



**2019-2020
Texas Education Data Standards
(TEDS)**

**Section 2.4
Student Category
Data Submission Requirements**

Post-Addendum Version 2020.2.1
August 26, 2019 (with CRISIS-CODE updates through May 12, 2020
and Extended Year college preparatory course guidance July 16, 2020)

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Student Category

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

This category includes:

- Complex type data layouts, which show the relationship of data submissions to the Education Organization Category.
- Also described is the information on the data submission for the current school year for LEAs submission of data to the ESCs and ESCs submission of data to TEA;
- Asterisks (**) that appear in the complex type data layouts indicate that there is a complex type within a complex type. The Element Ids that are indented identify the data elements that are part of the complex type denoted with asterisks (**).
- Data rows that are in gray and italicized represent complex types and data elements that are part of the Ed-Fi Core Schema, but not for Texas use at this time.
- Category type discussions which describe information related to each particular record type;
- Data submission samples, which provide samples of how to submit the data for each category.

InterchangeStudent
40100 / 49010 - StudentExtension Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
Student Complex Type																
**	Reference Type	id	Y	Y											STRING	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y	Y	Y	Y				Y	Y	Y	Y	10	NUMERIC	
**	Complex Type	StudentIdentificationCode	Y	Y	Y	Y				Y	Y	Y	Y	9	CODED	
E1090	STUDENT-IDENTIFICATION-SYSTEM	IdentificationSystem	Y	Y	Y	Y				Y	Y	Y	Y	16	STRING	DC126
E1510	STUDENT-ASSIGNING-ORGANIZATION-CODE	AssigningOrganizationCode	Y											60	STRING	
E0001	STUDENT-ID	IdentificationCode	Y	Y	Y	Y				Y	Y	Y	Y	9	CODED	
E1090	STUDENT-IDENTIFICATION-SYSTEM	IdentificationSystem	Y		Y					Y		Y		16	STRING	DC126
E1510	STUDENT-ASSIGNING-ORGANIZATION-CODE	AssigningOrganizationCode	Y											60	STRING	
E0923	LOCAL-STUDENT-ID	IdentificationCode	Y		Y					Y		Y		9	NAMEFIELD	
**	Complex Type	Name	Y	Y	Y	Y				Y	Y	Y	Y			
E1301	VERIFICATION	Verification														
E1302	PERSONAL-TITLE-PREFIX	PersonalTitlePrefix														
E0703	FIRST-NAME	FirstName	Y	Y	Y	Y				Y	Y	Y	Y	60	NAMEFIELD	
E0704	MIDDLE-NAME	MiddleName	Y		Y					Y		Y		60	NAMEFIELD	
E0705	LAST-NAME	LastSurname	Y	Y	Y	Y				Y	Y	Y	Y	60	NAMEFIELD	
E1303	GENERATION-CODE-SUFFIX	GenerationCodeSuffix	Y											4	STRING	DC148
E1304	MAIDEN-NAME	MaidenName														
**	Complex Type	OtherName														
E1325	SEX	Sex	Y											6	STRING	DC119
**	Complex Type	BirthData	Y	Y	Y	Y				Y	Y	Y	Y			
E0006	DATE-OF-BIRTH	BirthDate	Y	Y	Y	Y				Y	Y	Y	Y	10	CODED	
E1163	CITY-OF-BIRTH	CityOfBirth	Y											30	STRING	
E1164	STATE-OF-BIRTH-ABBREVIATION	StateOfBirthAbbreviation	Y											2	STRING	DC124
E1165	COUNTRY-OF-BIRTHCODE	CountryOfBirthCode	Y											2	STRING	DC033
E1166	DATE-ENTERED-US	DateEnteredUS	Y											10	CODED	
E1167	MULTIPLE-BIRTH-STATUS	MultipleBirthStatus	Y											5	STRING	
**	Complex Type	Address	Y													

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			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
E1113	ADDRESS-TYPE	AddressType	Y	Y										9	STRING	DC006
E1114	STREET-NUMBER-NAME	StreetNumberName	Y	Y										40	STRING	
E1115	APARTMENT-ROOM-SUITE-NUMBER	ApartmentRoomSuiteNumber	Y											20	STRING	
E1116	BUILDING-SITE-NUMBER	BuildingSiteNumber	Y											20	STRING	
E1117	CITY	City	Y	Y										30	STRING	
E1118	STATE-ABBREVIATION	StateAbbreviation	Y	Y										2	STRING	DC124
E1119	POSTAL-CODE	PostalCode	Y	Y										17	CODED	
E1120	NAME-OF-COUNTY	NameOfCounty	Y											30	STRING	
E1121	COUNTY-FIPS-CODE	CountyFIPSCode														
E1122	COUNTRY-CODE	CountryCode	Y											2	STRING	DC033
E1123	LATITUDE	Latitude														
E1124	LONGITUDE	Longitude														
E1125	BEGIN-DATE-OF-ADDRESS	BeginDate														
E1126	END-DATE-OF-ADDRESS	EndDate														
**	Complex Type	Telephone	Y													
E1455	TELEPHONE-NUMBER-TYPE	TelephoneNumberType	Y	Y										11	STRING	DC133
E1456	PRIMARY-TELEPHONE-NUMBER-INDICATOR	PrimaryTelephoneNumberIndicator	Y											5	BOOLEAN	
E1269	TELEPHONE-NUMBER	TelephoneNumber	Y	Y										14	NUMERIC	
**	Complex Type	ElectronicMail	Y													
E1242	EMAIL-ADDRESS-TYPE	EmailAddressType	Y	Y										13	STRING	DC057
E1243	EMAIL-ADDRESS	EmailAddress	Y	Y										128	STRING	
E1388	PROFILE-THUMBNAIL	ProfileThumbnail	Y											59	STRING	
E1375	HISPANIC-LATINO-ETHNICITY	HispanicLatinoEthnicity	Y											5	BOOLEAN	
E1462	ETHNICITY	OldEthnicity	Y											33	STRING	DC149
**	Complex Type	Race	Y													
E1343	RACIAL-CATEGORY	RacialCategory	Y	Y										34	STRING	DC097
E1387	ECONOMIC-DISADVANTAGE	EconomicDisadvantaged	Y											5	BOOLEAN	
E1389	SCHOOL-FOOD-SERVICES-ELIGIBILITY	SchoolFoodServicesEligibility	Y											13	STRING	DC113
**	Complex Type	StudentCharacteristics	Y													
E1408	STUDENT-CHARACTERISTIC	Characteristic	Y	Y										19	STRING	DC125

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Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
E1409	STUDENT-CHARACTERISTIC-BEGIN-DATE	BeginDate	Y											10	CODED	
E1410	STUDENT-CHARACTERISTIC-END-DATE	EndDate	Y											10	CODED	
E1339	DESIGNATED-BY	DesignatedBy	Y											60	STRING	
E1390	LIMITED-ENGLISH-PROFICIENCY	LimitedEnglishProficiency	Y											19	STRING	DC079
**	Complex Type	Languages	Y													
E1270	LANGUAGES	Language	Y											36	CODED	DC074
**	Complex Type	HomeLanguages	Y													
E1386	HOME-LANGUAGES	Language	Y											36	STRING	DC074
**	Complex Type	Disabilities	Y													
E1220	DISABILITY	Disability	Y	Y										38	STRING	DC142
E1221	DISABILITY-DIAGNOSIS	DisabilityDiagnosis	Y											80	STRING	
E1222	ORDER-OF-DISABILITY	OrderOfDisability	Y											2	NUMERIC	
**	Complex Type	Section504Disabilities	Y													
E1366	SECTION-504-DISABILITY	Section504Disability	Y											47	STRING	DC116
E1391	DISPLACEMENT-STATUS	DisplacementStatus	Y											2	CODED	
**	Complex Type	ProgramParticipations														
**	Complex Type	LearningStyles														
**	Complex Type	CohortYears														
**	Complex Type	StudentIndicators	Y													
E1465	INDICATOR-GROUP	IndicatorGroup	Y											60	STRING	
E1418	INDICATOR-NAME	IndicatorName	Y											60	STRING	
E1419	INDICATOR	Indicator	Y											35	STRING	
E1420	STUDENT-INDICATOR-BEGIN-DATE	BeginDate	Y											10	CODED	
E1421	STUDENT-INDICATOR-END-DATE	EndDate	Y											10	CODED	
E1339	DESIGNATED-BY	DesignatedBy	Y											60	STRING	
N/A	NOT USED BY TEA	LoginId												60	STRING	
StudentExtension Complex Type																
**	Reference Complex Type	TX-LEAReference	Y	Y	Y	Y			Y	Y	Y	Y		6	CODED	
**	Reference Complex Type	EducationalOrgIdentity	Y	Y	Y	Y			Y	Y	Y	Y				
E0212	DISTRICT-ID	StateOrganizationId	Y	Y	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

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Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
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
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	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-UnschooledAsyleeRefugeeIndicator			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-MilitaryConnectedStudentIndicator			Y					Y				2	CODED	C197
E1530	DYSLEXIA-INDICATOR-CODE	TX-DyslexiaIndicator			Y									1	CODED	C088
E1644	DYSLEXIA-RISK-CODE	TX-DyslexiaRiskCode								Y				2	CODED	C222
E1559	T-STEM-INDICATOR-CODE	TX-TSTEMIndicator			Y					Y		Y		1	CODED	C088

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Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
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
E1647	NEW-TECH-INDICATOR-CODE	TX-NewTechIndicator			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	Y			2	CODED	C054
E1648	STUDENT-CENSUS-BLOCK-GROUP	TX-StudentCensusBlockGroup			Y									12	STRING	
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	
E1649	PK-ELIGIBLE-PREVIOUS-YEAR-INDICATOR-CODE	TX-PKEligiblePreviousYear			Y					Y				1	CODED	C088
**	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-PostSecondaryCertificationLicensure			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.

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 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 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:

The PEIMS Fall snapshot (as-of) date is the last Friday in October.

The school-start window extends from the first day of school through the last Friday in September.

The PEIMS Fall data represents the state of the LEA as of the PEIMS Fall snapshot (as-of) date.

Report 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.

Leaver information is reported with the SchoolLeaverExtension complex type if a student meets the conditions of #5 above.

Because a student can only be enrolled in one LEA on the PEIMS Fall snapshot date, only **one** LEA should report a particular student as enrolled in the PEIMS Fall Submission.

Students that were not served in grades 7-12 in the LEA at any time during the prior school year, then begin their enrollment in the LEA **after** the PEIMS fall snapshot date of the current school year should not be reported in the LEA's PEIMS Fall Submission.

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.

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 Texas Virtual School Network (TxVSN) Online Schools program.

PEIMS Extended Year Submission:

If a student is served in the Extended School Year (ESY) services program and/or Bilingual/ESL Summer School, or has flexible attendance, or has completed a dual credit course, College Preparatory Course English Language Arts (CP110100), or College Preparatory Course Mathematics (CP111200) between school years, 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)

TSDS SPPI-14 Collection:

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 submission data collection with a Special Education Indicator Code of “1” and are also identified as a Leaver in the current year PEIMS Fall submission 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.

Class Roster Fall Submission:

Students enrolled in the LEA in grades 1-12 as of the last Friday in September should be reported as part of the Class Roster Fall Submission.

Class Roster Winter Submission:

Students enrolled in the LEA in grades EE-12 as of the last Friday in February should be reported as part of the Class Roster Winter Submission.

ECDS Collection:

The ECDS collection captures PK and KG student demographic information using the StudentExtension complex type.

For the ECDS and Class Roster collections, LEAs must report the StudentExtension complex type. Each of these collections are reported as of different dates. By automating the data loading process and then promoting the data when it is due for each specific submission, LEAs can streamline the data reporting process.

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

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

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

**StudentIdentificationCode Complex Type

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

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

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

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

STUDENT-ID (E0001) is the student's Social Security number or a state-approved alternate identification number. The LEA should request the student's SSN or assign a state-approved alternate identification number from the list of alternate ID numbers provided by TEA. Once a student's identification (ID) number is assigned, it should be removed from the pool of unassigned alternate ID numbers. Do not reassign an alternate ID number once it has been assigned to a student.

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

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

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

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

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

****Name Complex Type**

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

TEC §25.0021 states that a Texas public school student must be identified by his or her legal surname. Legal name is obtained from the birth certificate. The name entered must match the birth certificate exactly as shown. Each name on the birth certificate must appear in one of the name fields.

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

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

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

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

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

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

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

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

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

SEX (E1325) is a person's gender.

This element is used to calculate demographic information on the studentGPS® Dashboards.

****BirthData Complex Type**

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

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

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

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

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

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

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

****Address Complex Type**

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

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

ADDRESS-TYPE is reported for studentGPS® Dashboards and the SPPI-14 data collection.

ADDRESS-TYPE for TSDS SPPI-14 Collection:

The student, primary, and secondary contact addresses may use one of the following address types: Home, Physical, Billing, Mailing, Other, Temporary, and Work. In cases where multiple addresses are submitted, SPPI-14 will promote address data in the following order of priority: Mailing, Home, Physical, Temporary, Work, Billing, and Other. Only one address type will be used per student, primary and secondary contact.

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

STREET-NUMBER-NAME is reported for studentGPS® Dashboards and the SPPI-14 data collection.

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

APARTMENT-ROOM-SUITE-NUMBER is reported for studentGPS® Dashboards and the SPPI-14 data collection.

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

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

CITY is reported for studentGPS® Dashboards and the SPPI-14 data collection.

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

STATE-ABBREVIATION is reported for studentGPS® Dashboards and the SPPI-14 data collection.

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

POSTAL-CODE is reported for studentGPS® Dashboards and the SPPI-14 data collection.

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

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

COUNTRY-CODE is reported for studentGPS® Dashboards and the SPPI-14 data collection.

****Telephone Complex Type**

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

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

TELEPHONE-NUMBER-TYPE is reported for studentGPS® Dashboards and the SPPI-14 data collection.

For TSDS SPPI-14 Collection:

The student, primary, and secondary contact telephone numbers may use one of the following telephone types: Fax, Home, Mobile, Other, Unlisted, Work, Emergency 1, Emergency 2. In cases where multiple phone types are submitted, SPPI-14 will promote telephone data using the following order of priority: Home, Mobile, Work, Emergency 1, Emergency 2, Unlisted, Fax, and Other. Only one telephone type will be used per student, primary, and secondary contact.

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

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

TELEPHONE-NUMBER is reported for studentGPS® Dashboards and the SPPI-14 data collection.

****ElectronicMail Complex Type**

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

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

EMAIL-ADDRESS-TYPE is reported for studentGPS® Dashboards and the SPPI-14 data collection.

For TSDS SPPI-14 Collection:

The student, primary, and secondary contact email addresses may use one of the following email types: Home/Personal, Organization, Other, and Work. In cases where multiple email address types are submitted, SPPI-14 will promote email addresses using the following order of priority: Home/Personal, Work, Organization, and Other. Only one email type will be used per student, primary, and secondary contact.

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

EMAIL-ADDRESS is reported for studentGPS® Dashboards and the SPPI-14 data collection.

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

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

This element is used to calculate demographic information on the studentGPS® Dashboards.

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

****Race Complex Type**

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

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

This element is used to calculate demographic information on the studentGPS® Dashboards.

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

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

****StudentCharacteristics Complex Type**

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

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

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

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

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

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

This element is used to calculate demographic information on the studentGPS® Dashboards.

****Languages Complex Type**

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

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

****HomeLanguages Complex Type**

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

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

****Disabilities Complex Type**

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

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

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

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

****Section504Disabilities Complex Type**

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

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

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

****StudentIndicators Complex Type**

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

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

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

This element is used to calculate demographic information on the studentGPS® Dashboards.

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

This element is used to calculate demographic information on the studentGPS® Dashboards.

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

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

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

StudentExtension Complex Type

**** 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 Homeless, Immigrant, Migrant, Military Connected, 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” 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; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student’s parent under TEC 29.081 (d-1).]
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 prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
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 by 42 U.S.C. Section 11434 (a), and its subsequent amendments;
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; or

14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.
- or, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.

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 (SCE) funds must be used for providing intensive and accelerated instructional services to at-risk students. However, the State Compensatory Education (SCE) allotment for a LEA is not based on students identified as at-risk, but rather is based on several factors, including 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” —

- A. means individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and
- B. includes —
 - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; 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 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 can enroll, attend, and succeed in school. The purpose of identifying students experiencing homelessness is to make sure that all can 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 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 (LEP)/English learner (EL) by the Language Proficiency Assessment Committee (LPAC) or is English proficient (19 TAC §89.1220), according to criteria established in 19 TAC §89.1226.

LEP/EL status shall be determined by completion of the identification process by the Language Proficiency Assessment Committee (LPAC) as outlined in 19 TAC §89.1226, which includes assessment in the state-approved English language proficiency instrument.

A student may be categorically identified as non-LEP/English proficient (EP), LEP/English learner (EL), Monitored (reclassified as no longer LEP/EL but monitored for 4 years), or identified as Former LEP/EL Student (after fourth year of monitoring).

LEP-INDICATOR-CODE 5 (Former LEP/EL Student) should only be used for students who were reported with a LEP-INDICATOR-CODE 4 (fourth year of monitoring after reclassification) in the preceeding school year.

For details on coding a student with the LEP-INDICATOR-CODE, see Section 4 LEP-INDICATOR-CODE (C061).

For Submission 1:

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

For Submissions 3 and 4:

For Submissions 3 and 4, the LEP-INDICATOR-CODE must reflect the student’s LEP/EL status for the school year. LEP-INDICATOR-CODE is “1” if the student was identified as LEP/EL at any time during the school year. The

Bilingual/ESL Program does not permit a student who is LEP/EL from being reclassified from LEP/EL status before the end of the school year.

Note: Every LEP/EL 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/EL 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.

Reclassification is defined as the process by which the language proficiency assessment committee (LPAC) determines that an English learner (EL) has met the appropriate criteria to be classified as non-LEP/English proficient (EP) in the Texas Student Data System Public Education Information Management System (TSDS PEIMS). (See TAC §89.1203.)

Reclassification criteria is applicable to LEP/EL students who are identified and are served in either a required Bilingual or a required ESL program or are being served in a general education classroom due to a LEP/EL Parent Denial.

The following reclassification criteria must be met and approved by the LPAC in order to change an identified LEP/EL student to a non-LEP/EP status:

- a proficiency rating on the state-approved English language proficiency test for exit that is designated for indicating English proficiency in each the four language domains (listening, speaking, reading, and writing);
- passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state-approved norm-referenced standardized achievement instrument; and
- the results of a subjective teacher evaluation using the state's standardized rubric.

Refer to the [Bilingual and English as a Second Language Education Programs website](#) provided by TEA's Division of English Learner Support for resources related to English learners and Bilingual and English as a second language (ESL) programs. The website includes the following as well as other helpful resources:

- [LEP/EL Decision Chart](#) for the Language Proficiency Assessment Committee (LPAC) with PEIMS codes (includes accessible version of flowchart)
- [Code Guide](#) for for Bilingual and ESL Program Association
- [Explanatory video](#) of revisions to TSDS PEIMS for 2019-2020 related to English learners and Bilingual/ESL programs
- [PowerPoint presentation](#) used in the explanatory video

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 EE.

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

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

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

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 or not reported.

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 is not reported.

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

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

The Foster Care Indicator Code is reported in 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 an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who is a dependent of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty.

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 Prekindergarten 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 prekindergarten 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 (dependent of military personnel on active duty or injured or killed while on active duty) can only be reported for PK students. All other prekindergarten 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, 3, 5, and 6.

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

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

DYSLEXIA-INDICATOR-CODE (E1530) indicates whether a student is identified as having dyslexia or related disorders as defined in TEC §42.006.

"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 PEIMS Submission 1.

DYSLEXIA-RISK-CODE (E1644) indicates the results of screening for dyslexia and related disorders required under TEC §38.003(a).

DYSLEXIA-RISK-CODE is only reported for students in kindergarten and first grade, and indicates whether that student is identified at any time during the school year as at risk for dyslexia and related disorders as a result of screening required by TEC §38.003(a).

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 for students in grades 6-12.

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

A list of approved T-STEM Academies is available as a link with the latest release of the Texas Education Data Standards.

For Submission 1:

For Submission 1, the T-STEM-INDICATOR-CODE reflects the student's enrollment in the T-STEM Academy as of the PEIMS Fall snapshot date.

