NUMBER-DAYS-TAUGHT	030
E0017	GRADE-LEVEL-CODE	11
E1053	FLEX-ATTEND-TOTAL-CAREER-TECH-MINUTES-PRESENT	5400
E1045	FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE	1

Note: Jeff's ADA for the 3rd six weeks would be calculated as $10000/360 = 27.77$ Equivalent Day Present. 27.77 Days Present / $30 = .926$ ADA for the 3rd six weeks.

Jeff's Career and Technical Education FTE would be calculated as $5400/60 = 90.000$ Contact Hours. 90.000 Contact Hours / $180 = .500$ Career and Technical Education FTE for the 3rd six weeks.

Data Sample(s)

See Section 8.7 for XML Data Samples

InterchangeStudentTranscript

43415 - StudentAcademicRecord Complex Type

Element ID	Data Element	XMLName	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	
**	Reference Complex Type	StudentReference					Y	Y	Y	Y	9	CODED	
**	Complex Type	StudentIdentity					Y	Y	Y	Y	9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateld					Y	Y	Y	Y	10	NUMERIC	

Description

The StudentAcademicRecord complex type represents the cumulative record of academic achievement for a student.

Reporting Requirements

The StudentAcademicRecord complex type is reported for each instance of a StudentSectionAssociation Complex Type where the COURSE-COMPLETION-INDICATOR is equal to "1".

The StudentAcademicRecord complex type is not reportable for any instance in which a StudentSectionAssociation Complex Type data record contains a Pre-kindergarten or Kindergarten SERVICE-ID.

Special Reporting Requirements

Texas School for the Deaf (TSD) and Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice Department (TJJD) (formerly TYC) must report the StudentAcademicRecord Complex Type for courses completed by students in grade levels 1 - 12.

Business Rules

Id is an XML generated XML ID associated with this complex type.

**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 look up 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.

Example(s)

None

Data Sample(s)

See Section 8.7 for XML Data Samples

43415- CourseTranscriptExtension Complex Type

Element ID	Data Element	XMLName	PEIMS								Len	Data Type	Code Table ID
			1	1 M	2	2 M	3	3 M	4	4 M			
CourseTranscript Complex Type													
**	Reference Complex Type	CourseReference					Y	Y	Y	Y			
**	Reference Complex Type	CourseIdentity					Y	Y	Y	Y			
**	Complex Type	CourseCode					Y	Y	Y	Y			
E1089	COURSE-IDENTIFICATION-SYSTEM	IdentificationSystem					Y	Y	Y	Y	31	STRING	DC036
E0724	SERVICE-ID	ID					Y	Y	Y	Y	8	CODED	C022
**	Reference Complex Type	EducationOrganizationReference					Y	Y	Y	Y	9	CODED	
**	Reference Complex Type	EducationalOrgIdentity					Y	Y	Y	Y			
E0266	CAMPUS-ID	StateOrganizationId					Y	Y	Y	Y	9	CODED	
**	Reference Complex Type	StudentAcademicRecordReference					Y	Y	Y	Y			
**	Reference Type	ref					Y	Y	Y	Y		STRING	
CourseTranscriptExtension Complex Type													
E0017	GRADE-LEVEL-CODE	TX-GradeLevel					Y	Y	Y	Y	2	CODED	C050
E0949	PASS/FAIL-CREDIT-INDICATOR-CODE	TX-PassFailCreditIndicator					Y	Y	Y	Y	2	CODED	C136
E1011	DUAL-CREDIT-INDICATOR-CODE	TX-DualCreditIndicator					Y	Y	Y	Y	1	CODED	C088
E1058	ATC-INDICATOR-CODE	TX-ATCIndicator					Y	Y	Y	Y	1	CODED	C088
E1081	COLLEGE-CREDIT-HOURS	TX-CollegeCreditHours					Y		Y		1	NUMERIC	
E0782	CAMPUS-ID-OF-ENROLLMENT	TX-CampusIdOfEnrollment					Y	Y	Y	Y	9	CODED	
E0948	COURSE-SEQUENCE-CODE	TX-CourseSequence					Y	Y	Y	Y	2	CODED	C135
E1056	CLASS-ID-NUMBER	UniqueSectionCode					Y	Y	Y	Y	14	NAME FIELD	
E1597	ONRAMPS-DUAL-ENROLLMENT-INDICATOR-CODE	TX-OnRampsDualEnrollmentIndicator					Y		Y		1	CODED	C088

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 is only reported for course sections from the StudentSectionAssociation Complex Type data records where the COURSE-COMPLETION-INDICATOR is "1". However, this reporting requirement excludes StudentSectionAssociation Complex Type data records where the SERVICE-ID indicates a Pre-kindergarten or Kindergarten course.

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.

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

LEAs and charter schools must report all courses attempted by a student as of the last Friday in October. Classes completed prior to the PEIMS Fall snapshot date must also be reported along with the classes completed after the PEIMS Fall snapshot date.

Local-credit courses such as the 8XXXXXXX series courses are not reported.

For Submission 3:

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

For Submission 4:

The CourseTranscriptExtension Complex Type must be submitted for each unique dual credit class (course section) that was completed during the summer (between school years) for the purpose of a student earning dual credit. Do not report the CourseTranscriptExtension Complex Type for dual credit course sections that were not completed; COURSE-COMPLETION-INDICATOR not equal to "1".

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.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

CourseTranscript Complex Type

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

****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 look up 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.

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, SE, SR, SS, or 8.

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 look up 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.

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

The PASS/FAIL-CREDIT-INDICATOR-CODE is only reported for courses shown as completed on the StudentSectionAssociation Complex Type.

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 CourseTranscriptExtension Complex Type 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.

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

ATC-INDICATOR-CODE (E1058) indicates a high school course for which college credit may be awarded by a post-secondary institution under the conditions of a local articulation agreement or the statewide Advanced Technical Credit (ATC) program agreement.

ATC courses cannot be reported as dual credit courses. Likewise, Dual Credit courses cannot be reported as local or statewide articulated (ATC) credit. These rules are enforced by fatal validation rules.

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

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

If a student completes a dual credit course and does not pass the course, then the COLLEGE-CREDIT-HOURS will be reported as 0.

When a course is reported as eligible to receive dual credit, be cautious to avoid duplicating the college credit hours earned across multiple course sections.

In Submission 4, one StudentAcademicRecordReference 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.

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

COURSE-SEQUENCE-CODE (E0948) identifies the unique part(s) of a course when a course is taught during a single grading period or semester or across multiple grading periods or semesters.

The COURSE-SEQUENCE-CODE identifies how the course was taught to the student during the school year, or in the summer. The COURSE-SEQUENCE-CODE identifies the order in which the course was scheduled in the class scheduling system.

Non-high school courses must use COURSE-SEQUENCE-CODE "A" (Non-High School Year Long Course) regardless of whether it is a year-long or a semester course.

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

Reference the StudentSectionAssociation Complex for the business rules concerning the CLASS-ID-NUMBER.

ONRAMPS-DUAL-ENROLLMENT-INDICATOR-CODE (E1597) indicates that the student has successfully completed an OnRamps dual enrollment course.

OnRamps is an innovative dual enrollment program coordinated by The University of Texas at Austin. (reported in Submission 3 and 4 only)

Example(s)

None

Data Sample(s)

See Section 8.7 for XML Data Samples

InterchangeMasterSchedule

43415 / 10050 / 50300 - SectionExtension Complex Type

Element ID	Data Element	XMLName	PEIMS								Len	Data Type	Code Table ID
			1	1 M	2	2 M	3	3 M	4	4 M			
Section Complex Type													
E1056	CLASS-ID-NUMBER	UniqueSectionCode					Y	Y	Y	Y	14	NAMEFIE LD	
**	Reference Complex Type	CourseOfferingReference					Y	Y	Y	Y			
**	Reference Type	ref					Y	Y	Y	Y		STRING	
**	Reference Complex Type	SchoolReference					Y	Y	Y	Y	9	CODED	
**	Reference Complex Type	EducationalOrgIdentity					Y	Y	Y	Y			
E0266	CAMPUS-ID	StateOrganizationId					Y	Y	Y	Y	9	CODED	
**	Reference Complex Type	ClassPeriodReference					Y	Y			2	NAMEFIE LD	
**	Complex Type	ClassPeriodIdentity					Y	Y					
E1074	CLASS-PERIOD	ClassPeriodName					Y	Y			2	NAMEFIE LD	
E0266	CAMPUS-ID	StateOrganizationId					Y	Y			9	CODED	
SectionExtension Complex Type													
E1093	SCHOOL-YEAR	TX-SchoolYear					Y	Y	Y	Y	9	STRING	C193
E0747	POPULATION-SERVED-CODE	TX-PopulationServed					Y	Y			2	CODED	C030
E0948	COURSE-SEQUENCE-CODE	TX-CourseSequence					Y	Y	Y	Y	2	CODED	C135
E1072	NON-CAMPUS-BASED-INSTRUCTION-CODE	TX-NonCampusBasedInstruction					Y	Y			2	CODED	C182
E1579	PK-CURRICULA	TX-PK-Curricula					Y				2	CODED	C206
E1580	HIGH-QUALITY-PK-PROGRAM-INDICATOR	TX-HighQualityPrekProgramIndicator					Y				1	CODED	C088
E1558	STUDENT-INSTRUCTION	TX-StudentInstruction					Y				2	CODED	C210
E1555	PK-SCHOOL-TYPE	TX-PKSchoolType					Y				2	CODED	C209
E1626	PROGRAM-EVALUATION-TYPE	TX-ProgramEvaluationType					Y				2	CODED	C216

Description

The SectionExtension Complex Type represents a setting in which organized instruction of course content is provided to one or more students for a given period of time. This complex type lists the current year courses taken by a student or taught by a teacher. A course may be offered to more than one class/section. Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium.