For Submissions 3 and 4:

For Submission 3 and 4, the T-STEM-INDICATOR-CODE reflects the student's enrollment in the T-STEM Academy at any time during the school year.

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 for students in grades 9-12.

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

A list of approved Early College High Schools is available as a link with the latest release of the Texas Education Data Standards.

For Submission 1:

For Submission 1, the ECHS -INDICATOR-CODE reflects the student's enrollment in an Early College High School (ECHS) as of the PEIMS Fall snapshot date.

For Submissions 3 and 4:

For Submission 3 and 4, the ECHS-INDICATOR-CODE reflects the student's enrollment in an Early College High School (ECHS) at any time during the school year.

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 limited to approved LEA campuses by application to TEA. A list of approved P-TECH programs is available as a link with the latest release of the Texas Education Data Standards.

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

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

For Submission 1:

For Submission 1, the P-TECH -INDICATOR-CODE reflects the student's participation in the Pathways in Technology (P-TECH) Early College High School program as of the PEIMS Fall snapshot date.

For Submissions 3 and 4:

For Submission 3 and 4, the P-TECH -INDICATOR-CODE reflects the student's participation in the Pathways in Technology (P-TECH) Early College High School program at any time during the school year.

NEW-TECH-INDICATOR-CODE (E1647) indicates that a student in grades 7-12 is enrolled in a New Tech Network campus as identified by the New Tech Network.

The NEW-TECH-INDICATOR-CODE is limited to campuses where the LEA has signed an agreement with the New Tech Network to be identified as a member of the New Tech Network.

Although the New Tech Network campuses may serve any grade range, the NEW-TECH-NETWORK-INDICATOR-CODE will be limited to students in grades 7-12. This data element will not be reported for students below grade 7.

The NEW-TECH-INDICATOR-CODE is collected in Submissions 1, 3 and 4.

For Submission 1:

For Submission 1, the NEW-TECH-INDICATOR-CODE reflects the student’s enrollment in a New Tech Network campus as of the PEIMS Fall snapshot date.

For Submissions 3 and 4:

For Submission 3 and 4, the NEW-TECH-INDICATOR-CODE reflects the student’s enrollment in a New Tech Network campus at any time during the school year.

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 most of the time, as determined by the student’s home language survey (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 most of the time, as determined by the student’s home language survey (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 the 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.

For Submission 1:

AS-OF-STATUS-CODE is required and indicates a student's school-start window and PEIMS Fall snapshot (as-of) 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 PEIMS Fall snapshot (as-of) date.

Submission 1 AS-OF-STATUS-CODE Usage

AS-OF-STATUS-CODE	Grades	Enrolled in Prior Year?	Enrolled in School-Start Window?	Enrolled in Current Year by Snapshot Date?	Enrolled on Snapshot Date?
A	07 – 12	Yes	No	No	No
B	07 – 12	Yes or No	Yes	Yes	Yes
C	07 – 12	Yes or No	Yes	Yes	No
D	07 – 12	Yes	No	Yes	Yes
E	07 – 12	Yes	No	Yes	No
F	07 – 12	No	No	Yes	Yes
G	07 – 12	No	No	Yes	No
X	EE – 06 first time 7 th graders	Yes or No	N/A	Yes	Yes
Do not report this student	EE – 06 first time 7 th graders	Yes	Yes or No	Yes or No	No

- Prior year grade EE-06 students enrolled on the PEIMS Fall snapshot (as-of) date for the current school year must be reported and their AS-OF-STATUS-CODE must be X.
- Prior year grade EE-06 students NOT enrolled on the PEIMS Fall snapshot (as-of) date are not reported in Submission 1.
- First-time 7th graders enrolled on the PEIMS Fall snapshot (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 PEIMS Fall snapshot (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 PEIMS Fall snapshot (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 based upon AS-OF-STATUS-CODE:

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.

Submission 3 AS-OF-STATUS-CODE Usage

AS-OF-STATUS-CODE	Grades	Enrolled in Current Year?	Enrolled on Last Day of School?
H	07 – 12	Yes	Yes
I	07 – 12	Yes	No
X	EE – 06	Yes	Yes or No

- 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. 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 disadvantage status of each student reported.

For Submission 1:

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

- AS-OF-STATUS-CODEs B, D, and F – report student's status as of the October 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.

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 meals served to students. Regardless of the level of participation in a school lunch program, LEAs determine the economic disadvantage status of each student each school year upon enrollment.

Child Nutrition Program - School Lunch Programs			
Economic Disadvantage Code	National School Lunch Program Options		
	Traditional Claiming	Provision 2	Community Eligibility Provision (CEP)
	<p>Overview of Traditional Claiming</p> <ul style="list-style-type: none"> • Distribute official Free and Reduced-Price Meal Application form. • Review enrolled students against all direct certification lists for free or reduced-price lunch eligibility. • Each month schools submit a report to the Texas Department of Agriculture (TDA) indicating the highest number of eligible Free and Reduced-Price NSLP students along with information related to the number of Free and Reduced-Price meals served to the school population. <p>The above activities are performed with each new school year and for each student that enrolls during the school year.</p>	<p>Overview of Provision 2</p> <p>First (Base) year of cycle:</p> <ul style="list-style-type: none"> • Distribute official Free and Reduced-Price Meal Application form for the first (base) year of provision 2. • Review enrolled students against all direct certification lists for free or reduced-price lunch eligibility for the first (base) year of provision 2. <p>Second and subsequent years of cycle:</p> <ul style="list-style-type: none"> • Distribute a locally developed income survey form to all new students and students who withdrew and returned to enrollment who do not have continuous enrollment in the school district/charter. 	<p>Overview of Community Eligibility Provision (CEP)</p> <ul style="list-style-type: none"> • Review enrolled students against all direct certification lists for free or reduced-price lunch eligibility. • Distribute a locally developed income survey form to each student that is not on a direct certification list at the beginning of the school year and each student that enrolls during the school year. <p>Although the CEP program allows all students enrolled on a CEP campus to receive free meals, students must be reported with the economic disadvantage code for which they actually qualify for based upon the direct certification lists and the locally developed income survey form.</p>

Child Nutrition Program - School Lunch Programs			
Economic Disadvantage Code	National School Lunch Program Options		
	Traditional Claiming	Provision 2	Community Eligibility Provision (CEP)
00 Not identified As Economically Disadvantaged	<ul style="list-style-type: none"> The official Free and Reduced-Price Meal Application is not returned. Income on the official Free and Reduced-Price Meal Application is too high. 	<p>First (Base) year of cycle:</p> <ul style="list-style-type: none"> The official Free and Reduced-Price Meal Application is not returned. Income on the official Free and Reduced-Price Meal Application is too high. <p>Second and subsequent years of cycle:</p> <ul style="list-style-type: none"> Roll code '00' students who are continuously enrolled to code '00' in second and subsequent years of Provision 2 cycle. All students who are not identified as economically disadvantaged for any school year during the Provision 2 program are reported with Economic Disadvantage Code '00' (Not identified As Economically Disadvantaged). <p>Students who are new to the LEA who do not return the locally developed income survey form or whose household income on the form is too high.</p>	<ul style="list-style-type: none"> Student is not on any of the direct certification lists as being eligible for a free or reduced-price lunch/breakfast. The locally developed income survey form was not returned. Income on the locally developed income survey form is too high.

Child Nutrition Program - School Lunch Programs			
Economic Disadvantage Code	National School Lunch Program Options		
	Traditional Claiming	Provision 2	Community Eligibility Provision (CEP)
01 Eligible for Free Meals	<ul style="list-style-type: none"> • Income on the official Free and Reduced-Price Meal Application qualifies student for free lunch/breakfast. • Student is on direct certification list as eligible for a free lunch/breakfast. 	<p>First (Base) year of cycle:</p> <ul style="list-style-type: none"> • Income on the official Free and Reduced-Price Meal Application qualifies student for free lunch/breakfast. • Student is on one of the direct certification lists as eligible for a free lunch/breakfast. <p>Second and subsequent years of cycle:</p> <ul style="list-style-type: none"> • Roll code '01' students from base year who are continuously enrolled to code '01' in second year and subsequent years of Provision 2 cycle. 	<p>Each new school year:</p> <ul style="list-style-type: none"> • Student is on one of the direct certification lists as eligible for a free lunch/breakfast.
02 Eligible for Reduced-price Meals	<ul style="list-style-type: none"> • Income on the official Free and Reduced-Price Meal Application qualifies student for reduced-price lunch/breakfast. • Student is on direct certification list for a Medicaid Reduced-price lunch/breakfast. 	<p>First (Base) year of cycle:</p> <ul style="list-style-type: none"> • Income on the official Free and Reduced-Price Meal Application qualifies student for reduced-price lunch/breakfast. • Student is on direct certification list for a Medicaid Reduced-price lunch/breakfast. <p>Second and subsequent years of cycle:</p> <ul style="list-style-type: none"> • Roll code '02' students from base year who are continuously enrolled to code '02' in second year and subsequent years of Provision 2 cycle. 	<p>Each new school year:</p> <ul style="list-style-type: none"> • Student is on one of the direct certification lists as eligible for a reduced-price lunch/breakfast.

Child Nutrition Program - School Lunch Programs			
Economic Disadvantage Code	National School Lunch Program Options		
	Traditional Claiming	Provision 2	Community Eligibility Provision (CEP)
99 Other Economic Disadvantage	<p>Student who is determined to be economically disadvantaged through a means other than the official Free and Reduced-Price Meal Application form or direct certification.</p> <p>This includes:</p> <ul style="list-style-type: none"> • 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. <p>Examples include, but are not limited to, Pre-Kindergarten eligibility applications related to economic disadvantage status, migrant students, runaway students, and homeless students.</p>	<p>First (Base) year of cycle:</p> <ul style="list-style-type: none"> • Economic Disadvantage Code 99 is not used in the first (base) year of cycle. <p>Second and subsequent years of cycle:</p> <ul style="list-style-type: none"> • Use a locally developed income survey form to determine economic disadvantage status (00 or 99) for students that are new to the school and for students who withdrew and returned to enrollment who do not have continuous enrollment in the school district/charter school. <p>All new students identified as economically disadvantaged in the second and subsequent years of a Provision 2 program must be reported with Economic Disadvantage Code '99' (Other Economic Disadvantage).</p>	<p>Student is not on any of the direct certification lists as being eligible for a free or reduced-price lunch/breakfast but based on the information provided on the locally developed income survey form is eligible for free or reduced-price lunch/breakfast</p>

- The economic disadvantaged determination process is exclusive of a school's ability to provide prekindergarten students with a free lunch on the basis of being enrolled in a state-funded prekindergarten program.
- The economic disadvantaged data collected through PEIMS is not the only factor used to determine the compensatory funding for a school district or charter school.
- The economic disadvantaged data collected through PEIMS is used as part of the eRate computation.

When an LEA identifies siblings or other household members that live with a student who is eligible for free meals due to being on a direct certification list, the LEA should add the other household members to the direct certification list for the LEA via the Texas Department of Agriculture.

Public school districts and charter schools that do not participate in the NSLP are not able to distribute the official Free and Reduced-Price Meal Application forms to each family enrolling students in the school and **must** report 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.

STUDENT-CENSUS-BLOCK-GROUP (E1648) is the census block in which the student resides.

A census block is a geographic unit defined by the U.S. Census Bureau. LEAs can use the tool provided by TEA to determine the STUDENT-CENSUS-BLOCK-GROUP.

STUDENT-CENSUS-BLOCK-GROUP must be reported for students who are economically disadvantaged and eligible for ADA. This includes students (with or without a disability) who reside in a residential facility if they are regularly assigned to the LEA.

STUDENT-CENSUS-BLOCK-GROUP must not be reported for students who are:

- not economically disadvantaged,
- not in membership,
- ineligible for ADA,
- homeless, or
- residing in a residential facility but are not regularly assigned to the district.

Refer to the following table for guidance on when STUDENT-CENSUS-BLOCK-GROUP must be reported and must not be reported.

If the student:	Then:
Is homeless	STUDENT-CENSUS-BLOCK-GROUP is not reported.
Is enrolled but not in membership (ADA-ELIGIBILITY-CODE of 0)	STUDENT-CENSUS-BLOCK-GROUP is not reported.
Is ineligible for ADA (ADA-ELIGIBILITY-CODE of 4, 5, or 8)	STUDENT-CENSUS-BLOCK-GROUP is not reported.
Resides in a residential facility but is not regularly assigned to the district (STUDENT-ATTRIBUTION-CODE 21 or 23)	STUDENT-CENSUS-BLOCK-GROUP is not reported. Student will automatically receive a set allotment, so census block group does not need to be reported.
Resides in more than one location (e.g. joint custody arrangement)	Determine the STUDENT-CENSUS-BLOCK-GROUP for the parent who lives in the attendance zone; if both or neither parent resides in the attendance zone, then the campus chooses which address to use.
Does not have a physical address available because the parent participates in the Address Confidentiality Program (ACP) administered by the Attorney General of Texas	STUDENT-CENSUS-BLOCK-GROUP should be based upon the address of the student's campus.

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.

For 2019-2020 PEIMS Submission 3, refer to the [Crisis Code Reporting Guidance](#) available from the TEA website.

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.)

Bilingual Education Allotment (BEA) Funding for Bilingual and ESL programs is determined by the reporting of student attendance in TOTAL-ELIG-BILINGUAL/ESL-DAYS-PRESENT (E0938) in PEIMS Submission 3 and FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE (E1050) in PEIMS Submission 3 and 4.

A student will not generate Bilingual Education Allotment (BEA) funding in the following scenarios:

- The parent or guardian did not respond. (Code 7)
- The parent or guardian was not contacted. (Code 8)
- The parent or guardian denied the placement of the LEP/English learner (EL) student in any and all special language programs (bilingual program, ESL program). (Code C)
- The parent or guardian has requested placement of a non-LEP/English proficient (EP) student in the ESL program. (Code H)

The following scenarios only allow a student to generate Bilingual Education Allotment (BEA) funding when they are participating in the Bilingual Dual Language Immersion/Two-Way program.

- The parent or guardian requested placement of a non-LEP/English proficient (EP) student in the bilingual program. (Code 3)
- The parent or guardian has approved placement of a reclassified non-LEP/English proficient (EP) student in a bilingual or ESL program. (Code G)

A student can generate Bilingual Education Allotment (BEA) funding in the following scenarios:

- The parent or guardian has denied placement of a LEP/English learner (EL) student in the required bilingual program but has approved placement of the student in the ESL program. (Code A)
- The parent or guardian has approved placement of a LEP/English learner (EL) student in the bilingual program. (Code D)
- The parent or guardian has approved placement of a LEP/English learner (EL) student in the bilingual program, but the LEA is implementing an alternative Bilingual language program. (Code E)
- The parent or guardian has approved placement of a LEP/English learner (EL) student in the ESL program, but the LEA is implementing an alternative ESL language program. (Code J)
- The parent or guardian has approved placement of a LEP/English learner (EL) student in the ESL program. (Code K)

Refer to the [Bilingual and English as a Second Language Education Programs website](#) provided by TEA's Division of English Learner Support for resources related to English learners and Bilingual and English as a second language (ESL) programs, including a Code Guide.

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, but it is used only for the RF Tracker collection. It is not used by PEIMS for attendance or funding purposes; therefore, it is not related to TOTAL-ELIG-RESIDENTIAL-FACILITY-DAYS-PRESENT (E1652) or FLEX-ATTEND-TOTAL-RESIDENTIAL-FACILITY-DAYS-ELIGIBLE (E1653).

PK-ELIGIBLE-PREVIOUS-YEAR-INDICATOR-CODE (E1649) indicates whether a four-year-old student is eligible for enrollment in a prekindergarten class because they were eligible for enrollment at the age of three in the previous school year.

PK-ELIGIBLE-PREVIOUS-YEAR-INDICATOR-CODE should only be used to indicate a student is eligible for prekindergarten if they are not eligible for prekindergarten through any other eligibility criteria:

- Limited English proficient (LEP)/English learner (EL)
- Economically Disadvantaged
- Military Connected
- Foster Care
- Homeless
- Child of a person awarded the Star of Texas Award.

****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.

More than one industry certification may be reported for each student. 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.

The following table illustrates when an earned Industry Certification should be reported for the 2019-2020 school year.

Type of Student	If an Industry Certification was earned:	Then the Industry Certification should be reported in:	
		PEIMS Fall Submission (Sub 1)	PEIMS Summer Submission (Sub 3)
Currently enrolled student or 2019 graduate	In any previous schoolyear *	X	
Currently enrolled student or 2020 graduate	Between September 1, 2019 and May 31, 2020		X
Currently enrolled student or 2020 graduate	Between June 1, 2020 and August 31, 2020	X	

* **Note:** The PEIMS 2019-2020 Fall submission is an opportunity to “catch up” on reporting industry-based certifications earned by students in prior school years that have not yet been reported to TEA. This provides additional information to Performance Reporting for use in the College, Career, and Military Readiness components of the academic accountability system.

Refer to this [Reporting of Industry-Based Certifications To the Administrator Addressed \(TAA\) letter](#) for more information from the Performance Reporting Division and the Division of College, Career, and Military Preparation.

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-STUDENT-ID	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 7 for XML Data Samples

InterchangeStudentEnrollment
40110 / 43415 - StudentSchoolAssociationExtension Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	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	Y	Y			
**	Complex Type	StudentIdentity	Y	Y	Y	Y				Y	Y	Y	Y	9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y	Y	Y	Y				Y	Y	Y	Y	10	NUMERIC	
**	Reference Complex Type	SchoolReference	Y	Y	Y	Y				Y	Y	Y	Y			
**	Reference Complex Type	EducationalOrgIdentity	Y	Y	Y	Y				Y	Y	Y	Y			
E0266	CAMPUS-ID	StateOrganizationId	Y	Y	Y	Y				Y	Y	Y	Y	9	CODED	
E1434	ENTRY-DATE	EntryDate	Y	Y										10	CODED	
E1517	ENTRY-GRADE-LEVEL-TYPE	EntryGradeLevel	Y											25	STRING	DC063
E1435	ENTRY-TYPE	EntryType	Y											114	STRING	DC059
E1436	REPEAT-GRADE-INDICATOR	RepeatGradeIndicator	Y											5	BOOLEAN	
E1437	CLASS-OF	ClassOf	Y											9	CODED	C193
E1438	CAMPUS-CHOICE-TRANSFER	SchoolChoiceTransfer	Y											5	BOOLEAN	
E1439	EXIT-WITHDRAW-DATE	ExitWithdrawDate	Y											10	CODED	
E1433	EXIT-WITHDRAW-TYPE	ExitWithdrawType	Y											122	STRING	DC060
**	Complex Type	EducationalPlans	Y													
E1233	EDUCATIONAL-PLANS	EducationalPlan	Y	Y										27	STRING	DC054
**	Reference Complex Type	GraduationPlanReference	Y													
**	Reference Type	ref	Y	Y											STRING	
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		Y									2	CODED	C185

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	M	2	M	3	M	4	M				
E1079	PRIMARY-PK-FUNDING-SOURCE	TX-PrimaryPKFundingSource	Y		Y									2	CODED	C186
E1080	SECONDARY-PK-FUNDING-SOURCE	TX-SecondaryPKFundingSource	Y		Y									2	CODED	C186
E1558	STUDENT-INSTRUCTION	TX-StudentInstruction	Y											35	CODED	DC153
E1555	PK-SCHOOL-TYPE	TX-PKSchoolType	Y											50	CODED	DC152

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.

PEIMS Fall 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.

PEIMS Summer Submission (3):

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

PEIMS Extended Year Submission (4):

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

Class Roster Collection:

The Class Roster Collection uses StudentSchoolAssociationExtension data in order to capture the ENTRY-GRADE-LEVEL-TYPE for each student.

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.

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

ENTRY-GRADE-LEVEL-TYPE (E1517) is the grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session.

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

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

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

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

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

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

****EducationalPlans Complex Type**

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

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

StudentSchoolAssociationExtension Complex Type

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

For Submission 1:

GRADE-LEVEL-CODE of a student who is not enrolled in the current school year (a school leaver) should be their last grade of enrollment.

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

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

For Submission 1:

CAMPUS-ID-OF-ENROLLMENT is required for all students in membership except for certain students in grade “EE”. CAMPUS-ID-OF-ENROLLMENT is not reported for school leavers (students with AS-OF-STATUS-CODE of “A”).