Reporting Requirements

The SectionExtension Complex Type inherits data elements from the Section Complex Type.

Information from the SectionExtension Complex Type is used to capture the complete course offerings for a particular campus. This information is then used for translating the data submitted for staff and student course participation in order to identify the classes enrolled in by students and classes taught by teachers.

All of the reference data elements must be defined either by the Course Complex Type in the Education Organization Interchange, Session Complex Type in the Education Org Calendar Interchange, or the CourseOffering Complex Type in the Master Schedule Interchange.

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

For each SectionExtension Complex Type reported where NON-CAMPUS-BASED-INSTRUCTION-CODE is "00", there must be a matching TeacherSectionAssociationExtension Complex Type (CAMPUS-ID, SERVICE-ID, CLASS-ID-NUMBER, and COURSE-SEQUENCE-CODE), where CLASS-ROLE is '01' (Teacher of Record). This rule ensures that each course section offered at a campus that should have a teacher assigned to it, does indeed have a teacher reported for that section.

For each SectionExtension Complex Type, there must be a matching StudentSectionAssociation Complex Type where CAMPUS-ID, CLASS-ID-NUMBER, and COURSE-SEQUENCE-CODE is the same. This rule ensures that each course section offered at a campus has at least one student assigned to that course section.

For students that are placed in or are expelled to a DAEP program, or expelled to a JJAEP, the campus that enrolls the student during these disciplinary removals is responsible for creating the SectionExtension Complex Type(s) that reflect the new course sections to which the student has been assigned while attending a DAEP or a JJAEP.

Texas School for the Deaf (TSD) and Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice Department (TJJD) must report the SectionExtension Complex Type.

For the SectionExtension Complex Type record, do not include courses with SERVICE-IDs that begin with SA, SE, SR, SS, or 8. This rule is enforced by a fatal rule.

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

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

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

Section Complex Type

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

CLASS-ID-NUMBER must be unique such that multiple teachers can be linked to a single course section through the Teacher Assignment Records and students enrolled in a unique course section can be identified by the CLASS-ID-NUMBER on the SectionExtension Complex Type.

****CourseOfferingReference Complex Type**

The CourseOfferingReference Complex Type references the entity that represents an offering of a course by school during a session, representing the course catalog of available courses.

ref is an XML generated XML IDREF that references the object associated with this object.

****SchoolReference Complex Type**

The SchoolReference Complex Type represents the school where the section is taught.

****EducationalOrgIdentity Complex Type**

The EducationalOrgIdentity Complex Type provides user information to look up 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 that is associated with the course offering.

****ClassPeriodReference Complex Type**

The ClassPeriodReference Complex Type represents the class period during which the section meets.

****ClassPeriodIdentity Complex Type**

The ClassPeriodIdentity Complex Type provides user information to look up and link to an existing class period record in the receiving system.

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

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 that is associated with the course offering.

SectionExtension Complex Type

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

SCHOOL-YEAR is the calendar year that identifies the spring semester for a particular school year.

SCHOOL-YEAR uses the translation from code table C193 and not the code itself.

POPULATION-SERVED-CODE (E0747) identifies the student population for which a service has been designed or is intended. It does not necessarily identify the program eligibility of the students who receive the service.

A service (classroom or non-classroom) will have a single POPULATION-SERVED-CODE value (e.g. "01" for regular students) even when members of other student populations happen to be served. It is only when the service has been tailored for a special student population that POPULATION-SERVED-CODE should be given values that apply to special student populations. If two or more populations are being served, only one should be reported, using the population for which the service was designed.

COURSE-SEQUENCE-CODE (E0948) identifies the unique part(s) of a course when a course is taught during a single grading period or semester or across multiple grading periods or semesters.

The COURSE-SEQUENCE-CODE identifies how the course was taught to the student during the school year, or in the summer. The COURSE-SEQUENCE-CODE identifies the order in which the course was scheduled in the class scheduling system.

Non-high school courses must use COURSE-SEQUENCE-CODE “A” (Non-High School Year Long Course) regardless of whether it is a year-long or a semester course.

NON-CAMPUS-BASED-INSTRUCTION-CODE (E1072) indicates that a course was offered for class credit or student achievement, but 1) was not taught by a school district/charter school employee or a contracted teacher, or 2) was taught by a school district/charter school employee or a contracted teacher at a facility other than the campus where the student is enrolled. Examples include but are not limited to college based instruction, non-district teacher, non-campus teacher, internet based instruction, electronic Course Pilot (eCP), and Texas Virtual School Network (TxVSN).

The following information expands on the NON-CAMPUS-BASED-INSTRUCTION-CODEs to better explain the intent of each code.

- 01 - College Campus Based Course - College course (usually a dual credit course) is taught either on a college campus or a high school campus by an instructor not employed by the LEA. College courses taught on a high school campus by a LEA teacher with college credentials cannot be coded with NON-CAMPUS-BASED-INSTRUCTION-CODE 01.
- 02 - Electronic/Internet/Correspondence Based Course – Any course that is taught not using an actual teacher (ROLE-ID 087 or 047) in the classroom where the student(s) meet for the class. Examples include internet delivered curriculum, academic instructional software programs, video instruction (live or recorded), online courses, etc.
- 03 - Non-District Teacher Providing Classroom Instruction Services – This course is taught by a teacher that is employed by another school district/charter. The “classroom” could be at any suitable location. Do not use this code for reporting college instructors.
- 04 – Texas Virtual School Network (TxVSN) Online Schools program (Formerly Electronic Course Program (eCP)) – This is a full-time virtual program available only to eligible students in grade levels 3 - 12 who are enrolled in an eligible LEA participating in the program. For additional information and rules refer to the Student Attendance Accounting Handbook. In order for a school to receive state funding for students enrolled in the TxVSN online school, all TxVSN Online Schools program course sections offered to students must be reported with this code.
- 05 - Texas Virtual School Network (TxVSN) Statewide Online Course Catalog – This program provides a supplemental statewide online course catalog of high school, advanced placement, and dual credit courses to eligible students in grade levels 9 - 12 who are enrolled in the LEA. For additional information refer to the Student Attendance Accounting Handbook. In order for a school to receive state funding for students enrolled in courses offered through the TxVSN statewide course catalog, all TxVSN Statewide course catalog course sections offered to students must be reported with this code.
- 06 - Non-Campus Teacher Providing Instruction at Another District Facility – These courses are taught in the district at a location that does not have its own campus number. An example of this would be when the CTE program courses are all taught at a central CTE location that is not eligible for its own campus number. These teachers are not associated with any other campus in the LEA.
- 07 - Juvenile Justice Alternative Education Program (JJAEP) - TEC 37.011 – These courses are always taught at a JJAEP that has been established in accordance with TEC 37.011, and are taught by teachers that are hired or are paid for by the JJAEP.
- 08 - Credit by Exam – This code reflects those courses for which a student earned credit through the official “credit by exam” process.
- 09 - Out of District DAEP Program – This code reflects those courses that a student is assigned to while placed in a DAEP that is physically located in another school district or charter school. While this code is similar to the “Non District Teacher “code 03, it is limited to those instances of a student attending a DAEP that is physically under the control of another school district or charter school.
- 10 - Non-District PE Substitution Program (Limited to Service IDs PES00008 - PES00011) – The use of this code

is limited to those cases where the LEA has authorized a student to earn PE credit by participating in a physical education activity that is not offered by the LEA. These include such things as gymnastic organizations, etc....

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

PK-CURRICULA (E1579) Indicates curricula used in the district's pre-kindergarten program section TEC 29.1532(c)(6).

PK-CURRICULA is reported as part of the ECDS collection. It is only reported for course sections that utilize the Pre-Kindergarten SERVICE-ID "01010000" (Pre-Kindergarten). See code table C206 for curriculum options.

For PK-CURRICULA, the data element is loaded to the TSDS Operational Data Store (ODS) using a TSDS complex that is also used for reporting PEIMS data in the PEIMS Data Mart (PDM). However, this data is not extracted to the PDM and is therefore not PEIMS data in Submission 3.

HIGH-QUALITY-PK-PROGRAM-INDICATOR (E1580) Indicates campus/course/section participation in the High-Quality Pre-K Program consistent with requirements in TEC 29.167-29.171.

HIGH-QUALITY-PK-PROGRAM-INDICATOR is reported as part of the ECDS collection. It is only reported for course sections that utilize the Pre-Kindergarten SERVICE-ID "01010000" (Pre-Kindergarten).

For the HIGH-QUALITY-PK-PROGRAM-INDICATOR, the data element is loaded to the TSDS Operational Data Store (ODS) using a TSDS complex that is also used for reporting PEIMS data in the PEIMS Data Mart (PDM). However, this data is not extracted to the PDM and is therefore not PEIMS data in Submission 3.