For 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 Department (TJJD) 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) is a characteristic of a student relating to their individual enrollment circumstances. It 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);
- 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); or
- is a child of a charter school employee.

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.

STUDENT-ATTRIBUTION-CODE 30 (Child of Charter School Employee) is only for a student enrolled in an open enrollment charter school who is the child of an employee of that school. This student may attend the charter school regardless of whether the child resides in the geographic area served by the school, and should be reported along with the appropriate ADA-ELIGIBILITY-CODE of 3 (Eligible Transfer Student-Full Day) or 6 (Eligible Transfer Student-Half Day).

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 pre-kindergarten program is only funded for half-day of attendance for ADA.

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.

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 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?	Allowed values for PK Funding Source
0	Enrolled Not in Membership	00	Yes	Yes, if student is funded from additional source.	Any
1	Eligible Full Day	03	No	No	N/A
2	Eligible Half Day	01	No	No	N/A
2	Eligible Half Day	02	Yes	Yes, if student is funded from additional sources	2 (Local district share funding) 4 (Federal funding) 5 (Early Education Allotment)
3	Eligible Transfer Full Day	03	No	No	N/A
4	Ineligible Full Day	05	Yes	Yes, if student is funded from additional sources	Any
5	Ineligible Half Day	04	Yes	No	Any
6	Eligible Transfer Half Day	01	No	No	N/A
6	Eligible Transfer Half Day	02	Yes	Yes, if student is funded from additional sources	2 (Local district share funding) 4 (Federal funding) 5 (Early Education Allotment)
7	Eligible for Flexible Attendance	01	No	No	N/A
7	Eligible for Flexible Attendance	02	Yes	Yes, if student is funded from additional sources	Any
8	Ineligible for Flexible Attendance	04	Yes	Yes, if student is funded from additional sources	Any

STUDENT-INSTRUCTION (E1558) indicates the student type of instruction.

PK-SCHOOL-TYPE (E1555) indicates the PK program that is offered at the campus/course/section.

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

40115 - StudentResidentialFacilityAssociationExtension Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Reference Complex Type	StudentReference	Y	Y												
**	Complex Type	StudentIdentity	Y	Y									9	CODED		
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y	Y									10	NUMERIC		
**	Reference Complex Type	ResidentialFacilityReference	Y	Y									9	CODED		
**	Reference Complex Type	EducationalOrganizationIdentity	Y	Y												
E1627	RESIDENTIAL-FACILITY-ID	StateOrganizationId	Y	Y									6	CODED		
E1630	DATE-ENTERED-RF	TX-DateEnteredRF	Y	Y									10	CODED		
E1631	DATE-EXITED-RF	TX-DateExitedRF	Y										10	CODED		
**	Complex Type	TX-RFStudent	Y	Y												
E1632	EFFECTIVE-DATE	TX-EffectiveDateRFStudent	Y	Y									10	CODED		
E1517	ENTRY-GRADE-LEVEL-TYPE	EntryGradeLevel	Y	Y									25	STRING	DC063	
E0782	CAMPUS-ID-OF-ENROLLMENT	TX-CampusIdOfEnrollment	Y	Y									9	CODED		
E1633	ATTENDANCE-ZONE-CAMPUS	TX-AttendanceZoneCampus	Y	Y									9	CODED		
E1634	EDUCATED-AT-RESIDENTIAL-FACILITY	TX-EducatedAtResidentialFacility	Y	Y									5	BOOLEAN		
E1635	SURROGATE-PARENT-ASSIGNED	TX-SurrogateParentAssigned	Y	Y									5	BOOLEAN		
E1636	NUMBER-OTHER-STUDENTS-ASSIGNED-SAME-SURROGATE-PARENT	TX-NumberOtherStudentsAssignedSameSurrogateParent	Y										2	NUMERIC		
E1637	RESIDENTIAL-FACILITY-STUDENT-SCHOOL-DAY-LENGTH	TX-ResidentialFacilityStudentSchoolDayLength	Y	Y									3	NUMERIC		
E1638	CAMPUS-ID-OF-ENROLLMENT-SCHOOL-DAY-LENGTH	TX-CampusIdOfEnrollmentSchoolDayLength	Y	Y									3	NUMERIC		
E1639	PRIOR-INSTRUCTIONAL-SETTING-CODE	TX-PriorInstructionalSettingCode	Y										2	CODED	C035	

Description

The StudentResidentialFacilityAssociationExtension Complex Type captures enrollment data for students enrolled at a residential facility during a particular school year.

Reporting Requirements

The StudentResidentialFacilityAssociationExtension Complex Type is reported as part of the TSDS RF Tracker Collection. Refer to the Submissions Timeline Schedule in TEDS Section 1 for the annual due dates for the collection. The RF Tracker Collection includes students receiving special education services who reside at a residential facility and are enrolled in and being served by an LEA. The data reporting begins as soon as service begins. The StudentResidentialFacilityAssociationExtension Complex Type uses effective dating which allows the data to be retrieved at a specific point in time.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

**** StudentReference Complex Type**

The StudentReference Complex Type represents students enrolled at a residential facility.

**** 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.

**** ResidentialFacilityReference Complex Type**

The ResidentialFacilityReference Complex Type denotes the residential facility enrolling the student.

**** EducationalOrgIdentity Reference Complex Type**

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

RESIDENTIAL-FACILITY-ID (E1627) indicates the unique residential facility identification number registered with the Texas Education Agency.

The RESIDENTIAL-FACILITY-ID is entered through AskTED.

DATE-ENTERED-RF (E1630) indicates the date the student enters the residential facility.

DATE-EXITED-RF (E1631) indicates the date the student exits the residential facility.

****TX-RFStudent Complex Type**

The TX-RFStudent Complex Type represents a point in time set of indicators for a student’s interaction with a residential facility.

Multiple instances of the TX-RFStudent Complex Type can be reported within the StudentResidentialFacilityAssociationExtension Complex Type. 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-RFStudent Complex Type will be reported each time one of the following data elements is modified in the LEAs student information system (SIS). With each new instance of the complex type a new date should be reported in the EFFECTIVE-DATE (TX-EffectiveDateRFStudent).

Data Element	Used by RF Tracker
--------------	--------------------

Data Element	Used by RF Tracker
EFFECTIVE-DATE (TX-EffectiveDateRFStudent)	Yes
GRADE-LEVEL-CODE	Yes
CAMPUS-ID-OF-ENROLLMENT	Yes
ATTENDANCE-ZONE-CAMPUS	Yes
EDUCATED-AT-RESIDENTIAL-FACILITY	Yes
SURROGATE-PARENT-ASSIGNED	Yes
NUMBER-OTHER-STUDENTS-ASSIGNED-SAME-SURROGATE-PARENT	Yes
RESIDENTIAL-FACILITY-STUDENT-SCHOOL-DAY-LENGTH	Yes
CAMPUS-ID-OF-ENROLLMENT-SCHOOL-DAY-LENGTH	Yes
PRIOR-INSTRUCTIONAL-SETTING-CODE	Yes

EFFECTIVE-DATE (TX-EffectiveDateRFStudent) (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).

ENTRY-GRADE-LEVEL-TYPE (E1517) is the grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session.

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

ATTENDANCE-ZONE-CAMPUS (E1633) is the 9-digit identifying number (assigned by the TEA) of the campus the student is expected to attend based on the geographic location (address) of the residential facility in which the student resides. This may or may not be the same as the “Campus ID of Enrollment.”

EDUCATED-AT-RESIDENTIAL-FACILITY (E1634) indicates whether a student is educated at or in the general location of a residential facility.

SURROGATE-PARENT-ASSIGNED (E1635) indicates whether the student has been assigned a surrogate parent.

NUMBER-OTHER-STUDENTS-ASSIGNED-SAME-SURROGATE-PARENT (E1636) indicates how many other students have been assigned to the same surrogate parent.

RESIDENTIAL-FACILITY-STUDENT-SCHOOL-DAY-LENGTH (E1637) indicates the number of minutes the residential facility student receives instruction based on the Individualized Education Plan (IEP).

CAMPUS-ID-OF-ENROLLMENT-SCHOOL-DAY-LENGTH (E1638) indicates the number of instructional minutes in a school day for a non-disabled peer at the campus ID of enrollment.

PRIOR-INSTRUCTIONAL-SETTING-CODE (E1639) indicates the student’s most recent instructional setting before entering the residential facility

Example(s)

Not Applicable

Data Sample(s)

Not Applicable

40110 / 50300 - StudentSectionAssociation Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Reference Complex Type	StudentReference	Y	Y						Y	Y	Y	Y			
**	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	
**	Reference Complex Type	SectionReference	Y	Y						Y	Y	Y	Y			
**	Reference Complex Type	SectionIdentity	Y	Y						Y	Y	Y	Y			
E0266	CAMPUS-ID	StateOrganizationId	Y	Y						Y	Y	Y	Y	9	CODED	
E1056	CLASS-ID-NUMBER	UniqueSectionCode	Y	Y						Y	Y	Y	Y	14	NAMEFIELD	
E1194	LOCAL-COURSE-CODE	LocalCourseCode														
E1093	SCHOOL-YEAR	SchoolYear														
E1367	SECTION-TERM	Term														
E1074	CLASS-PERIOD	ClassPeriodName														
E1368	LOCATION	Location														
E1069	STUDENT-BEGIN-DATE	BeginDate	Y	Y						Y	Y	Y	Y	10	CODED	
E1070	STUDENT-END-DATE	EndDate	Y							Y	Y	Y	Y	10	CODED	
E1440	HOME-ROOM-INDICATOR	HomeroomIndicator	Y							Y				5	BOOLEAN	
E1441	REPEAT-IDENTIFIER	RepeatIdentifier	Y											44	STRING	DC106
E0948	COURSE-SEQUENCE-CODE	TX-CourseSequence	Y	Y						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

The following are the data collection purposes that are served by the reporting of the StudentSectionAssociation Complex Type data:

- Class Roster Fall Submission: Reporting students that are receiving instruction in course sections for grade levels 1 - 12 as of the last Friday in September.
- Class Roster Winter Submission: Reporting students that are receiving instruction in course sections for grade levels EE - 12 as of the last Friday in February.
- ECDS Collection: Reporting students taking prekindergarten or kindergarten courses.
- PEIMS Submission 3: Reporting students that received instruction and **completed** (COURSE-COMPLETION-INDICATOR is 1) course sections for:
 - high school courses, or
 - TxVSN courses (in any grade level where instruction is received via the Texas Virtual School Network (TxVSN) Online Schools program or the TxVSN Statewide Online Course Catalog).

- PEIMS Submission 4: Reporting students that attended courses during the summer (between school years) for the purpose of attempting to earn dual credit, College Preparatory Course English Language Arts (CP110100), or College Preparatory Course Mathematics (CP111200).

For the ECDS and Class Roster collections, LEAs must report the StudentSectionAssociation complex type. Each of these collections are reported as of different dates. By automating the data loading process and then promoting the data when it is due for each specific submission, LEAs can streamline the data reporting process.

For the ECDS collection, each campus that enrolls and serves prekindergarten and kindergarten students must report the StudentSectionAssociation Complex Type for each student taking a prekindergarten or kindergarten course. Courses for students in grade level early education (EE) are not reported. LEAs must begin tracking the student section participation for reporting purposes as of the first day of school.

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 StudentSection Association 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 the PEIMS Summer submission (Submission 3), 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.

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

For the PEIMS Extended Year Submission (4), an LEA reports the dual credit courses and College Preparatory Course English Language Arts (CP110100) and College Preparatory Course Mathematics (CP111200) courses that a student completed in the summer between school years. The StudentSectionAssociation Complex Type is only reported for those dual credit courses and College Preparatory Course English Language Arts (CP110100) and College Preparatory Course Mathematics (CP111200) courses where the COURSE-COMPLETION-INDICATOR is equal to "1".

Do not report the StudentSectionAssociation Complex Type for dual credit courses or College Preparatory Course English Language Arts (CP110100) or College Preparatory Course Mathematics (CP111200) courses that were attempted but not completed (COURSE-COMPLETION-INDICATOR is equal to "0"). The instances of dual credit courses and College Preparatory Course English Language Arts (CP110100) and College Preparatory Course Mathematics (CP111200) 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 and College Preparatory Course English Language Arts (CP110100) and College Preparatory Course Mathematics (CP111200) courses completed by the Submission 4 due dates published in Section 1 - PEIMS Data Submission Specifications & Responsibilities of the TSDS Texas Education Data Standards (also published with the Data Submission Timelines in TWEDS).

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

Type of Instruction/Situation	StudentSectionAssociation Complex Type Required?
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
Pre-Kindergarten and Kindergarten Service-IDs (Course Sections)	YES, for ECDS

For PEIMS 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.

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.

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

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.

Dual credit COURSE-SEQUENCE-CODEs are used for dual credit courses only.

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 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 7 for XML Data Samples

40170 - CareerAndTechnicalEducationCourseExtension Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1	2	2	3	3	4	4				
**	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	StudentUniqueStateId			Y	Y							10	NUMERIC		
E0724	SERVICE-ID	TX-ServiceId			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 7 for XML Data Samples

48010 - GraduationPlan Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID		
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M					
**	Reference Type	id	Y	Y												STRING	
E1264	GRADUATION-PLAN-TYPE	GraduationPlanType	Y	Y										30	STRING	DC066	
E1265	INDIVIDUAL-PLAN	IndividualPlan	Y											5	BOOLEAN		
**	Complex Type	TotalCreditsRequired	Y														
E1210	CREDIT-TYPE	CreditType															
E1211	CREDIT-CONVERSION	CreditConversion															
E1112	CREDIT	Credit	Y	Y										5	NUMERIC		
**	Complex Type	CreditsBySubject															
**	Complex Type	CreditsByCourse															
**	Reference Complex Type	EducationOrganizationReference	Y	Y													
**	Reference Complex Type	EducationalOrgIdentity	Y	Y													
E0266	CAMPUS-ID	StateOrganizationId	Y	Y										9	CODED		

Description

The GraduationPlan Complex Type is a plan outlining the required credits, credits by subject, credits by course, and other criteria required for graduation. A graduation plan may be one or more standard plans defined by an education organization and/or individual plans for some or all students.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

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

GRADUATION-PLAN-TYPE (E1264) is the type of academic plan the student is following for graduation: for example, Minimum, Recommended, Distinguished, or Standard.

INDIVIDUAL-PLAN (E1265) is an indicator of whether the graduation plan is tailored for an individual.

**TotalCreditsRequired Complex Type

The total number of credits required for graduation under this plan.

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

**EducationOrganizationReference Complex Type

The EducationOrganizationReference Complex Type represents the organization defining the plan. Individualized plans do not require this reference.

**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-ID associated with the student.

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

40203 - SchoolLeaverExtension

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Reference Complex Type	TX-LEAReference			Y	Y								6	CODED	
**	Reference Complex Type	EducationalOrgIdentit y			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	StudentUniqueStateId			Y	Y								10	NUMERIC	
**	Reference Complex Type	TX-SchoolReference			Y	Y								9	CODED	
**	Reference Complex Type	EducationalOrgIdentit y			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-IndividualGraduationC ommitteeGraduateInd icator			Y									2	CODED	C201
E1589	MILITARY-ENLISTMENT-INDICATOR-CODE	TX-MilitaryEnlistmentInd icatorCode			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.

A mover is a a student who moves from one Texas public school district to enroll in another Texas public school district. Note: the final determination of whether a student is a mover is made at TEA.

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) 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.

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).

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
		Special Education	18
TAC §74.62, and 74.72 TAC §89.1070 (b)(2)			
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
2014-2015 and thereafter: TAC §89.1070 (b)(2)(B)		Special Education	54
2014-2015 and thereafter: TAC §89.1070 (b)(2)(C)	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
2014-2015 and thereafter: TAC §89.1070 (b)(2)(D)		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
2014-2015 and thereafter: TAC §89.1070(b)(2)(D)		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 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 7 for XML Data Samples

48011 - StudentGraduationProgramExtension Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID
			TSDS	M	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-FHSPDistingLevelAchievementIndicator			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:

This 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 only).

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 and have completed the Distinguished Level of Achievement for the Foundation High School Program (Graduation Type Codes 34, 35 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 has completed or is 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 (pursing) 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 who has completed or is pursuing the Foundation High School Program.

The STEM-ENDORSEMENT-INDICATOR-CODE must be reported in the Fall submission (Submission 1) for students who graduated under the Foundation High School Program (Graduation Type Codes 34, 35 and 54-57).

BUSINESS-AND-INDUSTRY-ENDORSEMENT-INDICATOR-CODE (E1545) indicates whether a student is currently enrolled in (pursing) 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 who has completed or is pursuing the Foundation High School Program.

The BUSINESS-AND-INDUSTRY-ENDORSEMENT-INDICATOR-CODE must be reported in the Fall submission (Submission 1) for students who graduated under the Foundation High School Program (Graduation Type Codes 34, 35 and 54-57).

PUBLIC-SERVICES-ENDORSEMENT-INDICATOR-CODE (E1546) indicates whether a student is currently enrolled in (pursing) 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 who has completed or is pursuing the Foundation High School Program.

The PUBLIC-SERVICES-ENDORSEMENT-INDICATOR-CODE must be reported in the Fall submission (Submission 1) for students who graduated under the Foundation High School Program (Graduation Type Codes 34, 35 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 who has completed or is pursuing the Foundation High School Program.

The ARTS-AND-HUMANITIES-ENDORSEMENT-INDICATOR-CODE must be reported in the Fall submission (Submission 1) for students who graduated under the Foundation High School Program (Graduation Type Codes 34, 35 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 who has completed or is pursuing the Foundation High School Program.

The MULTI-DISCIPLINARY-STUDIES-ENDORSEMENT-INDICATOR-CODE must be reported in the Fall submission (Submission 1) for students who graduated under the Foundation High School Program (Graduation Type Codes 34, 35 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 7 for XML Data Samples

InterchangeStudentProgram
40110 - StudentProgramExtension Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	M	2	M	3	M	4	M				
**	Reference Complex Type	TX-StudentReference			Y	Y				Y	Y	Y	Y			
**	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
E1043	ESL-PROGRAM-TYPE-CODE	TX-ESL			Y	Y								2	CODED	C176
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
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
E1642	ALTERNATIVE-LANGUAGE-PROGRAM-CODE	TX-AlternativeLanguageProgram			Y	Y								2	CODED	C221
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
**	Complex Type	TX-DyslexiaServices								Y	Y					
E1650	DYSLEXIA-SERVICES-CODE	TX-DyslexiaServicesCode								Y	Y			2	CODED	C224

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

PEIMS Fall 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.

PEIMS Summer Submission (3) and Extended Year Submission (4):

Report this complex type for all students being reported, reflecting the students' end of year status for the applicable indicators, unless specified otherwise.

RF Tracker Collection:

The RF Tracker Collection uses StudentProgramExtension data in order to capture the SPECIAL-ED-INDICATOR-CODE for each student.

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 English and the primary language of limited English proficient (LEP)/English learner (EL) students and also for carefully structured and sequenced mastery of English cognitive academic language development. (See 19 TAC §89.1210(c).)

There are four types of state-approved bilingual education programs a student may participate in.

- **Code 2 - Transitional bilingual/early exit** is a bilingual program model in which students identified as LEP/English learners (ELs) are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(1), for the assigned grade level and content area. The goal of early-exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language along with instruction in English that targets second language development through academic content.

Non-LEP/English proficient (EP) students may also participate in this program with parental permission, but they are not eligible for generating Bilingual Education Allotment (BEA) funds. (See TEC §48.105)
- **Code 3 - Transitional bilingual/late exit** is a bilingual program model in which students identified as LEP/English learners (ELs) are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(2), for the assigned grade level and content area. The goal of late-exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language along with instruction in English that targets second language development through academic content.

Non-LEP/English proficient (EP) students may also participate in this program with parental permission, but they are not eligible for generating Bilingual Education Allotment (BEA) funds. (See TEC §48.105)
- **Code 4 - Dual language immersion/two-way** is a bilingual/biliteracy program model in which students identified as LEP/English learners (ELs) are integrated with students proficient in English and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061, for the assigned grade level and content area. Instruction provided in English in this program model may be delivered either by a teacher appropriately

certified in bilingual education or by a different teacher certified in ESL in accordance with TEC, §29.061, for the assigned grade level and content area. The goal of two-way dual language immersion is for program participants to attain full proficiency in another language as well as English. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.

Non-LEP/English proficient (EP), monitored (reclassified as no longer LEP/EL but monitored for 4 years), and former LEP/EL students who participate in this program with parental permission are eligible for generating Bilingual Education Allotment (BEA) funds beginning in the 2019-2020 school year. (See TEC §48.105).

- **Code 5 - Dual language immersion/one-way** is a bilingual program model in which students identified as LEP/English learners (ELs) are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(2), for the assigned grade level and content area. The goal of late-exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language along with instruction in English that targets second language development through academic content.

Non-LEP/English proficient (EP) students may also participate in this program with parental permission, but they are not eligible for generating Bilingual Education Allotment (BEA) funds. (See TEC §48.105)

Refer to the [Bilingual and English as a Second Language Education Programs website](#) provided by TEA's Division of English Learner Support for resources related to English learners and Bilingual and English as a second language (ESL) programs, including a Code Guide.

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 provides intensive instruction in English through second language acquisition methods in all content area TEKS (mathematics, science, health, and social studies) for limited English proficient (LEP)/English learner (EL) students. (See 19 TAC §89.1210(d).)

There are two types of state-approved ESL programs a student may participate in.

- **Code 2 - An ESL/Content-based program model** is an English acquisition program that serves students identified as LEP/English learners (EL) through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies. The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.

Non-LEP/English proficient students may also participate in this program with parental permission, but they are not eligible for generating Bilingual Education Allotment (BEA) funds. (See TEC §42.153)

- **Code 3 - An ESL/pull-out program model** is an English acquisition program that serves students identified as LEP/English learners (EL) through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Non-LEP/English proficient (EP) students may also participate in this program with parental permission, but they are not eligible for generating Bilingual Education Allotment (BEA) funds. (See TEC §42.153)

Refer to the [Bilingual and English as a Second Language Education Programs website](#) provided by TEA's Division of English Learner Support for resources related to English learners and Bilingual and English as a second language (ESL) programs, including a Code Guide.

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.

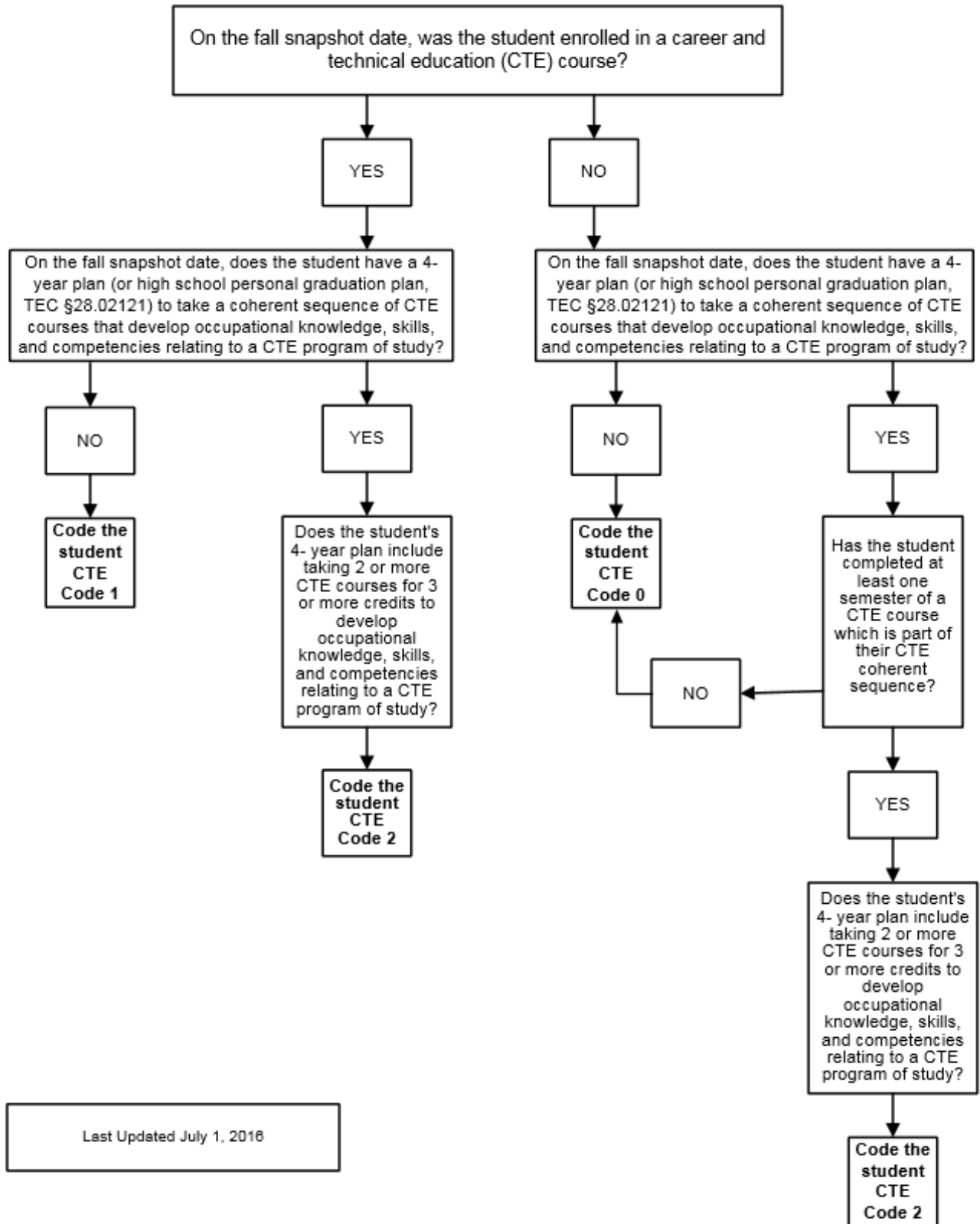
For example, if the student was a CAREER-AND-TECHNICAL-ED-IND-CD of “1” in the fall but changed to a CAREER-AND-TECHNICAL-ED-IND-CD of “2” for the spring, then the CAREER-AND-TECHNICAL-ED-IND-CD would be reported as a “2” for Submission 3. Students, who are coded as CAREER-AND-TECHNICAL-ED-IND-CD “1”, 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:

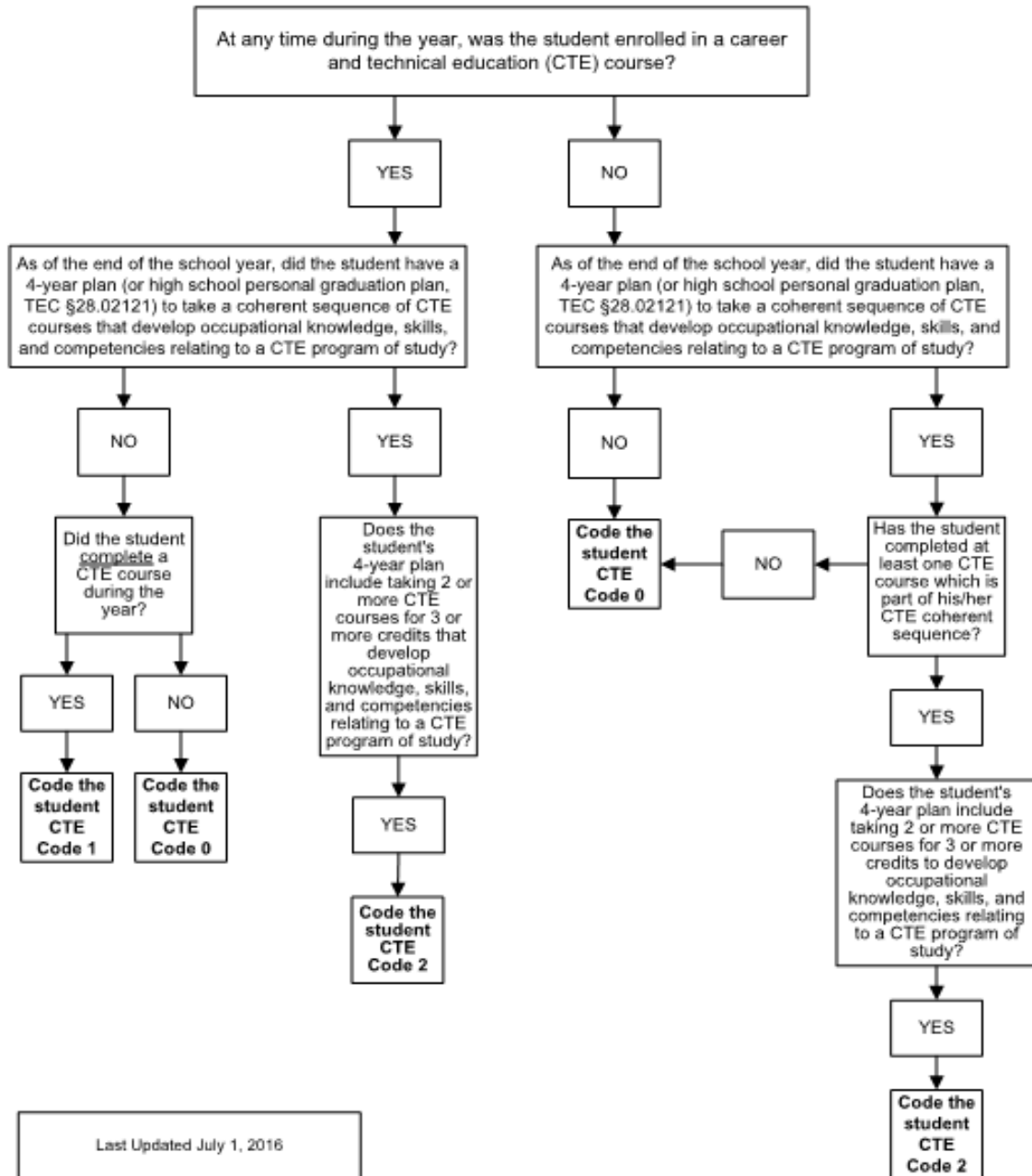
CAREER-AND-TECHNICAL-ED-IND-CD	Student Enrolled in CTE course on PEIMS Fall Snapshot Date?	41169 StudentCTEProgram AssociationExtension complex type reported? *	40170 CareerAndTechnicalEducation CourseExtension complex type reported?
0 – Not Enrolled in a CTE Course	No	No	No
1 – Enrolled in a CTE Course	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: Attendance data for students in grades 7 and 8 should only be reported if the student is taking an approved Career and Technical Education for the Disabled (CTED) course or if the student is taking a high school CTE course.

**Career and Technical Education Indicator Code
 PEIMS Fall Snapshot Decision Chart (E0031)**



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



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.)

For Submission 1:

Report the Special Education status of each student who is enrolled on the PEIMS Fall snapshot date.

For Submission 3:

SPECIAL-ED-INDICATOR-CODE reflects the student's participation in the Special Education program at any time during the school year.

ALTERNATIVE-LANGUAGE-PROGRAM-CODE (E1642) indicates the type of alternative language program participated in by the student. An alternative language program must be approved by the Texas Education Agency (TEA) due to the LEAs submission of a bilingual education exception and/or English as a second language (ESL) waiver for the current school year. (See 19 TAC §89.1207.)

An alternative language program may only be used if an LEA is unable to provide a bilingual education program or an English as a second language program as required by TAC §89.1205 because the LEA does not have a sufficient number of appropriately certified teachers and has requested from the Commissioner a bilingual education exception and/or an ESL waiver to approve implementation of an alternative language program.

If a bilingual education exception and/or ESL waiver is granted, the LEA will use the ALTERNATIVE-LANGUAGE-PROGRAM-CODE to report the students participating in the alternative language program.

Note that if a bilingual education exception and/or ESL waiver is granted, it is only valid for the school year in which it was granted. The LEA will need to apply for a bilingual education exception and/or ESL waiver in any school year for which appropriately certified staff are not available.

If an LEA is unable to provide a bilingual education program as required by TAC §89.1205, and has been approved to provide an alternative bilingual program by submitting a bilingual education exception, the LEA will report the participating students as:

- Code 01 - The LEA is implementing an alternative bilingual program approved by the Texas Education Agency due to the LEAs submission of a bilingual education exception for the current school year, per 19 TAC §89.1207.

If the LEA is unable to provide an English as a second language program as required by TAC §89.1205, and has been approved to provide an alternative ESL program by submitting an ESL waiver, the LEA will report the participating students as:

- Code 02 - The LEA is implementing an alternative ESL program approved by the Texas Education Agency due to the LEAs submission of an ESL waiver for the current school year, per 19 TAC §89.1207.

Refer to the [Bilingual and English as a Second Language Education Programs website](#) provided by TEA's Division of English Learner Support for resources related to English learners and Bilingual and English as a second language (ESL) programs, including a Code Guide.

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:

SECTION-504-INDICATOR-CODE reflects whether the student received assistance under Section 504 Rehabilitation Act of 1973 at any time during the school year.

**** TX-DyslexiaServices Complex Type ****

The TX-DyslexiaService Complex Type represents which types of dyslexia and related services a student has received at any time during the school year.

DYSLEXIA-SERVICES-CODE (E1650) indicates the type of dyslexia or related services a student has received at any time during the school year.

More than one DYSLEXIA-SERVICES-CODE may be reported for each student. In XML reporting, this is known as "unbounded" and allows an XML item to be repeated as many times as needed, as shown:

```
<TX-DyslexiaServices>  
  <TX-DyslexiaServicesCode>02</TX-DyslexiaServicesCode>  
  <TX-DyslexiaServicesCode>03</TX-DyslexiaServicesCode>  
</TX-DyslexiaServices>
```

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

40110 - StudentProgramAssociation Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID		
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M					
**	Reference Complex Type	StudentReference	Y	Y													
**	Complex Type	StudentIdentity	Y	Y										9	CODED		
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y	Y										10	NUMERIC		
**	Reference Complex Type	ProgramReference	Y	Y													
**	Reference Complex Type	ProgramIdentity	Y	Y													
E1337	PROGRAM-TYPE	ProgramType	Y	Y										48	STRING	DC096	
E0266	CAMPUS-ID	StateOrganizationId	Y											9	CODED		
E0212	DISTRICT-ID	StateOrganizationId	Y											6	CODED		
**	Complex Type	Services	Y														
E1468	SERVICE-DESCRIPTOR-SHORT-DESCRIPTION	ShortDescription	Y	Y										50	STRING		
E1429	STUDENT-PROGRAM-BEGIN-DATE	BeginDate	Y	Y										10	CODED		
E1430	STUDENT-PROGRAM-END-DATE	EndDate	Y											10	CODED		
E1431	REASON-EXITED	ReasonExited	Y											88	STRING	DC102	
**	Reference Complex Type	EducationOrganizationReference	Y	Y										6	CODED		
**	Reference Complex Type	EducationalOrgIdentity	Y	Y													
E0212	DISTRICT-ID	StateOrganizationId	Y	Y										6	CODED		

Description

The StudentProgramAssociation Complex Type represents the program(s) that a student participates in or is served by.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

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.

****Program Reference Complex Type**

ProgramReferenceComplexType references the program associated with the student.

****ProgramIdentity Complex Type**

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

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

****Services Complex Type**

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

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

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

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

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

****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.

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

40110 - StudentBilingualProgramAssociationExtension Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Reference Complex Type	StudentReference	Y	Y												
**	Complex Type	StudentIdentity	Y	Y									9	CODED		
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y	Y									10	NUMERIC		
**	Reference Complex Type	ProgramReference	Y	Y												
**	Reference Complex Type	ProgramIdentity	Y	Y												
E1337	PROGRAM-TYPE	ProgramType	Y	Y									48	STRING	DC096	
E0266	CAMPUS-ID	StateOrganizationId	Y										9	CODED		
E0212	DISTRICT-ID	StateOrganizationId	Y										6	CODED		
**	Reference Complex Type	Services	Y													
E1468	SERVICE-DESCRIPTOR-SHORT-DESCRIPTION	ShortDescription	Y	Y									50	STRING		
E1429	STUDENT-PROGRAM-BEGIN-DATE	BeginDate	Y	Y									10	CODED		
E1430	STUDENT-PROGRAM-END-DATE	EndDate	Y										10	CODED		
E1431	REASON-EXITED	ReasonExited	Y										88	STRING	DC102	
**	Reference Complex Type	EducationOrganizationReference	Y	Y									6	CODED		
**	Reference Complex Type	EducationalOrgIdentity	Y	Y												
E0212	DISTRICT-ID	StateOrganizationId	Y	Y									6	CODED		

Description

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

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

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.

****ProgramReference Complex Type**

ProgramReferenceComplexType references the program associated with the student.

****ProgramIdentity Complex Type**

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

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

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.

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

****Services Complex Type**

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

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

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

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

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

**** 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.

Example(s)

None

Data Samples

See Section 7 for XML Data Samples

41169 - StudentCTEProgramAssociationExtension Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID
			TSDS	M	1	1	2	2	3	3	4	4			
StudentCTEProgramAssociation Complex Type															
**	Reference Complex Type	StudentReference	Y	Y	Y	Y									
**	Complex Type	StudentIdentity	Y	Y	Y	Y							9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y	Y	Y	Y							10	NUMERIC	
**	Reference Complex Type	ProgramReference	Y	Y											
**	Reference Complex Type	ProgramIdentity	Y	Y											
E1337	PROGRAM-TYPE	ProgramType	Y	Y									48	STRING	DC096
E0266	CAMPUS-ID	StateOrganizationId	Y										9	CODED	
E0212	DISTRICT-ID	StateOrganizationId	Y										6	CODED	
**	Complex Type	Services	Y												
E1468	SERVICE-DESCRIPTOR-SHORT-DESCRIPTION	ShortDescription	Y	Y									50	STRING	
E1429	STUDENT-PROGRAM-BEGIN-DATE	BeginDate	Y	Y									10	CODED	
E1430	STUDENT-PROGRAM-END-DATE	EndDate	Y										10	CODED	
E1431	REASON-EXITED	ReasonExited	Y										88	STRING	DC102
**	Reference Complex Type	EducationOrganizationReference	Y	Y	Y	Y									
**	Reference Complex Type	EducationalOrgIdentity	Y	Y	Y	Y									
E0212	DISTRICT-ID	StateOrganizationId	Y	Y	Y	Y							6	CODED	
**	<i>Complex Type</i>	<i>CTEProgram</i>													
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.

Attendance data for students in grades 7 and 8 should only be reported for approved Career and Technical Education for the Disabled (CTED) courses or high school CTE 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

Currently, there are no special reporting requirements.

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.

****Program Reference Complex Type**

ProgramReferenceComplexType references the program associated with the student.

****ProgramIdentity Complex Type**

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

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

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.

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

****Services Complex Type**

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

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

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

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

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

****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

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

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

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

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

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

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

40110 - StudentESLProgramAssociationExtension Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID		
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M					
**	Reference Complex Type	StudentReference	Y	Y													
**	Complex Type	StudentIdentity	Y	Y										9	CODED		
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y	Y										10	NUMERIC		
**	Reference Complex Type	ProgramReference	Y	Y													
**	Reference Complex Type	ProgramIdentity	Y	Y													
E1337	PROGRAM-TYPE	ProgramType	Y											48	STRING	DC096	
E0266	CAMPUS-ID	StateOrganizationId	Y											9	CODED		
E0212	DISTRICT-ID	StateOrganizationId	Y											6	CODED		
**	Reference Complex Type	Services	Y														
E1468	SERVICE-DESCRIPTOR-SHORT-DESCRIPTION	ShortDescription	Y	Y										50	STRING		
E1429	STUDENT-PROGRAM-BEGIN-DATE	BeginDate	Y	Y										10	CODED		
E1430	STUDENT-PROGRAM-END-DATE	EndDate	Y											10	CODED		
E1431	REASON-EXITED	ReasonExited	Y											88	STRING	DC102	
**	Reference Complex Type	EducationOrganizationReference	Y	Y													
**	Reference Complex Type	EducationalOrgIdentity	Y	Y													
E0212	DISTRICT-ID	StateOrganizationId	Y	Y										6	CODED		

Description

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

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

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.

****Program Reference Complex Type**

ProgramReferenceComplexType references the program associated with the student.

****ProgramIdentity Complex Type**

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

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

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.