STUDENT-INSTRUCTION (E1558) Indicates the PK student type of instruction.

STUDENT-INSTRUCTION is reported as part of the ECDS collection. It is only reported for course sections that utilize the Pre-Kindergarten SERVICE-ID "01010000" (Pre-Kindergarten).

For STUDENT-INSTRUCTION, the data element is loaded to the TSDS Operational Data Store (ODS) using a TSDS complex that is also used for reporting PEIMS data in the PEIMS Data Mart (PDM). However, this data is not extracted to the PDM and is therefore not PEIMS data in Submission 3.

PK-SCHOOL-TYPE (E1555) Indicates the PK program that is offered at the campus/course/section.

PK-SCHOOL-TYPE is reported as part of the ECDS collection. It applies to a campus/course/section and is only reported for course sections that utilize the Pre-Kindergarten SERVICE-ID "01010000" (Pre-Kindergarten).

For PK-SCHOOL-TYPE, the data element is loaded to the TSDS Operational Data Store (ODS) using a TSDS complex that is also used for reporting PEIMS data in the PEIMS Data Mart (PDM). However, this data is not extracted to the PDM and is therefore not PEIMS data in Submission 3.

PROGRAM-EVALUATION-TYPE (E1626) Indicates for each High-Quality PK course/section, the type of program evaluation tool that is used.

PROGRAM-EVALUATION-TYPE is reported as part of the ECDS collection. It is only reported for course sections that utilize the Pre-Kindergarten SERVICE-ID "01010000" (Pre-Kindergarten).

For PROGRAM-EVALUATION-TYPE, the data element is loaded to the TSDS Operational Data Store (ODS) using a TSDS complex that is also used for reporting PEIMS data in the PEIMS Data Mart (PDM). However, this data is not extracted to the PDM and is therefore not PEIMS data in Submission 3.

Example(s)

None

Data Sample(s)

See Section 8.7 for XML Data Samples

InterchangeStudentDiscipline

44425 - DisciplineIncidentExtension Complex Type

Element ID	Data Element	XMLName	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					Y	Y			6	STRING	
DisciplineIncidentExtension Complex Type													
E0782	CAMPUS-ID-OF-ENROLLMENT	TX-CampusIdOfEnrollment					Y	Y			10	NUMERIC	

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.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

DisciplineIncident Complex Type

id is an XML generated XML ID associated with this 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.

DisciplineIncidentExtension Complex Type

CAMPUS-ID-OF-ENROLLMENT (E0782) indicates the unique campus 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 enrolled for instructional services.

Example(s)

None

Data Sample(s)

See Section 8.7 for XML Data Samples

44425 - StudentDisciplineIncidentAssociationExtension Complex Type

Element ID	Data Element	XMLName	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					Y	Y			9	CODED	
**	Complex Type	StudentIdentity					Y	Y			9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateld					Y	Y			10	NUMERIC	
**	Reference Complex Type	DisciplineIncidentReference					Y	Y					
**	Reference Type	ref					Y	Y				STRING	
StudentDisciplineIncidentAssociationExtension Complex Type													
E1006	DISCIPLINARY-ACTION-REASON-CODE	TX-DisciplinaryActionReason					Y	Y			2	CODED	C165
E1083	BEHAVIOR-LOCATION-CODE	TX-BehaviorLocation					Y	Y			2	CODED	C190

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 removal 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.

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.

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 look up 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.

StudentDisciplineIncidentAssociationExtension Complex Type

DISCIPLINARY-ACTION-REASON-CODE (E1006) indicates the reason a student was subject to a disciplinary action. Switchblade knives are no longer prohibited weapons under Disciplinary Action Reason Code 14 – Prohibited Weapons. LEAs should adopt policy in the student code of in regard to switchblade knives.

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

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

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

Example(s)

None

Data Sample(s)

See Section 8.7 for XML Data Samples

44425 - DisciplineActionExtension Complex Type

#23 - DisciplineActionExtension Complex Type													
Element ID	Data Element	XMLName	PEIMS								Len	Data Type	Code Table ID
			1	1 M	2	2 M	3	3 M	4	4 M			
DisciplineAction Complex Type													
E1004	DISCIPLINARY-ACTION-NUMBER	DisciplineActionIdentifier					Y	Y			3	STRING	
E1036	DATE-OF-DISCIPLINARY-ACTION	DisciplineDate					Y	Y			10	CODED	
E1008	ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT	ActualDisciplineActionLength					Y	Y			3	NUMERIC	
**	Reference Complex Type	StudentReference					Y	Y			9	CODED	
**	Complex Type	StudentIdentity					Y	Y			9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateld					Y	Y			10	NUMERIC	
**	Reference Complex Type	DisciplineIncidentReference					Y	Y					
**	Reference Complex Type	ResponsibilitySchoolReference					Y	Y			9	CODED	
**	Reference Complex Type	EducationalOrgIdentity					Y	Y					
E1037	CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY	StateOrganizationId					Y	Y			9	CODED	
**	Reference Complex Type	AssignmentSchoolReference					Y				9	CODED	
**	Reference Complex Type	EducationalOrgIdentity					Y	Y					
E1003	CAMPUS-ID-OF-DISCIPLINARY-ASSIGNMENT	StateOrganizationId					Y	Y			9	CODED	
DisciplineActionExtension Complex Type													
E1005	DISCIPLINARY-ACTION-CODE	TX-DisciplinaryActionCode					Y	Y			2	CODED	C164
E0934	REPORTING-PERIOD-INDICATOR-CODE	TX-ReportingPeriod					Y	Y			1	CODED	C130
E1007	OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT	TX-OfficialLengthOfDisciplinaryAssignment					Y	Y			3	NUMERIC	
E1009	DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE	TX-DisciplinaryLengthDifferenceReason					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.)

For JJAEP:

- DisciplineActionExtension Complex Type is reported if a student is placed in a JJAEP.
-
- However, once in the JJAEP, no further DisciplineActionExtension Complex Type 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.

For DAEP's or Shared Service Arrangements for DAEP services or participating in a Memorandum of Understanding (MOU) for JJAEP's:

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

The PEIMS Chart for Determining Mandatory and Disciplinary DAEP 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) Student Disciplinary Action 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 Disciplinary Action with DISCIPLINARY-ACTION-CODE 27 and another Disciplinary Action(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 Disciplinary Action with DISCIPLINARY-ACTION-CODE 28 and another Disciplinary Action(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.

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 DisciplineActionExtension Complex Type 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 DisciplineActionExtension Complex Type with DISCIPLINARY-ACTION-CODE 27 and a DisciplineActionExtension Complex Type with the action(s) taken by the district. Both Complex Types 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 DisciplineActionExtension Complex Type 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 DisciplineActionExtension Complex Type with DISCIPLINARY-ACTION-CODE 27 and a DisciplineActionExtension Complex Type with the action(s) taken by the district. Both Complex Types must have the same DISCIPLINARY-INCIDENT-NUMBER.
- Except for the reason of “bringing a firearm to school”, a student who is younger than 10 years of age may not be expelled for engaging in conduct described in TEC 37.007. Students who are less than 10 years of age and commit an otherwise expellable offense may be placed to a DAEP via a DAEP conference hearing in lieu of an expulsion hearing. Students under the age of 10 who bring a firearm to school must be expelled with placement to a DAEP.

Discipline over multiple years:

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

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.

Whenever a student is reported with multiple discipline records at the same CAMPUS-ID-OF-ENROLLMENT, at least one of the elements DISCIPLINARY-INCIDENT-NUMBER, DISCIPLINARY-ACTION-CODE, or DATE-OF-DISCIPLINARY-ACTION must be different. An exception to this rule would be an instance where the teacher has permanently removed a student from their classroom (DISCIPLINARY-ACTION-CODE “01”) and the campus administrator has no other academic setting available for the student for this particular time period/subject.

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

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

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

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

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

Special Reporting Requirements

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 LEAs 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.

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.

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.

ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT (E1008) indicates the actual length in days 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 look up 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.

****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 look up 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 that the student would attend under all normal circumstances if not under a disciplinary assignment.

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

CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY will identify the campus that is the owner of the student's accountability. For most DisciplineActionExtension Complex Types the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY field will be the same value as the CAMPUS-ID-OF-ENROLLMENT field. For continuation disciplinary assignments, the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY field will be a different value from the CAMPUS-ID-OF-ENROLLMENT field when the student's enrollment has been changed to a disciplinary campus type such as DAEP or JJAEP.

The following common scenarios provide guidance on reporting the correct CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY:

- 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.
- 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.
- 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.
- 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 Disciplinary Action data are reported for disciplinary actions that occur while the student is in the 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 look up 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.

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

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

OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT (E1007) indicates the official length in days of a student's disciplinary assignment.

For ISS, OSS, JJAEP, DAEP, and Expulsion assignments that involve any part of a day, the OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT and/or ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT field should be rounded up to the next whole number. (For example, if a student is suspended out of school for 2.5 days, then there should be one DisciplineActionExtension Complex Type where the OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT and/or ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT field should be reported with a value of 3.)

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

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

Example(s)

A disciplinary incident occurs on September 15, 2019 for a student. This incident results in two disciplinary actions. Initially, the student is put into In-School-Suspension (ISS) on September 16, 2019. The student is not identified as receiving special education services therefore the EFFECTIVE-DATE, PRIMARY-DISABILITY-CODE, MULTIPLY-DISABLED-INDICATOR-CODE, and the LEP-INDICATOR-CODE are not reported.