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

****Services Complex Type**

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

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

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

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

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

****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.

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

42408 - StudentESYProgramAssociationExtension Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Reference Complex Type	StudentReference										Y	Y			
**	Complex Type	StudentIdentity										Y	Y	9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId										Y	Y	10	NUMERIC	
N/A	NOT USED BY TEA	ProgramReference														
N/A	NOT USED BY TEA	Services														
N/A	NOT USED BY TEA	BeginDate														
N/A	NOT USED BY TEA	EndDate														
N/A	NOT USED BY TEA	ReasonExited														
**	Reference Complex Type	EducationOrganizationReference										Y	Y			
**	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-InstructionalSetting2										Y		2	CODED	C035
E1013	TOTAL-ESY-CONTACT-HRS-IN-INSTR-SETTING	TX-TotalESYContactHoursInstructionalSetting2										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. Actual ESY contact hours are needed so that the special education ESY services program funding can be calculated and distributed.

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 (TJJJ) (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.

CAMPUS-ID-OF-ENROLLMENT must be a valid active instructional campus in the reporting LEA ending in 001 – 698.

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.

INSTRUCTIONAL-SETTING-CODE must not be repeated for a student in a particular CAMPUS-ID-OF-ENROLLMENT and GRADE-LEVEL-CODE.

If more than one INSTRUCTIONAL-SETTING-CODE is reported for a student, one of them must be 00 (Speech Therapy).

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 7 for XML Data Samples

41163 - StudentSpecialEdProgramAssociationExtension Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
StudentSpecialEdProgramAssociation Complex Type																
**	Reference Complex Type	StudentReference	Y	Y	Y	Y				Y	Y					
**	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	
**	Reference Complex Type	ProgramReference	Y	Y												
**	Reference Complex Type	ProgramIdentity	Y	Y												
E1337	PROGRAM-TYPE	ProgramType	Y	Y										48	STRING	DC096
E0266	CAMPUS-ID	StateOrganizationId	Y											9	CODED	
E0212	DISTRICT-ID	StateOrganizationId	Y											6	CODED	
**	Complex Type	Services	Y													
E1468	SERVICE-DESCRIPTOR-SHORT-DESCRIPTION	ShortDescription	Y	Y										50	STRING	
E1429	STUDENT-PROGRAM-BEGIN-DATE	BeginDate	Y	Y										10	CODED	
E1430	STUDENT-PROGRAM-END-DATE	EndDate	Y											10	CODED	
E1431	REASON-EXITED	ReasonExited	Y											88	STRING	DC102
**	Reference Complex Type	EducationOrganizationReference	Y	Y	Y	Y				Y	Y					
**	Reference Complex Type	EducationalOrgIdentity	Y	Y	Y	Y				Y	Y					
E0212	DISTRICT-ID	StateOrganizationId	Y	Y	Y	Y				Y	Y			6	CODED	
StudentSpecialEdProgramAssociationExtension Complex Type																
E1632	EFFECTIVE-DATE	TX-EffectiveDateSpEd			Y	Y				Y	Y			10	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
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
E0173	INSTRUCTIONAL-SETTING-CODE	TX-InstructionalSetting			Y	Y				Y	Y			2	CODED	C035

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Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
E1442	SPECIAL-EDUCATION-HOURS-PER-WEEK	SpecialEducationHoursPerWeek														
E1443	IDEA-ELIGIBILITY	IdeaEligibility														
E0832	CHILD-COUNT-FUNDING-TYPE-CODE	TX-ChildCountFunding			Y	Y							2	CODED	C066	
**	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-PreschlPrgmChildDisabilities			Y	Y				Y	Y		1	CODED	C088	
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	

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
E1077	PPCD-SERVICE-LOCATION-CODE	TX-PPCDServiceLocationIndicator			Y	Y								2	CODED	C184
E1444	LAST-EVALUATION-DATE	LastEvaluationDate														
E1445	IEP-REVIEW-DATE	IEPReviewDate														
E1446	IEP-BEGIN-DATE	IEPBeginDate														
E1447	IEP-END-DATE	IEPEndDate														
E1527	DISTRICT-OF-RDSPD-SERVICE	TX-LEAOfRDSPDService			Y									6	CODED	

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 TX-EffectiveDateSpEd effective date 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 TX-EffectiveDateDisabilities effective date 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 TX-EffectiveDateServices effective date 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 in membership 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

Currently, there are no special reporting requirements.

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.

****Program Reference Complex Type**

ProgramReferenceComplexType references the program associated with the student.

****ProgramIdentity Complex Type**

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

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

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.

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

****Services Complex Type**

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

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

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

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

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

****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.

****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 value(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.

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 code table 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.

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.

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.

****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-SpeicalEdServices 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
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:

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

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

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

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.

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" (C095 code 1) 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.

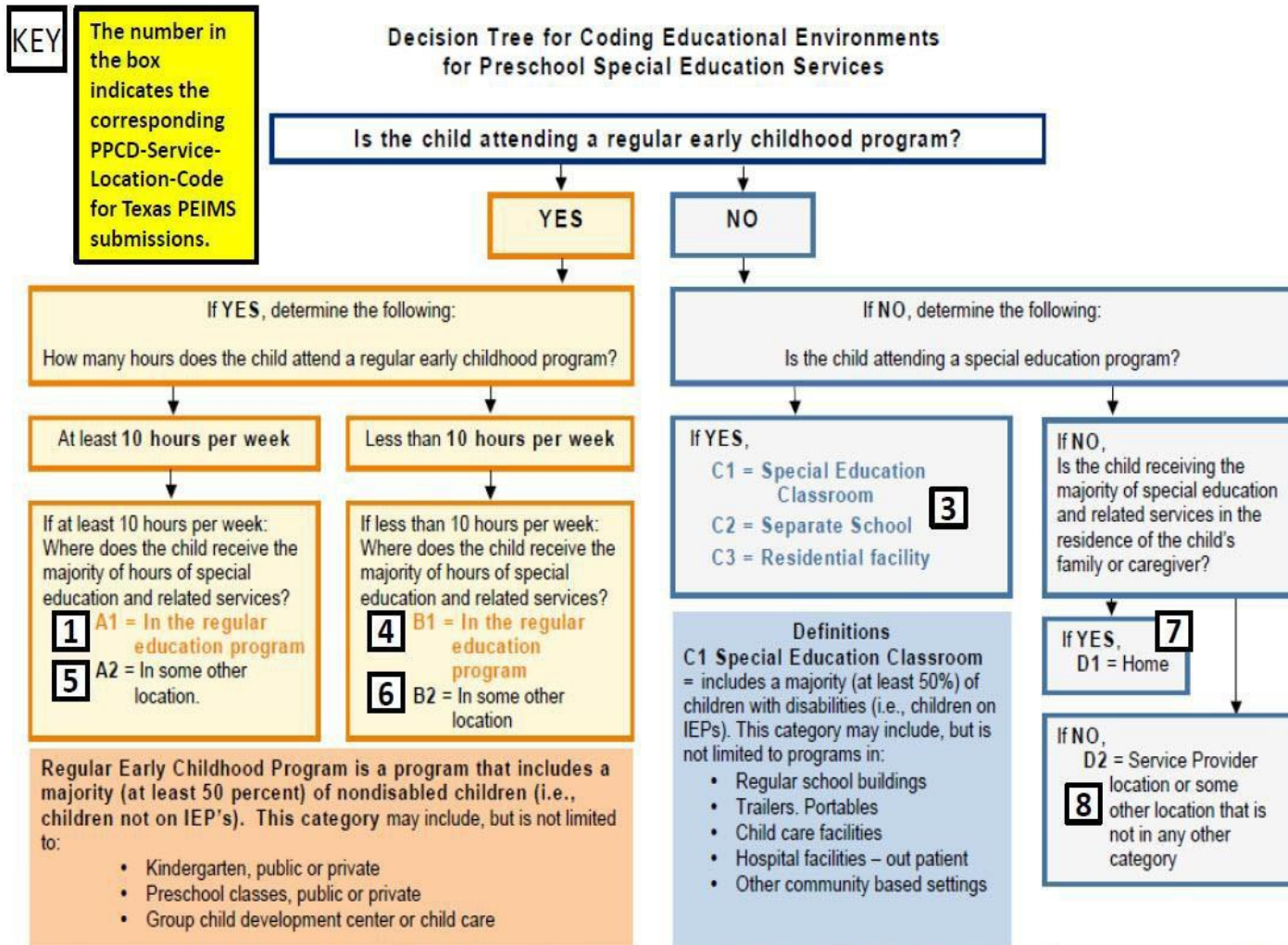
For Submission 3:

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

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 meet 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.



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

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.

Example(s)

Example 1 (Submission 1): Sam Student is in a special education program and receiving services in a resource room on the PEIMS Fall snapshot date. He receives Social Work Services. Since Sam has been in special education since the first day of school, the effective dates reflect the first day of school. A single instance of the StudentSpecialEdProgramAssociationExtension Complex Type is reported to TSDS for PEIMS Submission 1.

Element Name	Response	Explanation
TX-UNIQUE-STUDENT-ID	1234567890	Sam's unique student ID
DISTRICT-ID	111222	
EFFECTIVE-DATE (TX-EffectiveDateSpEd)	2019-08-26	First day of the school year
INSTRUCTIONAL-SETTING-CODE	41	Resource Room/Services – Less than 21%
MULTIPLY-DISABLED-INDICATOR-CODE	0	
MEDICALLY-FRAGILE-IND-CODE	0	
CHILD-COUNT-FUNDING-TYPE-CODE	3	
EFFECTIVE-DATE (TX-EffectiveDateDisabilities)	2019-08-26	First day of the school year
PRIMARY-DISABILITY-CODE	08	Learning Disability
EFFECTIVE-DATE (TX-EffectiveDateServices)	2019-08-26	First day of the school year
ASSISTIVE-TECH-INDICATOR-CODE	0	
AUDIOLOGICAL-SERV-IND-CODE	0	
COUNSELING-SERVICES-IND-CODE	0	
EARLY-CHILDHOOD-INTERV-IND-CODE	0	
INTERPRETING-SERVICES-TYPE-CODE	00	
MEDICAL-DIAGNOSTIC-SERV-IND-CODE	0	
OCCUPATIONAL-THERAPY-IND-CODE	0	
ORIENT-MOBILITY-TRNG-IND-CODE	0	
PHYSICAL-THERAPY-IND-CODE	0	
PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD	0	
PSYCHOLOGICAL-SERVICES-IND-CODE	0	
RECREATION-IND-CODE	0	
REG-DAY-SCH-PROG-DEAF-CODE	0	
SCHOOL-HEALTH-SERVICES-IND-CODE	0	
SOCIAL-WORK-SERVICES-IND-CODE	1	Sam receives social work services
SPEECH-THERAPY-INDICATOR-CODE	0	
TRANSPORTATION-INDICATOR-CODE	0	
PPCD-SERVICE-LOCATION-CODE	0	

Example 2 (Submission 1): Marcy Student is in a special education program and started the school year receiving services in a self-contained room. In late September before the PEIMS Fall Snapshot date, she started receiving Counseling Services.

- TX-EffectiveDateSpEd reflects the first day of school.
- TX-EffectiveDateDisabilities reflects the first day of school.
- TX-EffectiveDateServices reflects 2019-09-30, the day that Marcy started to receive Counseling Services.

Element Name	Response	Explanation
TX-UNIQUE-STUDENT-ID	5678901234	Marcy's unique student ID
DISTRICT-ID	111222	
EFFECTIVE-DATE (TX-EffectiveDateSpEd)	2019-08-26	First day of the school year
INSTRUCTIONAL-SETTING-CODE	41	Resource Room/Services – Less than 21%
MULTIPLY-DISABLED-INDICATOR-CODE	0	
MEDICALLY-FRAGILE-IND-CODE	0	
CHILD-COUNT-FUNDING-TYPE-CODE	3	
EFFECTIVE-DATE (TX-EffectiveDateDisabilities)	2019-08-26	First day of the school year
PRIMARY-DISABILITY-CODE	08	Learning Disability
EFFECTIVE-DATE (TX-EffectiveDateServices)	2019-09-30	First day Marcy started receiving counseling services
ASSISTIVE-TECH-INDICATOR-CODE	0	
AUDIOLOGICAL-SERV-IND-CODE	0	
COUNSELING-SERVICES-IND-CODE	1	Marcy receives counseling services starting 9-30-2019
EARLY-CHILDHOOD-INTERV-IND-CODE	0	
INTERPRETING-SERVICES-TYPE-CODE	00	
MEDICAL-DIAGNOSTIC-SERV-IND-CODE	0	
OCCUPATIONAL-THERAPY-IND-CODE	0	
ORIENT-MOBILITY-TRNG-IND-CODE	0	
PHYSICAL-THERAPY-IND-CODE	0	
PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD	0	
PSYCHOLOGICAL-SERVICES-IND-CODE	0	
RECREATION-IND-CODE	0	
REG-DAY-SCH-PROG-DEAF-CODE	0	
SCHOOL-HEALTH-SERVICES-IND-CODE	0	
SOCIAL-WORK-SERVICES-IND-CODE	0	
SPEECH-THERAPY-INDICATOR-CODE	0	
TRANSPORTATION-INDICATOR-CODE	0	
PPCD-SERVICE-LOCATION-CODE	0	

Example 3 (Submission 3): Sam Student (described in Example 1) is in a special education program and received services in a resource room and Social Work Services throughout the entire school year without any changes to any of the data values. A single instance of the StudentSpecialEdProgramAssociationExtension Complex Type is reported to TSDS for PEIMS Submission 3. All three effective dates reflect the first day of school.

Element Name	Response	Explanation
TX-UNIQUE-STUDENT-ID	1234567890	Sam's unique student ID
DISTRICT-ID	111222	
EFFECTIVE-DATE (TX-EffectiveDateSpEd)	2019-08-26	First day of the school year
INSTRUCTIONAL-SETTING-CODE	41	Resource Room/Services – Less than 21%
MULTIPLY-DISABLED-INDICATOR-CODE	0	
EFFECTIVE-DATE (TX-EffectiveDateDisabilities)	2019-08-26	First day of the school year
PRIMARY-DISABILITY-CODE	08	Learning Disability
EFFECTIVE-DATE (TX-EffectiveDateServices)	2019-08-26	First day of the school year
ASSISTIVE-TECH-INDICATOR-CODE	0	
AUDIOLOGICAL-SERV-IND-CODE	0	
COUNSELING-SERVICES-IND-CODE	0	
EARLY-CHILDHOOD-INTERV-IND-CODE	0	
INTERPRETING-SERVICES-TYPE-CODE	00	
MEDICAL-DIAGNOSTIC-SERV-IND-CODE	0	
OCCUPATIONAL-THERAPY-IND-CODE	0	
ORIENT-MOBILITY-TRNG-IND-CODE	0	
PHYSICAL-THERAPY-IND-CODE	0	
PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD	0	
PSYCHOLOGICAL-SERVICES-IND-CODE	0	
RECREATION-IND-CODE	0	
REG-DAY-SCH-PROG-DEAF-CODE	0	
SCHOOL-HEALTH-SERVICES-IND-CODE	0	
SOCIAL-WORK-SERVICES-IND-CODE	1	Sam receives social work services
SPEECH-THERAPY-INDICATOR-CODE	0	
TRANSPORTATION-INDICATOR-CODE	0	

Example 4 (Submission 3): Joan Student is in a special education program and started the 2019-2020 school year receiving services in a resource room as well as receiving counseling services and speech therapy.

The first instance of the StudentSpecialEdProgramAssociationExtension complex type is reported so that all three effective dates reflect the first day of school.

Element Name	Response	Explanation
TX-UNIQUE-STUDENT-ID	9898989898	Joan's unique student ID
DISTRICT-ID	111222	
EFFECTIVE-DATE (TX-EffectiveDateSpEd)	2019-08-26	First day of the school year
INSTRUCTIONAL-SETTING-CODE	43	Self-Contained, Mild/Moderate/Severe, Regular Campus – at least 50% and No More than 60%
MULTIPLY-DISABLED-INDICATOR-CODE	1	
EFFECTIVE-DATE (TX-EffectiveDateDisabilities)	2019-08-26	First day of the school year
PRIMARY-DISABILITY-CODE	12	Developmental Delay
SECONDARY-DISABILITY-CODE	09	Speech Impairment
EFFECTIVE-DATE (TX-EffectiveDateServices)	2019-08-26	First day of the school year
ASSISTIVE-TECH-INDICATOR-CODE	0	
AUDIOLOGICAL-SERV-IND-CODE	0	
COUNSELING-SERVICES-IND-CODE	1	Joan receives counseling services
EARLY-CHILDHOOD-INTERV-IND-CODE	0	
INTERPRETING-SERVICES-TYPE-CODE	00	
MEDICAL-DIAGNOSTIC-SERV-IND-CODE	0	
OCCUPATIONAL-THERAPY-IND-CODE	0	
ORIENT-MOBILITY-TRNG-IND-CODE	0	
PHYSICAL-THERAPY-IND-CODE	0	
PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD	0	
PSYCHOLOGICAL-SERVICES-IND-CODE	0	
RECREATION-IND-CODE	0	
REG-DAY-SCH-PROG-DEAF-CODE	0	
SCHOOL-HEALTH-SERVICES-IND-CODE	0	
SOCIAL-WORK-SERVICES-IND-CODE	0	
SPEECH-THERAPY-INDICATOR-CODE	1	Joan receives speech therapy services
TRANSPORTATION-INDICATOR-CODE	0	

Joan's example continues on the next page.

Example 4 (Submission 3): continued

In January of the school year, Joan's counseling therapy was completed and discontinued. Another instance of the StudentSpecialEdProgramAssociationExtension complex type is reported.

- TX-EffectiveDateSpEd reflects the first day of school.
- TX-EffectiveDateDisabilities reflects the first day of school.
- TX-EffectiveDateServices reflects 2020-01-15 when Marcy discontinued receiving Counseling Services.

Element Name	Response	Explanation
TX-UNIQUE-STUDENT-DISTRICT-ID	9898989898	Joan's unique student ID
EFFECTIVE-DATE (TX-EffectiveDateSpEd)	2019-08-26	First day of the school year
INSTRUCTIONAL-SETTING-CODE	43	Self-Contained, Mild/Moderate/Severe, Regular Campus – at least 50% and No More than 60%
MULTIPLY-DISABLED-INDICATOR-CODE	1	
EFFECTIVE-DATE (TX-EffectiveDateDisabilities)	2019-08-26	First day of the school year
PRIMARY-DISABILITY-CODE	12	Developmental Delay
SECONDARY-DISABILITY-CODE	09	Speech Impairment
EFFECTIVE-DATE (TX-EffectiveDateServices)	2020-01-15	Date Joan discontinued receiving counseling services
ASSISTIVE-TECH-INDICATOR-CODE	0	
AUDIOLOGICAL-SERV-IND-CODE	0	
COUNSELING-SERVICES-IND-CODE	0	Joan no longer receives counseling services as of 1-15-2020
EARLY-CHILDHOOD-INTERV-IND-CODE	0	
INTERPRETING-SERVICES-TYPE-CODE	00	
MEDICAL-DIAGNOSTIC-SERV-IND-CODE	0	
OCCUPATIONAL-THERAPY-IND-CODE	0	
ORIENT-MOBILITY-TRNG-IND-CODE	0	
PHYSICAL-THERAPY-IND-CODE	0	
PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD	0	
PSYCHOLOGICAL-SERVICES-IND-CODE	0	
RECREATION-IND-CODE	0	
REG-DAY-SCH-PROG-DEAF-CODE	0	
SCHOOL-HEALTH-SERVICES-IND-CODE	0	
SOCIAL-WORK-SERVICES-IND-CODE	0	
SPEECH-THERAPY-INDICATOR-CODE	1	Joan still receives speech therapy services
TRANSPORTATION-INDICATOR-CODE	0	

Data Sample(s)

See Section 7 for XML Data Samples

41461 - StudentTitlePartAProgramAssociationExtension Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
StudentTitlePartAProgramAssociation Complex Type																
**	Reference Complex Type	StudentReference	Y	Y	Y	Y				Y	Y					
**	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	
**	Reference Complex Type	ProgramReference	Y	Y												
**	Reference Complex Type	ProgramIdentity	Y	Y												
E1337	PROGRAM-TYPE	ProgramType	Y	Y										48	STRING	DC096
E0266	CAMPUS-ID	StateOrganizationId	Y											9	CODED	
E0212	DISTRICT-ID	StateOrganizationId	Y											6	CODED	
**	Complex Type	Services	Y													
E1468	SERVICE-DESCRIPTOR-SHORT-DESCRIPTION	ShortDescription	Y	Y										50	STRING	
E1429	STUDENT-PROGRAM-BEGIN-DATE	BeginDate	Y	Y										10	CODED	
E1430	STUDENT-PROGRAM-END-DATE	EndDate	Y											10	CODED	
E1431	REASON-EXITED	ReasonExited	Y											88	STRING	DC102
**	Reference Complex Type	EducationOrganizationReference	Y	Y	Y	Y				Y	Y					
**	Reference Complex Type	EducationalOrgIdentity	Y	Y	Y	Y				Y	Y					
E0212	DISTRICT-ID	StateOrganizationId	Y	Y	Y	Y				Y	Y			6	CODED	
E1526	TITLE-I-PART-A-PARTICIPANT	TitlePartAParticipant	Y	Y										37	STRING	DC136
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 I, 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 participating in a program authorized under ESEA, Title I, Part A of the Improving America's Schools Act. These students identified have TITLE-I-PART-A-INDICATOR-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.