DisciplineIncident Complex Type	
DISCIPLINARY-INCIDENT-NUMBER	123456
INCIDENT-DATE	2019-09-15
DisciplineActionExtension Complex type	
DISCIPLINARY-ACTION-NUMBER	987001
DATE-OF-DISCIPLINARY-ACTION	2019-09-16
DISCIPLINE-ACTION-LENGTH	002
ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT	002
TX-UNIQUE-STUDENT-ID	1122334455
CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY	123456001
CAMPUS-ID-OF-DISCIPLINARY-ASSIGNMENT	
DISCIPLINARY-ACTION-CODE	06 – In-School-Suspension
REPORTING-PERIOD-INDICATOR-CODE	01
OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT	002
DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE	00 – No Difference
StudentSpecialEdProgramAssociationExtension	
EFFECTIVE-DATE (TX-EffectiveDateSpEd)	
MULTIPLY-DISABLED-INDICATOR-CODE	
EFFECTIVE-DATE (TX-EffectiveDateDisabilities)	
PRIMARY-DISABILITY-CODE	
StudentExtension	
LEP-INDICATOR-CODE	

Example continued on next page.

Example, continued.

Then, on September 19, 2019, the student begins receiving special education services. On September 20, 2019 the student is expelled to a DAEP.

Since the student is identified as special education, the StudentSpecialEdProgramAssociationExtension will be reported for the student and the PRIMARY-DISABILITY-CODE and MULTIPLY-DISABLED-INDICATOR-CODE will be reported for federal discipline reporting. Both EFFECTIVE-DATEs (TX-EffectiveDateSpEd and TX-EffectiveDateDisabilities) will capture when a change was made to the student's special education data.

LEP-INDICATOR-CODE will be used from StudentExtension for federal discipline reporting.

DisciplineIncident Complex Type	
DISCIPLINARY-INCIDENT-NUMBER	123456
INCIDENT-DATE	2019-09-15
DisciplineActionExtension Complex type	
DISCIPLINARY-ACTION-NUMBER	988001
DATE-OF-DISCIPLINARY-ACTION	2019-09-20
DISCIPLINE-ACTION-LENGTH	003
ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT	003
TX-UNIQUE-STUDENT-ID	1122334455
CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY	123456001
CAMPUS-ID-OF-DISCIPLINARY-ASSIGNMENT	
DISCIPLINARY-ACTION-CODE	03 – Expulsion – DAEP On-Campus
REPORTING-PERIOD-INDICATOR-CODE	01
OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT	003
DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE	00 – No Difference
StudentSpecialEdProgramAssociationExtension	
EFFECTIVE-DATE (TX-EffectiveDateSpEd)	2019-09-20
MULTIPLY-DISABLED-INDICATOR-CODE	0
EFFECTIVE-DATE (TX-EffectiveDateDisabilities)	2019-09-20
PRIMARY-DISABILITY-CODE	12
StudentExtension	
LEP-INDICATOR-CODE	0

Data Sample(s)

See Section 8.7 for XML Data Samples

InterchangeStudentRestraintEventExtension 45435 - RestraintEventExtension Complex Type

Element ID	Data Element	XMLName	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	RestraintEventIdentifier					Y	Y			6	STRING	
E1034	DATE-OF-RESTRAINT-EVENT	EventDate					Y	Y			10	CODED	
**	Reference Complex Type	StudentReference					Y	Y			9	CODED	
**	Complex Type	StudentIdentity					Y	Y			9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateld					Y	Y			10	NUMERIC	
**	Reference Complex Type	SchoolReference					Y	Y			9	CODED	
**	Reference Complex Type	EducationalOrgIdentity					Y	Y					
E1032	CAMPUS-ID-OF-RESTRAINT-EVENT	StateOrganizationId					Y	Y			9	CODED	
RestraintEventExtension Complex Type													
E1033	RESTRAINT-REASON-CODE	TX-PrimaryRestraintReason					Y	Y			2	Coded	C173
E0934	REPORTING-PERIOD-INDICATOR-CODE	TX-ReportingPeriod					Y	Y			1	CODED	C130
E0173	INSTRUCTIONAL-SETTING-CODE	TX-InstructionalSetting					Y				2	CODED	C035
E1516	RESTRAINT-STAFF-TYPE-CODE	TX-RestraintStaff					Y	Y			2	CODED	C194
E0794	SPECIAL-ED-INDICATOR-CODE	TX-SpecialEducation					Y	Y			1	CODED	C088
E0041	PRIMARY-DISABILITY-CODE	TX-PrimaryDisability					Y				2	CODED	C053

Description

The RestraintEventExtension Complex Type represents the restraint data for:

- 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
- 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 45435 RestraintEventExtension Complex Type student restraint data is collected in Submission 3 only.