****Program Reference Complex Type**

ProgramReferenceComplexType references the program associated with the student.

****ProgramIdentity Complex Type**

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

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

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.

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

****Services Complex Type**

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

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

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

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

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

****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.

TITLE-I-PART-A-PARTICIPANT (E1526) An indication of the type of Title I program, if any, in which the student is participating and served:

- Public Targeted Assistance Program
- Public Schoolwide Program
- Private school student participating
- Local Neglected 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 7 for XML Data Samples

40110 - ServiceDescriptor Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
E1467	SERVICE-DESCRIPTOR-CODE-VALUE	CodeValue	Y	Y										20	STRING	
E1468	SERVICE-DESCRIPTOR-SHORT-DESCRIPTION	ShortDescription	Y	Y										50	STRING	
E1469	SERVICE-DESCRIPTOR-DESCRIPTION	Description	Y											1024	STRING	
E1499	SERVICE-CATEGORY	ServiceCategory	Y											50	STRING	

Description

The ServiceDescriptor Complex Type defines the services provided by an education organization to populations of students associated with a program.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

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

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

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

SERVICE-CATEGORY (E1499) is the category of service provided by a program.

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

InterchangeStudentAttendance 42520 - AttendanceEvent Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
E1156	ATTENDANCE-EVENT-DATE	EventDate	Y	Y										10	CODED	
E1157	ATTENDANCE-EVENT-TYPE	AttendanceEventType	Y											26	STRING	DC017
E1484	ATTENDANCE-EVENT-CATEGORY	AttendanceEventCategory	Y	Y										17	STRING	DC016
E1159	ATTENDANCE-EVENT-REASON	AttendanceEventReason	Y	Y										40	STRING	
E1160	EDUCATIONAL-ENVIRONMENT	EducationalEnvironment	Y	Y										34	STRING	DC053
**	Reference Complex Type	StudentReference	Y	Y												
**	Complex Type	StudentIdentity	Y	Y										9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y	Y										10	NUMERIC	
**	Reference Complex Type	SectionReference	Y	Y												
**	Reference Complex Type	SectionIdentity	Y	Y												
E0266	CAMPUS-ID	StateOrganizationId	Y	Y										9	CODED	
E1056	CLASS-ID-NUMBER	UniqueSectionCode	Y	Y										14	NAMEFIELD	
E1194	LOCAL-COURSE-CODE	LocalCourseCode														
E1093	SCHOOL-YEAR	SchoolYear														
E1367	SECTION-TERM	Term														
E1074	CLASS-PERIOD	ClassPeriodName														
E1368	LOCATION	Location														
E0948	COURSE-SEQUENCE-CODE	TX-CourseSequence	Y	Y										2	CODED	C135

Description

The AttendanceEvent Complex Type represents the recording of whether a student is in attendance for a class or in attendance to receive or participate in program services.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

ATTENDANCE-EVENT-DATE (E1156) is the date for this attendance event.

ATTENDANCE-EVENT-TYPE (E1157) is a code describing the type of the attendance event (e.g., daily attendance, section attendance, etc.)

ATTENDANCE-EVENT-CATEGORY (E1484) is a code describing the attendance event, for example: Present, Unexcused absence, Excused absence, Tardy.

ATTENDANCE-EVENT-REASON (E1159) is the reported reason for a student's absence.

EDUCATIONAL-ENVIRONMENT (E1160) is the setting in which a child receives education and related services. This attribute is only used if it differs from the Educational Environment of the section. This is only used in the AttendanceEvent if different from the associated Section.

****StudentReference Complex Type**

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

****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**

The SectionReference Complex Type is the reference to the section associated with the attendance event.

****SectionIdentity Complex Type**

The SectionIdentity Complex Type represents the attributes used to specify a section.

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.

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.

Dual credit COURSE-SEQUENCE-CODEs are used for dual credit courses only.

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

42400 - BasicReportingPeriodAttendanceExtension

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Reference Complex Type	TX-StudentReference								Y	Y					
**	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 (TJJJ) (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 for ADA. 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.

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.

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?	Allowed values for PK Funding Source
01	Yes	No	No	No	N/A
02	Yes	No	Yes	Yes, if additional funding sources apply	Any
02	No	Yes	Yes	Yes, if additional funding sources apply	2 (Local district share funding) 4 (Federal funding) 5 (Early Education Allotment)
03	No	Yes	No	No	N/A
04	Yes	No	Yes	Yes, if additional funding sources apply	Any
04	No	Yes	Yes	Yes, if additional funding sources apply	Any
05	No	Yes	Yes	Yes, if additional funding sources apply	Any

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 7 for XML Data Samples

42401 - SpecialProgramsReportingPeriodAttendanceExtension Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSD S	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Reference Complex Type	TX-StudentReference								Y	Y	Y	Y			
**	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
E1651	BILINGUAL/ESL-FUNDING-CODE	TX-BilingualESLFundingCode								Y		Y		2	CODED	C225
E0938	TOTAL-ELIG-BILINGUAL/ESL-DAYS-PRESENT	TX-TotalEligibleDaysPresent								Y				5	NUMERIC	
E1652	TOTAL-ELIG-RESIDENTIAL-FACILITY-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	
E1653	FLEX-ATTEND-TOTAL-RESIDENTIAL-FACILITY-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	

2019-2020 Texas Education Data Standards
Section 2.4 – Student Category Data Submission Requirements
Post-Addendum Version 2020.2.1

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSD S	M	1	1 M	2	2 M	3	3 M	4	4 M				
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	FLEX-ATTEND-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	
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	E1651 BILINGUAL/ESL-FUNDING-CODE 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
Regular – Residential Facility	13	42401-000J	42401-000D	E1652 TOTAL-ELIG-RESIDENTIAL-FACILITY-DAYS-PRESENT
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	E1651 BILINGUAL/ESL-FUNDING-CODE E1050 FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE

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 – 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
Flexible – Residential Facility	14	42401-000K	42401-000H	E1653 FLEX-ATTEND-TOTAL-RESIDENTIAL-FACILITY-DAYS-ELIGIBLE

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.

Special Education Attendance Sub-Category

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.

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.

Do not report Special Education Flexible Attendance for a student who did not participate in special education during the reporting period indicated, or who was ineligible for ADA for the entire reporting period.

Career and Technical Education Attendance Sub-Category

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

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 or high school CTE 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.

Career and Technical Flexible Attendance Sub-Category

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

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.

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 with CTE Attendance for approved Career and Technical Education for the Disabled (CTED) courses or high school CTE courses.

The following table illustrates the relationship between the student grade, the type of CTE course, the eligibility to generate weighted funding and whether the course is reported on the CourseTranscriptExtension Complex Type.

CTE Course indicator on SERVICE-ID (C022) code table	Student Grade	CTE Course for the Disabled (CTED)?	Eligible to generate CTE weighted funding (report CTE attendance)?	Report CourseTranscriptExtension Complex Type?
M	6	N/A	No	No*
M	7-8	Yes	Yes	No*
M	7-8	No	No	No*
H	7-12	Yes or No	Yes	Yes

*Only reported for high school courses or any course in any grade level where instruction is received via the Texas Virtual School Network (TxVSN) Online Schools program or the TxVSN Statewide Online Course Catalog.

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

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 are 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.

BILINGUAL/ESL-FUNDING-CODE (E1651) indicates the language program in which the student participated during the reporting period.

TEA will use BILINGUAL/ESL-FUNDING-CODE along with LEP-INDICATOR-CODE to determine the funding weight to be used for calculating the Bilingual Education Allotment. The funding weights according to the updated Bilingual Education Allotment are as follows:

LEP-INDICATOR-CODE	BILINGUAL/ESL-FUNDING-CODE	Funding Weight
1	BE	0.10
1	D1	0.15
1	D2	0.15
<> 1 (0, F, S, 3, 4, 5)	D1 or BE	0 – this student should not report Bil/ESL Days
<> 1 (0, F, S, 3, 4, 5)	D2	0.05

Refer to the [Bilingual and English as a Second Language Education Programs website](#) provided by TEA's Division of English Learner Support for resources related to English learners and Bilingual and English as a second language (ESL) programs, including a Code Guide.

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.

Starting in 2019-2020, students in GRADE-LEVEL-CODE EE can be reported with days in Bilingual/ESL if they are eligible for ADA and meet all other Bilingual Education Allotment eligibility requirements.

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-RESIDENTIAL-FACILITY-DAYS-PRESENT (E1652) indicates the total number of days the student was present and eligible for LEA services while living in a Residential Facility during a particular reporting period.

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

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

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.

For the Optional Flexible School Day Program (OFSDP), which is FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE 1, 240 contact minutes (60 minutes x 4 hours) is equivalent to one full day of attendance.

For the High School Equivalency Program (HSEP), which is FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE 2, 360 contact minutes (60 minutes x 6 hours) is equivalent to one full day of attendance.

The eligible days present that a student can generate funding in the Mainstream special education program are limited to the lesser of these two values:

- Equivalent Days Present calculated from the FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT, or
- FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE.

The above comparison is done at TEA during the funding calculations.

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 OFSDP Flexible Attendance Special Education Mainstream ADA Calculation:

- Student Joe– Reporting Period 3
- NUMBER-DAYS-TAUGHT = 30
- FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE = 30
- FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 5000 minutes
- Flexible Attendance Equivalent Days Present = 5000 minutes / 240 minutes = 20.83 days present

- Student Joe would be funded for 20.83 days of Flexible Attendance Mainstream Days Present. (20.83 is the lower of the Flexible Attendance Equivalent Days Present and the 30 days eligible for special education mainstream.)

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

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

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

Starting in 2019-2020, students in GRADE-LEVEL-CODE EE can be reported with days in Bilingual/ESL if they are eligible for ADA and meet all other Bilingual Education Allotment eligibility requirements.

For the Optional Flexible School Day Program (OFSDP), which is FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE 1, 240 contact minutes (60 minutes x 4 hours) is equivalent to one full day of attendance.

For the High School Equivalency Program (HSEP), which is FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE 2, 360 contact minutes (60 minutes x 6 hours) is equivalent to one full day of attendance.

The eligible days present that a student can generate for the Bilingual/ESL program are limited to the lesser of these two values:

- Equivalent Days Present calculated from the FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT, or
- FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE.

The above comparison is done at TEA during the funding calculations.

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 OFSDP 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-TOTAL-RESIDENTIAL-FACILITY-DAYS-ELIGIBLE (E1653) indicates the total number of days the student was present and eligible for LEA services while living in a Residential Facility in a flexible attendance program during a particular reporting period.

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

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 Eligible 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 the Optional Flexible School Day Program (OFSDP), which is FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE 1, 240 contact minutes (60 minutes x 4 hours) is equivalent to one full day of attendance.

For the High School Equivalency Program (HSEP), which is FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE 2, 360 contact minutes (60 minutes x 6 hours) is equivalent to one full day of attendance.

For students with one instructional setting:

Data Conversion Formulas/Rules

OFSDP Flex Attend Equivalent Days Present = $FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT/240$

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

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

OFSDP 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 ($5500/240$ 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.

OFSDP 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

- $6800 \text{ FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT} / 240 \text{ minutes (4 hours x 60 minutes)} = 28.33 \text{ Equivalent Days Present for the 2}^{\text{nd}} \text{ six-week reporting period}$
- $10 \text{ days of Hospital Class eligibility} = 33.3\% \text{ of the Total Days of special education eligibility (10/ (10+20))}$
 $\text{Hospital Class Days Eligible} = 33.3\% \text{ of } 28.33 \text{ Equivalent Days Present} = 9.348 = 9.35.$
- $20 \text{ days of Homebound eligibility} = 66.7\% \text{ of the Total Days of special education eligibility (20/ (10+20))}$
 $\text{Homebound Days Eligible} = 66.7\% \text{ of } 28.33 \text{ Equivalent Days Present} = 18.896 = 18.90.$

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.

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

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.

For the Optional Flexible School Day Program (OFSDP), which is FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE 1, 240 contact minutes (60 minutes x 4 hours) is equivalent to one full day of attendance.

For the High School Equivalency Program (HSEP), which is FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE 2, 360 contact minutes (60 minutes x 6 hours) is equivalent to one full day of attendance.

The eligible days present that a student can generate for the PRS program are limited to the lesser of these two values:

- Equivalent Days Present calculated from the FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT, or
- FLEX-ATTEND-TOTAL-PRS-DAYS-ELIGIBLE.

The above comparison is done at TEA during the funding calculations.

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 OFSDP Flexible Attendance PRS ADA Calculation

- Student Sue – Reporting Period 5
- NUMBER-DAYS-TAUGHT = 30
- FLEX-ATTEND-TOTAL-PRS-DAYS-ELIGIBLE = 30
- FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT = 7000 minutes
- Flexible Attendance Equivalent Days Present = $7500 \text{ minutes} / 240 \text{ minutes} = 29.17 \text{ days present}$
- 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 = $(29.17 \text{ PRS days present} / 30 \text{ Days Taught}) = .972 \text{ PRS ADA for Reporting Period 5.}$

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.

For the Optional Flexible School Day Program (OFSDP), which is FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE 1, 240 contact minutes (60 minutes x 4 hours) is equivalent to one full day of attendance. 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.

For the High School Equivalency Program (HSEP), which is FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE 2, 360 contact minutes (60 minutes x 6 hours) is equivalent to one full day of attendance. Each increment of 360 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 360 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, which is determined during funding calculations at TEA. 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:

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

HSEP Equivalent Eligible Days Present for the six-week reporting period = $\text{FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT} / 360 \text{ minutes (6 hours x 60 minutes)}$

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

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

OFSDP 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.

OFSDP 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 Equivalent (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-TOTAL-ELIGIBLE-MINUTES-PRESENT or FLEX-ATTEND-CAREER-TECH-MINUTES-PRESENT.

OFSDP 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 Equivalent (FTEs)
= 3300 CTE Flexible Attendance Minutes Present / (30 Days Taught) x 360 minutes)
= 3300 minutes/10800 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. Eligibility 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.

For the Optional Flexible School Day Program (OFSDP), which is FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE 1, 240 contact minutes (60 minutes x 4 hours) is equivalent to one full day of attendance. 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.

For the High School Equivalency Program (HSEP), which is FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE 2, 360 contact minutes (60 minutes x 6 hours) is equivalent to one full day of attendance. Each increment of 360 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 360 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, which is determined during funding calculations at TEA. 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:

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

HSEP Equivalent Ineligible Days Present for the six-week reporting period = FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT/360 minutes (6 hours x 60 minutes)

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

OFSDP 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).

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.

**** TX-FlexibleAttendance Complex Type**

The TX-FlexibleAttendance 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 four (4) unique programs that generate flexible attendance data on the SpecialProgramsReportingPeriodAttendanceExtension Complex Type.

Flexible Attendance Program Type Code	Program Name	Description	PEIMS Sub
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. 240 contact minutes (60 minutes x 4 hours) is the equivalent to one full day of attendance.	3
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). 360 contact minutes (60 minutes x 6 hours) is the equivalent to one full day of attendance.	3
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.	4
6	OFSDP Online Dropout Recovery Program	This is an attendance program that provides dropout recovery education through an internet based online program.	3

For the complete eligibility and program rules, refer to the [Student Attendance Accounting Handbook](#).

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

Report Flexible Attendance data for only those students in the LEA who were enrolled in one of the above listed Flexible Attendance programs 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 (HSEP). 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).

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

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

Data Sample(s)

See Section 7 for XML Data Samples

InterchangeStudentTranscript
43415 - StudentAcademicRecord Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Reference Type	id	Y	Y						Y	Y	Y	Y		STRING	
**	Complex Type	CumulativeCreditsEarned	Y	Y												
E1210	CREDIT-TYPE	CreditType														
E1211	CREDIT-CONVERSION	CreditConversion												5	NUMERIC	
E1112	CREDIT	Credit	Y	Y										5	NUMERIC	
**	Complex Type	CumulativeCreditsAttempted	Y													
E1210	CREDIT-TYPE	CreditType														
E1211	CREDIT-CONVERSION	CreditConversion														
E1112	CREDIT	Credit	Y	Y										5	NUMERIC	
E1392	CUMULATIVE-GRADE-POINTS-EARNED	CumulativeGradePointsEarned	Y											4	NUMERIC	
E1393	CUMULATIVE-GRADE-POINT-AVERAGE	CumulativeGradePointAverage	Y											4	NUMERIC	
E1394	GRADE-VALUE-QUALIFIER	GradeValueQualifier														
**	Complex Type	ClassRanking														
**	Complex Type	AcademicHonors														
**	Complex Type	Recognitions														
E1395	PROJECTED-GRADUATION-DATE	ProjectedGraduationDate	Y											10	CODED	
**	Reference Complex Type	StudentReference	Y	Y						Y	Y	Y	Y			
**	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	
**	Reference Complex Type	SessionReference	Y	Y												
**	Reference Complex Type	SessionIdentity	Y	Y												
E0212	DISTRICT-ID	StateOrganizationId	Y	Y										6	CODED	
E1093	SCHOOL-YEAR	SchoolYear	Y	Y										9	STRING	C193
E1370	SESSION-TERM	Term	Y	Y										16	STRING	DC134
**	Reference Complex Type	ReportCardReference														
**	Reference Complex Type	DiplomaReference														

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".

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 that are to be reported with the 40110 StudentSectionAssociation and 43415 CourseTranscriptExtension complex types.

Business Rules

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

**CumulativeCreditsEarned Complex Type

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

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

**CumulativeCreditsAttempted Complex Type

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

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

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

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

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

**StudentReference Complex Type

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

**StudentIdentity Complex Type

The StudentIdentity Complex Type provides user information to 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.

**SessionReference Complex Type

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

**SessionIdentity Complex Type

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

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

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

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

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

43415 - CourseTranscriptExtension Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
CourseTranscript Complex Type																
**	Reference Type	id	Y	Y											STRING	
E1196	COURSE-ATTEMPT-RESULT	CourseAttemptResult	Y	Y										10	STRING	DC035
**	Complex Type	CreditsAttempted	Y	Y												
E1210	CREDIT-TYPE	CreditType												29	STRING	DC044
E1211	CREDIT-CONVERSION	CreditConversion												5	NUMERIC	
E1112	CREDIT	Credit	Y	Y										5	NUMERIC	
**	Complex Type	CreditsEarned	Y	Y												
E1210	CREDIT-TYPE	CreditType														
E1211	CREDIT-CONVERSION	CreditConversion														
E1112	CREDIT	Credit	Y	Y										5	NUMERIC	
**	Complex Type	AdditionalCreditsEarned														
E1199	GRADE-LEVEL-WHEN-TAKEN	GradeLevelWhenTaken	Y	Y										25	STRING	DC063
E1200	METHOD-CREDIT-EARNED	MethodCreditEarned	Y	Y										40	STRING	DC084
E1201	FINAL-LETTER-GRADE-EARNED	FinalLetterGradeEarned	Y											20	NAMEFIELD	
E1075	FINAL-COURSE-GRADE	FinalNumericGradeEarned	Y											3	NAMEFIELD	
E1202	COURSE-REPEAT-CODE	CourseRepeatCode	Y											22	STRING	DC042
**	Reference Complex Type	CourseReference	Y	Y					Y	Y	Y	Y				
**	Reference Complex Type	CourseIdentity	Y	Y					Y	Y	Y	Y				
**	Complex Type	CourseCode	Y	Y					Y	Y	Y	Y				
E1089	COURSE-IDENTIFICATION-SYSTEM	IdentificationSystem	Y	Y					Y	Y	Y	Y		31	STRING	DC036
E1511	COURSE-CODE-ASSIGNING-ORGANIZATION-CODE	AssigningOrganizationCode	Y											60	STRING	
E0724	SERVICE-ID	ID	Y						Y	Y	Y	Y		8	CODED	C022
E1194	LOCAL-COURSE-CODE	ID	Y											30	STRING	
**	Reference Complex Type	EducationOrganizationReference	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	
**	Reference Complex Type	StudentAcademicRecordReference	Y	Y					Y	Y	Y	Y				

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Reference Type	ref	Y	Y						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	NAMEFIELD	
E1597	ONRAMPS-DUAL-ENROLLMENT-INDICATOR-CODE	TX-OnRampsDualEnrollmentIndicator								Y		Y		1	CODED	C088
E1186	SUBJECT-AREA	SubjectArea	Y											42	STRING	DC002
E1187	COURSE-DESCRIPTION	CourseDescription	Y											1024	STRING	

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".