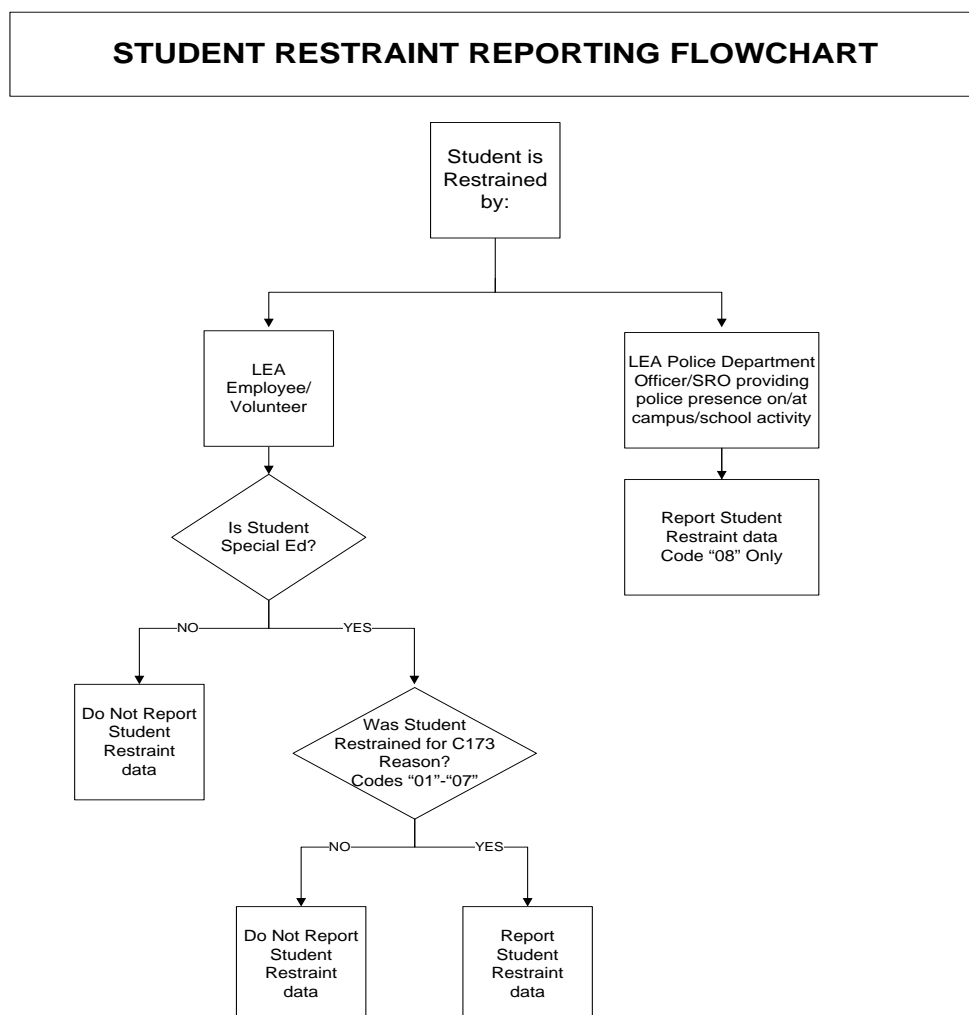
The data entered on the RestraintEventExtension Complex Type for a particular restraint event should reflect current data for the student as of the time the restraint event occurred.

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.

A school district shall report electronically to the agency information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. A report submitted under this rule must be consistent with the requirements as documented in the PEIMS Data Standards Student Restraint data. LEA police officers are licensed peace officers who are employed by a police department created by a particular LEA school board. School Resource Officers (SRO) are licensed peace officers who are employed by a state,

county, or municipal law enforcement agency who provide a police presence at a school district or charter school, or at a school campus.



Special Reporting Requirements

The Texas School for the Deaf, Texas School for the Blind and Visually Impaired and the Texas Juvenile Justice Department 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.

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 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 look up 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 look up 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.

For the purposes of reporting student restraints, the REPORTING-PERIOD-INDICATOR-CODE on the RestraintEventExtension Complex Type is limited to Reporting Period codes "1" – "6".

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

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

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

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

SPECIAL-ED-INDICATOR-CODE (E0794) indicates whether a 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.).

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.

The 45435 RestraintEventExtension Complex Type PRIMARY-DISABILITY-CODE is only reported for special education students who are restrained by either school district employees or volunteers and school district police officers or school resource officers (SROs).

Example(s)

None

Data Sample(s)

See Section 8.7 for XML Data Samples