The CourseTranscriptExtension Complex Type captures the completed 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.

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.

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

For Submission 3:

The CourseTranscriptExtension Complex Type is reported for completed courses (COURSE-COMPLETION-INDICATOR is 1) for the current school year for:

- High school courses, or
- Any course in any grade level where instruction is received via the Texas Virtual School Network (TxVSN) Online Schools program or the TxVSN Statewide Online Course Catalog.

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 course and College Preparatory Course English Language Arts (CP110100) and College Preparatory Course Mathematics (CP111200) (course section) that were completed during the summer (between school years) for the purpose of a student earning dual credit or preparing for college.

Do not report the CourseTranscriptExtension Complex Type for dual credit courses or College Preparatory Course English Language Arts (CP110100) or College Preparatory Course Mathematics (CP111200) course sections that were not completed; COURSE-COMPLETION-INDICATOR not equal to "1".

Special Reporting Requirements

Both service IDs AP Computer Science A – MATH (A3580110) and AP Computer Science A – LOTE (A3580120) must be reported together for a student for the AP Computer Science A course. When one service ID is reported with a course transcript, the other must also be reported with a course transcript for the student with the same PASS/FAIL-CREDIT-INDICATOR-CODE.

Both service IDs IB Computer Science Higher Level – MATH (I3580310) and IB Computer Science Higher Level – LOTE (I3580320) must be reported together for a student for the IB Computer Science High Level course. When one service ID is reported with a course transcript, the other must also be reported with a course transcript for the student with the same PASS/FAIL-CREDIT-INDICATOR-CODE.

Business Rules

CourseTranscript Complex Type

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

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

****CreditsAttempted Complex Type**

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

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

***CreditsEarned Complex Type**

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

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

GRADE-LEVEL-WHEN-TAKEN (E1199) is a student's grade level at time of course.

METHOD-CREDIT-EARNED (E1200) is the method the credits were earned, for example: Classroom, Examination, or Transfer.

FINAL-LETTER-GRADE-EARNED (E1201) is the final indicator of student performance in a class as submitted by the instructor.

FINAL-COURSE-GRADE (E1075) identifies the final course grade that the student received for a multi-part course. (E.g. a yearlong course with credit and grades awarded for each of the two semesters)

FINAL-COURSE-GRADE is only reported for courses taken for high school credit. This includes high school courses taken in middle school and dual credit courses.

COURSE-REPEAT-CODE (E1202) indicates that an academic course has been repeated by a student and how that repeat is to be computed in the student's academic grade average.

****CourseReference Complex Type**

The CourseReference Complex Type references the course recorded in the Course transcript entry.

****CourseIdentity Reference Complex Type**

The CourseIdentity Reference Complex Types references user information to 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.

COURSE-CODE-ASSIGNING-ORGANIZATION-CODE (E1511) is the organization code or name assigning the course code.

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

Do not report audited courses or courses taken for local credit only.

Do not report courses with SERVICE-IDs that begin with SA, SE, SR, SS, or 8.

CTE Course indicator on SERVICE-ID (C022) code table	Student Grade	CTE Course for the Disabled (CTED)?	Eligible to generate CTE weighted funding (report CTE attendance)?	Report CourseTranscriptExtension Complex Type?
M	6	N/A	No	No*
M	7-8	Yes	Yes	No*
M	7-8	No	No	No*
H	7-12	Yes or No	Yes	Yes

* CourseTranscript Extension is only reported for high school courses or any course in any grade level where instruction is received via the Texas Virtual School Network (TxVSN) Online Schools program or the TxVSN Statewide Online Course Catalog.

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

EducationOrganizationReference Complex Type

The EducationOrganizationReference Complex Type represents the school that provided the reported instruction.

****EducationalOrgIdentity Complex Type**

The EducationalOrgIdentity Complex Type provides user information to 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.

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.

****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".

For dual credit courses, PASS/FAIL-CREDIT-INDICATOR-CODE reflects the high school outcome for the course taken, not the college outcome.

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 but does not pass and receive credit for the high school course, then the COLLEGE-CREDIT-HOURS should be reported to TSDS 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. College credit hours should generally only be reported when a student completes and passes a one semester course or the last part of a multi-part course.

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.

Dual credit COURSE-SEQUENCE-CODEs are used for dual credit courses only.

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).

Students completing OnRamps dual enrollment courses is considered as part of the Student Achievement Domain of academic accountability ratings. Refer to [Performance Reporting Resources](#) for more information.

Whether OnRamps dual enrollment courses are also considered dual credit courses is at the discretion of each LEA.

SUBJECT-AREA (E1186) is the intended major subject area of the course.

Each course must be assigned a Subject Area. At this time, the ELA, Reading, Writing, Mathematics, Science and Social Studies subject area are being used for dashboard reports.

If the subject area of the course is not listed, select 'Other'.

For TSDS Dashboards, SUBJECT-AREA (E1186) will be used to display historical course information in the student transcript.

COURSE-DESCRIPTION (E1187) is a description of the content standards and goals covered in the course. Reference may be made to state or national content standards.

For TSDS Dashboards, COURSE-DESCRIPTION (E1187) will be used to display the historical course titles, grouped by subject area, in the student transcript.

Example(s)

Example 1: Student 1 completed and passed a dual credit Sociology course that is a one semester high school course and a one semester college course to earn 3 college credit hours.

Element ID	Element Name	Response
E0724	SERVICE-ID	03370100
E0266	CAMPUS-ID	111222001
E0017	GRADE-LEVEL-CODE	12
E0949	PASS/FAIL-CREDIT-INDICATOR-CODE	01
E1011	DUAL-CREDIT-INDICATOR-CODE	1
E1058	ATC-INDICATOR-CODE	0
E1081	COLLEGE-CREDIT-HOURS	3
E0782	CAMPUS-ID-OF-ENROLLMENT	111222001
E0948	COURSE-SEQUENCE-CODE	D0
E1059	CLASS-ID-NUMBER	12345678901234

Example 2: Student 2 completed and passed a dual credit English course that is one high school course lasting 2 semesters and 2 college courses (one semester each) to earn 6 college credit hours.

1st semester:

Element ID	Element Name	Response
E0724	SERVICE-ID	03220400
E0266	CAMPUS-ID	111222002
E0017	GRADE-LEVEL-CODE	12
E0949	PASS/FAIL-CREDIT-INDICATOR-CODE	01
E1011	DUAL-CREDIT-INDICATOR-CODE	1
E1058	ATC-INDICATOR-CODE	0
E1081	COLLEGE-CREDIT-HOURS	3
E0782	CAMPUS-ID-OF-ENROLLMENT	111222002
E0948	COURSE-SEQUENCE-CODE	D1
E1059	CLASS-ID-NUMBER	03220400001222

2nd semester:

Element ID	Element Name	Response
E0724	SERVICE-ID	03220400
E0266	CAMPUS-ID	111222002
E0017	GRADE-LEVEL-CODE	12
E0949	PASS/FAIL-CREDIT-INDICATOR-CODE	01
E1011	DUAL-CREDIT-INDICATOR-CODE	1
E1058	ATC-INDICATOR-CODE	0
E1081	COLLEGE-CREDIT-HOURS	3
E0782	CAMPUS-ID-OF-ENROLLMENT	111222002
E0948	COURSE-SEQUENCE-CODE	D2
E1059	CLASS-ID-NUMBER	03220400001222

Example 3: Student 3 completed and passed a dual credit Chemistry course that is one high school course lasting 2 semesters and one college course taught over those 2 semesters. Student 3 earned 4 college credit hours.

1st semester:

Element ID	Element Name	Response
E0724	SERVICE-ID	03040000
E0266	CAMPUS-ID	111222003
E0017	GRADE-LEVEL-CODE	12
E0949	PASS/FAIL-CREDIT-INDICATOR-CODE	01
E1011	DUAL-CREDIT-INDICATOR-CODE	1
E1058	ATC-INDICATOR-CODE	0
E1081	COLLEGE-CREDIT-HOURS	0
E0782	CAMPUS-ID-OF-ENROLLMENT	111222003
E0948	COURSE-SEQUENCE-CODE	D1
E1059	CLASS-ID-NUMBER	03220400001222

2nd semester:

Element ID	Element Name	Response
E0724	SERVICE-ID	03040000
E0266	CAMPUS-ID	111222003
E0017	GRADE-LEVEL-CODE	12
E0949	PASS/FAIL-CREDIT-INDICATOR-CODE	01
E1011	DUAL-CREDIT-INDICATOR-CODE	1
E1058	ATC-INDICATOR-CODE	0
E1081	COLLEGE-CREDIT-HOURS	4
E0782	CAMPUS-ID-OF-ENROLLMENT	111222003
E0948	COURSE-SEQUENCE-CODE	D2
E1059	CLASS-ID-NUMBER	03220400001222

Data Sample(s)

See Section 7 for XML Data Samples

InterchangeMasterSchedule
43415 / 10050 / 50300- SectionExtension Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
Section Complex Type																
E1056	CLASS-ID-NUMBER	UniqueSectionCode	Y	Y						Y	Y	Y	Y	14	NAMEFIELD	
E1363	SEQUENCE-OF-COURSE	SequenceOfCourse	Y											8	NUMERIC	
E1160	EDUCATIONAL-ENVIRONMENT	EducationalEnvironment	Y											34	STRING	DC053
E1364	MEDIUM-OF-INSTRUCTION	MediumOfInstruction	Y											41	STRING	DC082
E1362	POPULATION-SERVED	PopulationServed	Y											40	STRING	DC091
**	Complex Type	AvailableCredit	Y													
E1210	CREDIT-TYPE	CreditType														
E1211	CREDIT-CONVERSION	CreditConversion														
E1112	CREDIT	Credit	Y	Y										5	NUMERIC	
**	Reference Complex Type	CourseOfferingReference	Y	Y						Y	Y	Y	Y			
**	Reference Type	ref								Y	Y	Y	Y		STRING	
**	Reference Complex Type	CourseOfferingIdentity	Y	Y												
E1194	LOCAL-COURSE-CODE	LocalCourseCode	Y	Y										30	STRING	
E1503	COURSE-OFFERING-TERM	Term	Y	Y										16	STRING	DC134
E1498	COURSE-OFFERING-SCHOOL-YEAR	SchoolYear	Y	Y										9	STRING	C193
E0266	CAMPUS-ID	StateOrganizationId	Y	Y										9	CODED	
**	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	
**	Reference Complex Type	SessionReference														
**	Reference Complex Type	LocationReference	Y	Y												
**	Reference Complex Type	LocationIdentity	Y	Y												
E1292	CLASSROOM-IDENTIFICATION-CODE	ClassroomIdentificationCode	Y	Y										20	STRING	
E0266	CAMPUS-ID	StateOrganizationId	Y											9	CODED	

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Reference Complex Type	ClassPeriodReference	Y	Y						Y	Y			2	NAMEFIELD	
**	Complex Type	ClassPeriodIdentity	Y	Y						Y	Y					
E1074	CLASS-PERIOD	ClassPeriodName	Y	Y						Y	Y			2	NAMEFIELD	
E0266	CAMPUS-ID	StateOrganizationId	Y							Y	Y			9	CODED	
**	<i>Reference Complex Type</i>	<i>ProgramReference</i>														
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	Y	Y	2	CODED	C135
E1072	NON-CAMPUS-BASED-INSTRUCTION-CODE	TX-NonCampusBasedInstruction	Y							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											35	CODED	DC153
E1555	PK-SCHOOL-TYPE	TX-PKSchoolType	Y											50	CODED	DC152
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

Reporting Requirements for SectionExtension Complex Type.

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.

There are two different data collection purposes that are served by the reporting of the SectionExtension Complex type data in the PEIMS Summer Submission. The first is for course sections that are completed for high school courses. The second is for Texas Virtual School Network course sections that are completed by students in grades 3-12.

For the PEIMS Summer Submission, one SectionExtension Complex Type must be submitted for each reportable unique high school course and for all courses offered via the Texas Virtual School Network (TxVSN) Online Schools program (grade levels 3-12) or the TxVSN Statewide Course Catalog (grade levels 9-12) that were completed during the school year. Report all courses offered through a campus regardless of the method of instructional delivery.

For the Class Roster collection, 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 CLASSROOM-POSITION-TYPE 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.

For the SectionExtension Complex Type, do not include courses with SERVICE-IDs that begin with SA, SE, SR, SS, or 8. This rule is enforced by a fatal validation rule.

For the ECDS collection, each campus that enrolls and serves prekindergarten and kindergarten students must report at least one SectionExtension Complex Type for every prekindergarten or kindergarten course taught. Course sections for students in grade level EE are not reported. LEAs must begin tracking the course sections for reporting purposes as of the first day of school.

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.

SEQUENCE-OF-COURSE (E1363) When a section is part of a sequence of parts for a course, the value of this section attribute should be the number of the sequence. If the course has only one part, the value of this section attribute should be 1.

EDUCATIONAL-ENVIRONMENT (E1160) is the setting in which a child receives education and related services; for example: Center-based instruction, Home-based instruction, Hospital class, Mainstream, Residential care and treatment facility.

MEDIUM-OF-INSTRUCTION (E1364) is the media through which teachers provide instruction to students and students and teachers communicate about instructional matters; for example: Technology-based instruction in classroom, Correspondence instruction, Face-to-face instruction, Virtual/On-line Distance learning, Center-based instruction.

POPULATION-SERVED (E1362) is the population for which the course was designed. For example: Bilingual students, Remedial education students, Gifted and talented students, Career and Technical Education students, Special education students.

****AvailableCredit Complex Type**

The AvailableCredit Complex Type represents the amount of credit available to a student who successfully meets the objectives of the course. Available credits are measured in Carnegie units. A course meeting every day for one period of the school day over the span of a school year offers one Carnegie unit. See publication: U.S. Department of Education, NCES, 2007-341, Secondary School Course Classification System: School Codes for the Exchange of Data (SCED).

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

****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.

****CourseOfferingIdentity Complex Type**

The CourseOfferingIdentity Complex Type provides user information to look up and link to an existing course offering record in the receiving system.

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

COURSE-OFFERING-TERM (E1503) is the term for the session during the school year.

COURSE-OFFERING-SCHOOL-YEAR (E1498) is the identifier for the school year.

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.

****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.

****LocationReference Complex Type**

The LocationReference Complex Type references the location, typically a classroom, where the section meets. If a location is not available per Section, create a default location record.

****LocationIdentity Complex Type**

The LocationIdentity Complex Type provides user information to look up and link to an existing location record in the receiving system.

CLASSROOM-IDENTIFICATION-CODE (E1292) is a unique number or alphanumeric code assigned to a room by a school, school system, state, or other agency or entity.

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 location, typically a classroom, where the section meets.

****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 for the course section.

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.

Dual credit COURSE-SEQUENCE-CODEs are used for dual credit courses only.

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, 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/Video Conferencing 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.
- 11 - Optional Flexible School Day Online Dropout Recovery Program - TEC 29.081 (e-2) – This code is to be used when a dropout recovery program is offered through an internet based online program. Among other provisions, online dropout recovery education programs are specifically required to:
 - include as part of its curriculum credentials, certifications, and other course offerings that relates directly to employment in the state;
 - provide an academic coach or local advocate for each student;
 - use an individual learning plan to monitor each student's progress, and
 - track the number of minutes the student is receiving instruction online.
- 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.

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).

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).

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).

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).

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

**InterchangeStudentDiscipline
44425 - DisciplineIncident Complex Type**

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
DisciplineIncident Complex Type																
**	Reference Type	id	Y	Y						Y	Y				STRING	
E1016	DISCIPLINARY-INCIDENT-NUMBER	IncidentIdentifier	Y	Y						Y	Y			6	STRING	
E1226	INCIDENT-DATE	IncidentDate	Y	Y										10	CODED	
E1227	INCIDENT-TIME	IncidentTime	Y	Y										8	CODED	
E1228	INCIDENT-LOCATION	IncidentLocation	Y	Y										44	STRING	DC070
E1229	REPORTER-DESCRIPTION	ReporterDescription	Y											7	STRING	DC107
E1230	REPORTER-NAME	ReporterName	Y											75	STRING	
**	Complex Type	Behaviors	Y	Y												
E1473	BEHAVIOR-DESCRIPTOR-SHORT-DESCRIPTION	ShortDescription	Y	Y										50	STRING	
**	Complex Type	SecondaryBehaviors	Y													
E1475	SECONDARY-BEHAVIOR-CATEGORY	BehaviorCategory	Y	Y										22	STRING	DC150
E1476	SECONDARY-BEHAVIOR	SecondaryBehavior	Y	Y										50	STRING	
**	<i>Complex Type</i>	<i>Weapons</i>														
E1231	REPORTED-TO-LAW-ENFORCEMENT	ReportedToLawEnforcement												5	BOOLEAN	
E1232	CASE-NUMBER	CaseNumber												20	STRING	
**	Reference Complex Type	SchoolReference	Y	Y										9	CODED	
**	Reference Complex Type	EducationalOrgIdentity	Y	Y												
E0266	CAMPUS-ID	StateOrganizationId	Y	Y										9	CODED	
**	Reference Complex Type	StaffReference	Y											9	NUMERIC	
**	Complex Type	StaffIdentity	Y	Y										9	NUMERIC	
E1524	TX-UNIQUE-STAFF-ID	StaffUniqueStateId	Y	Y										10	NUMERIC	
DisciplineIncidentExtension Complex Type																
E0782	CAMPUS-ID-OF-ENROLLMENT	TX-CampusIdOfEnrollment								Y	Y			9	CODED	

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

Report a DisciplineIncidentExtension Complex Type for each occurrence of an infraction.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

DisciplineIncident 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.

If, on a single campus, more than one student is involved in an incident that results in disciplinary action(s), all of the DisciplineIncidentExtension Complex Types for all the students must show the same incident number. Each district/campus must develop a system for assigning incident numbers. The same incident numbers can be used on multiple campuses, since incident numbers are required to be unique at a campus, but not for the district.

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

INCIDENT-DATE (E1226) is the month, day, and year on which the incident occurred.

INCIDENT-TIME (E1227) is an indication of the time of day the incident took place.

INCIDENT-LOCATION (E1228) identifies where the incident occurred and whether or not it occurred on school, for example: On school, Administrative offices area, Cafeteria area, Classroom, Hallway or stairs.

REPORTER-DESCRIPTION (E1229) is the information on the type of individual who reported the incident. When known and/or if useful, use a more specific option code (e.g., "Counselor" rather than "Professional Staff"); for example: Student, Parent/guardian, Law enforcement officer, Nonschool personnel.

REPORTER-NAME (E1230) identifies the reporter of the incident by name.

**Behaviors Complex Type

The Behaviors Complex Type represents the categories of behavior coded for use in describing an incident.

BEHAVIORS-SHORT-DESCRIPTION (E1473) is a shortened description for the behavior.

**SecondaryBehaviors Complex Type

The SecondaryBehaviors Complex Type represents the supplemental student-specific categorization about an incident.

SECONDARY-BEHAVIOR-CATEGORY (E1475) is the category of the incident behavior for classification purposes.

SECONDARY-BEHAVIOR (E1476) is the category of the incident behavior for classification purposes.

**SchoolReference Complex Type

The SchoolReference Complex Type represents the school where incident occurred.

**EducationalOrgIdentity Complex Type

The EducationalOrgIdentity Complex Type provides user information to 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 incident.

****StaffReference Complex Type**

The StaffReference Complex Type identifies the staff reporter of the incident by use of a pre-existing school or district unique identifier.

****StaffIdentity Complex Type**

The StaffIdentity Complex Type provides user information to look up and link to an existing staff record in the receiving system.

TX-UNIQUE-STAFF-ID (1524) is a unique number or alphanumeric code assigned to a staff by a state education agency.

DisciplineIncidentExtension Complex Type

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

CAMPUS-ID-OF-ENROLLMENT must indicate the campus on which the student was enrolled when the disciplinary violation occurred. For all continuation assignments, the CAMPUS-ID-OF-ENROLLMENT must be the campus at which the student is enrolled for instructional services.

CAMPUS-ID-OF-ENROLLMENT must be a valid active instructional campus in the reporting LEA.

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

44425 - StudentDisciplineIncidentAssociationExtension Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M			
StudentDisciplineIncidentAssociation Complex Type															
**	Reference Complex Type	StudentReference	Y	Y						Y	Y				
**	Complex Type	StudentIdentity	Y	Y						Y	Y			9	CODED
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y	Y						Y	Y			10	NUMERIC
**	Reference Complex Type	DisciplineIncidentReference	Y	Y						Y	Y				
**	Reference Type	ref	Y	Y						Y	Y				STRING
E1413	STUDENT-PARTICIPATION-CODE	StudentParticipationCode	Y	Y										11	STRING DC127
**	Complex Type	Behaviors	Y											2	CODED
E1473	BEHAVIOR-DESCRIPTOR-SHORT-DESCRIPTION	ShortDescription	Y	Y										50	STRING
**	Complex Type	SecondaryBehaviors	Y												
E1475	SECONDARY-BEHAVIOR-CATEGORY	BehaviorCategory	Y	Y										22	STRING DC150
E1476	SECONDARY-BEHAVIOR	SecondaryBehavior	Y	Y										50	STRING
StudentDisciplineIncidentAssociationExtension Complex Type															
E1006	DISCIPLINARY-ACTION-REASON-CODE	TX-DisciplinaryActionReason								Y	Y			2	CODED C165
E0782	CAMPUS-ID-OF-ENROLLMENT	TX-CampusIdOfEnrollment												9	CODED
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 removals 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 DISCIPLINARY-ACTION-CODE 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.

STUDENT-PARTICIPATION-CODE (E1413) is the role or type of participation of a student in a discipline incident; for example: Victim, Perpetrator, Witness, or Reporter.

****Behaviors Complex Type**

The Behaviors Complex Type represents the categories of behavior coded for use in describing an incident.

BEHAVIORS-SHORT-DESCRIPTION (E1473) is a shortened description for the behavior.

****SecondaryBehaviors Complex Type**

The SecondaryBehaviors Complex Type represents the supplemental student-specific categorization about an incident.

SECONDARY-BEHAVIOR-CATEGORY (E1475) is the category of the incident behavior for classification purposes.

SECONDARY-BEHAVIOR (E1476) is the category of the incident behavior for classification purposes.

StudentDisciplineIncidentAssociationExtension Complex Type

DISCIPLINARY-ACTION-REASON-CODE (E1006) indicates the reason a student was subject to a disciplinary action.

Switchblade knives are no longer prohibited weapons under Disciplinary Action Reason Code 14 (Prohibited Weapons). LEAs should adopt a policy in the student code of conduct 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 7 for XML Data Samples

44425 - DisciplineActionExtension Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
DisciplineAction Complex Type																
**	Reference Type	id	Y	Y											STRING	
E1004	DISCIPLINARY-ACTION-NUMBER	DisciplineActionIdentifier	Y	Y					Y	Y				3	STRING	
**	Complex Type	Disciplines	Y	Y												
E1500	DISCIPLINE-DESCRIPTOR-SHORT-DESCRIPTION	ShortDescription	Y	Y										50	STRING	
E1036	DATE-OF-DISCIPLINARY-ACTION	DisciplineDate	Y	Y					Y	Y				10	CODED	
E1224	DISCIPLINE-ACTION-LENGTH	DisciplineActionLength	Y											3	NUMERIC	
E1008	ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT	ActualDisciplineActionLength	Y						Y	Y				3	NUMERIC	
E1225	DISCIPLINE-ACTION-LENGTH-DIFFERENCE-REASON	DisciplineActionLengthDifferenceReason	Y											81	STRING	DC050
**	Reference Complex Type	StudentReference	Y	Y					Y	Y						
**	Complex Type	StudentIdentity	Y	Y					Y	Y				9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y	Y					Y	Y				10	NUMERIC	
**	Reference Complex Type	DisciplineIncidentReference	Y	Y					Y	Y						
**	Reference Type	ref	Y	Y					Y	Y					STRING	
**	Reference Complex Type	StaffReference	Y													
**	Complex Type	StaffIdentity	Y	Y										9	NUMERIC	
E1524	TX-UNIQUE-STAFF-ID	StaffUniqueStateId	Y	Y										10	NUMERIC	
**	Reference Complex Type	ResponsibilitySchoolReference	Y	Y					Y	Y						
**	Reference Complex Type	EducationalOrgIdentity	Y	Y					Y	Y						
E1037	CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY	StateOrganizationId	Y	Y					Y	Y				9	CODED	
**	Reference Complex Type	AssignmentSchoolReference	Y						Y							
**	Reference Complex Type	EducationalOrgIdentity	Y	Y					Y	Y						
E1003	CAMPUS-ID-OF-DISCIPLINARY-ASSIGNMENT	StateOrganizationId	Y	Y					Y	Y				9	CODED	
DisciplineActionExtension Complex Type																

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
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 in response to 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) assignments, 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 Act (IDEA) and it was determined a link existed between the student's behavior and the student's disability. 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 should be at least some Regular or Flexible Special Education Attendance reported for this student in the same reporting period, unless the student lives out-of-state and is not eligible for ADA funding.

If DISCIPLINARY-ACTION-CODE is "27", then there should be at least some Regular or Flexible Special Education Attendance reported for this student in the same reporting period, unless the student lives out-of-state and is not eligible for ADA funding.

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 affect 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 in 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.

**Disciplines Complex Type

The Disciplines Complex Type includes Type of action or removal from the classroom used to discipline the student involved as a perpetrator in a discipline incident.

DISCIPLINE-SHORT-DESCRIPTION (E1500) is a shortened description for the discipline.

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

DISCIPLINE-ACTION-LENGTH (E1224) is the length of time in days for the Discipline Action (e.g. removal, detention), if applicable.

ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT (E1008) indicates the actual length in days of a student's disciplinary assignment.

DISCIPLINE-ACTION-LENGTH-DIFFERENCE-REASON (E1225) indicates the reason for the difference, if any, between the official and actual lengths of a student's disciplinary assignment.

**StudentReference Complex Type

The StudentReference Complex Type represents the student(s) disciplined by the discipline action.

**StudentIdentity Complex Type

The StudentIdentity Complex Type provides user information to 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.

**Reference Complex Type

The Reference Complex Type is the base type for association references.

ref is an XML generated XML IDREF that references the object associated with this object.

**StaffReference Complex Type

The StaffReference Complex Type represents the staff responsible for enforcing the discipline action.

****StaffIdentity Complex Type**

The StaffIdentity Complex Type provides user information to look up and link to an existing staff record in the receiving system.

TX-UNIQUE-STAFF-ID (1524) is a unique number or alphanumeric code assigned to a staff by a state education agency.

****ResponsibilitySchoolReference Complex Type**

The ResponsibilitySchoolReference Complex Type represents the school responsible for student's discipline.

****EducationalOrgIdentity Complex Type**

The EducationalOrgIdentity Complex Type provides user information to 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 active instructional campus in the reporting LEA.

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:

- 1) If the student is enrolled in the same district that made the original disciplinary assignment, and the student is continuing the disciplinary assignment, then the regular education campus that the student would now attend under all normal circumstances must be identified as the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY.
- 2) If the student has been promoted or moved from the original campus making the disciplinary assignment, then the regular education campus that the student would now attend under all normal circumstances must be identified as the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY.
- 3) If the student has changed school districts and the new district is going to continue the disciplinary assignment, then the regular education campus that the student would now attend under all normal circumstances must be identified as the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY.
- 4) A campus registered in the Texas School Directory as a DAEP should never be reported as the CAMPUS-ID-OF-DISCIPLINARY RESPONSIBILITY. If the student violates the Student Code of Conduct while at the DAEP an additional disciplinary assignment may take place and the CAMPUS-ID-OF-DISCIPLINARY RESPONSIBILITY will be the regular education campus the student would attend if not in the DAEP.
- 5) A JJAEP can never be the CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY because once the student has been expelled to a JJAEP; no further 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.

When reported, CAMPUS-ID-OF-DISCIPLINARY-ASSIGNMENT must be a valid active instructional campus in the reporting LEA.

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 7 for XML Data Samples

44425 - BehaviorDescriptor Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID			
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M						
**	Reference Type	id	Y															
E1472	BEHAVIOR-DESCRIPTOR-CODE-VALUE	CodeValue	Y	Y										20	STRING			
E1473	BEHAVIOR-DESCRIPTOR-SHORT-DESCRIPTION	ShortDescription	Y	Y										50	STRING			
E1474	BEHAVIOR-DESCRIPTOR-DESCRIPTION	Description	Y											1024	STRING			
E1486	BEHAVIOR-CATEGORY	BehaviorCategory	Y	Y										22	STRING	DC150		
**	Reference Complex Type	EducationOrganizationReference	Y	Y														
**	Reference Complex Type	EducationalOrgIdentity	Y	Y														
E0266	CAMPUS-ID	StateOrganizationId	Y	Y										9	CODED			

Description

The BehaviorDescriptor Complex Type represents the categories of behavior describing a discipline incident.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

id is the XML ID associated with this complex object.

BEHAVIOR-DESCRIPTOR-CODE-VALUE (E1472) is a code or abbreviation that is used to refer to the behavior.

BEHAVIOR-DESCRIPTOR-SHORT-DESCRIPTION (E1473) is a shortened description for the behavior.

BEHAVIOR-DESCRIPTOR-DESCRIPTION (E1474) is the description of the behavior.

BEHAVIOR-CATEGORY (E1486) is a classification of the behavior for reporting types.

**EducationOrganizationReference Complex Type

The EducationOrganizationReference Complex Type represents the organization defining the plan. Individualized plans do not require this reference.

**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-ID associated with the behavior descriptor.

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

44425 - DisciplineDescriptor Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Reference Type	id	Y												STRING	
E1488	DISCIPLINE-DESCRIPTOR-CODE-VALUE	CodeValue	Y	Y										20	STRING	
E1500	DISCIPLINE-DESCRIPTOR-SHORT-DESCRIPTION	ShortDescription	Y	Y										50	STRING	
E1490	DISCIPLINE-DESCRIPTOR-DESCRIPTION	Description	Y	Y										1024	STRING	
**	Reference Complex Type	EducationOrganizationReference	Y	Y												
**	Reference Complex Type	EducationalOrgIdentity	Y	Y												
E0266	CAMPUS-ID	StateOrganizationId	Y	Y										9	CODED	

Description

The DisciplineDescriptor Complex Type represents the categories of behavior describing a discipline incident.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

id is the XML ID associated with this complex object.

DISCIPLINE-DESCRIPTOR-CODE-VALUE (E1488) is a code or abbreviation that is used to refer to the discipline.

DISCIPLINE-DESCRIPTOR-SHORT-DESCRIPTION (E1500) is a shortened description for the discipline.

DISCIPLINE-DESCRIPTOR-DESCRIPTION (E1490) is the description of the discipline.

**EducationOrganizationReference Complex Type

The EducationOrganizationReference Complex Type represents the organization defining the plan. Individualized plans do not require this reference.

**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-ID associated with the discipline descriptor.

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

**InterchangeStudentRestraintEventExtension
 45435 - RestraintEventExtension Complex Type**

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	M	2	M	3	M	4	M				
RestraintEvent Complex Type																
E1035	RESTRAINT-INSTANCE-NUMBER	RestraintEventIdentifier								Y	Y			6	STRING	
E1034	DATE-OF-RESTRAINT-EVENT	EventDate								Y	Y			10	CODED	
E1160	EDUCATIONAL-ENVIRONMENT	EducationalEnvironment														
**	Complex Type	RestraintEventReasons														
**	Reference Complex Type	StudentReference								Y	Y					
**	Complex Type	StudentIdentity								Y	Y			9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId								Y	Y			10	NUMERIC	
**	Reference Complex Type	ProgramReference														
**	Reference Complex Type	SchoolReference								Y	Y					
**	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:

- 1) the restraints of **all** students that are administered by LEA/school district police officers and school resource officers (SROs) working with a LEA under a local memorandum of understanding (MOU), and
- 2) the restraints of special education students that are administered by LEA employees and volunteers.

Please refer to Texas Education Code §37.0021 and TAC 89.1053(b)-(c) for additional operational rules related to the management of special education student restraint events.

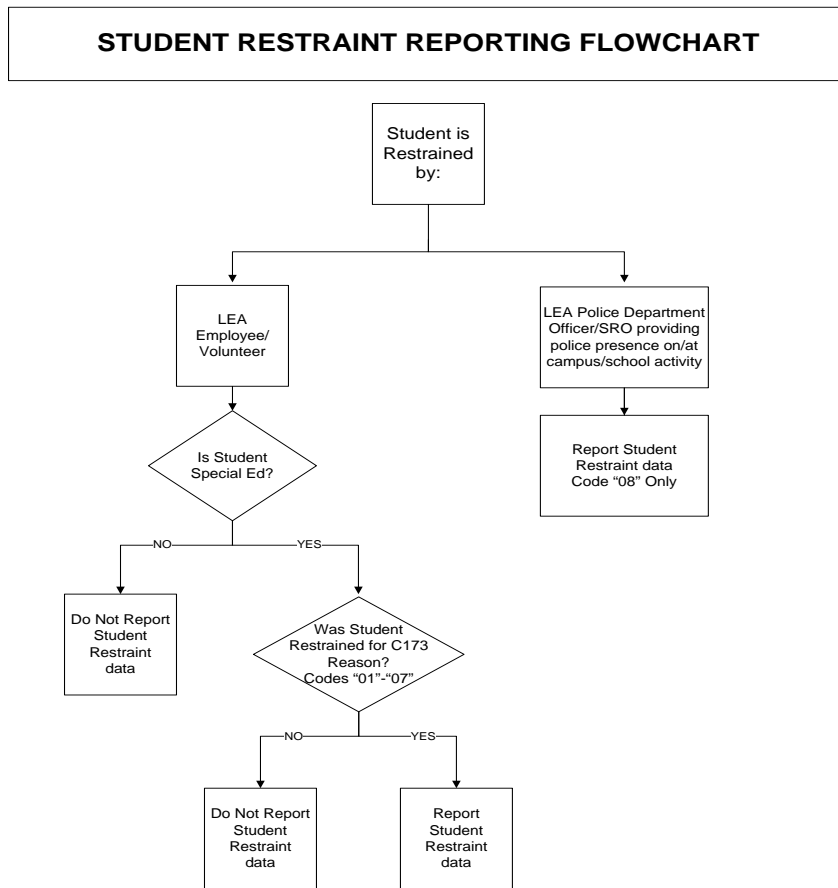
Reporting Requirements

The RestraintEventExtension Complex Type student restraint data is collected in PEIMS Submission 3 only.

The data entered on the RestraintEventExtension Complex Type for a particular restraint event should reflect current data for the student at the time the restraint event occurred.

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

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



The RestraintEventExtension Complex Type INSTRUCTIONAL-SETTING-CODE and PRIMARY-DISABILITY-CODE are 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).

If a student is reported as special education at the time of the restraint event, then that student must be reported with mainstream attendance or special education attendance in an instructional setting in the same reporting period as the restraint event.

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.

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 data 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 the period when the restraint occurs and 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 must not be reported when the restrained student 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 categorized as one of the following:

- 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.).

For the purposes of reporting student restraints, the SPECIAL-ED-INDICATOR-CODE on the RestraintEventExtension Complex Type reflect whether the student is considered a special education student during the reporting period when the restraint event occurs.

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 PRIMARY-DISABILITY-CODE must be reported when a student restraint occurs for a special education student. This is regardless of whether the student was restrained by a LEA employee/volunteer or a LEA police officer/SRO. The PRIMARY-DISABILITY-CODE must not be reported when the restrained student is not a special education student.

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

InterchangeStudentAssessment 46010 - StudentReference Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Reference Complex Type	Id	Y													
**	Complex Type	StudentIdentity	Y	Y												
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y	Y										10	NUMERIC	
**	Complex Type	StudentIdentificationCode	Y													
E1090	STUDENT-IDENTIFICATION-SYSTEM	IdentificationSystem	Y	Y										16	STRING	DC126
E0923	LOCAL-STUDENT-ID	IdentificationCode	Y											9	NAMEFIELD	
E0001	STUDENT-ID	IdentificationCode	Y											9	CODED	
**	Complex Type	Name	Y													
E0703	FIRST-NAME	FirstName	Y											60	NAMEFIELD	
E0704	MIDDLE-NAME	MiddleName	Y											60	NAMEFIELD	
E0705	LAST-NAME	LastSurname	Y											60	NAMEFIELD	
E1303	GENERATION-CODE-SUFFIX	GenerationCodeSuffix	Y											4	STRING	DC148
E0006	DATE-OF-BIRTH	BirthDate	Y											10	CODED	

Description

The StudentReference Complex Type provides alternative references for student reference during interchange.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

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

**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.

**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.

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

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

****Name Complex Type**

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

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

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

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

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

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

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

46010 - AssessmentReference Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Reference Complex Type	Id	Y	Y												
**	Complex Type	AssessmentIdentity	Y	Y												
E1127	ASSESSMENT-TITLE	AssessmentTitle	Y	Y										60	STRING	
E1097	ACADEMIC-SUBJECT	AcademicSubject	Y	Y										42	STRING	DC002
E1129	ASSESSMENT-GRADE-LEVEL-ASSESSED	GradeLevelAssessment	Y	Y										25	STRING	DC063
E1133	ASSESSMENT-VERSION	Version	Y	Y										6	NUMERIC	

Description

The AssessmentReference Complex Type provides alternative references for assessments during interchange.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

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

** AssessmentIdentity

ASSESSMENT-TITLE (E1127) is the title or name of the assessment.

ASSESSMENT-TITLE uses code table DC154 when data is being reported for the Early Childhood Data System (ECDS) collection.

ACADEMIC-SUBJECT (E1097) is the description of the content or subject area (e.g., arts, mathematics, reading, stenography, or a foreign language) of an assessment.

ASSESSMENT-GRADE-LEVEL-ASSESSED (E1129) is the typical grade level for which an assessment is designed (ex. Adult, pre-kindergarten, first grade, second grade).

ASSESSMENT-VERSION (E1133) is the version identifier for the assessment.

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

46010 - StudentAssessment Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Reference Type	id	Y	Y												
E1396	ADMINISTRATION-DATE	AdministrationDate	Y	Y									10	CODED		
E1397	ADMINISTRATION-END-DATE	AdministrationEndDate	Y										10	CODED		
E1398	SERIAL-NUMBER	SerialNumber	Y										60	STRING		
E1399	ADMINISTRATION-LANGUAGE	AdministrationLanguage	Y										36	STRING	DC074	
E1400	ADMINISTRATION-ENVIRONMENT	AdministrationEnvironment	Y										14	STRING	DC007	
**	Complex Type	SpecialAccommodations	Y													
E1373	SPECIAL-ACCOMMODATION	SpecialAccommodation	Y										127	STRING	DC120	
**	Complex Type	LinguisticAccommodations	Y													
E1286	LINGUISTIC-ACCOMMODATION	LinguisticAccommodation	Y										46	STRING	DC080	
E1401	RETEST-INDICATOR	RetestIndicator	Y										22	STRING	DC110	
E1402	REASON-NOT-TESTED	ReasonNotTested	Y										33	STRING	DC103	
**	Complex Type	ScoreResults	Y													
E1154	ASSESSMENT-REPORTING-METHOD	AssessmentReportingMethod	Y	Y									41	STRING	DC014	
E1359	SCORE-RESULT	Result	Y	Y									35	STRING		
E1403	GRADE-LEVEL-WHEN-ASSESSED	GradeLevelWhenAssessed	Y										25	STRING	DC063	
**	Complex Type	PerformanceLevels	Y													
E1328	PERFORMANCE-LEVEL-DESCRIPTOR-DESCRIPTION	Description	Y	Y									1024	STRING		
E1480	PERFORMANCE-LEVEL-MET	PerformanceLevelMet	Y										5	BOOLEAN		
**	Reference Complex Type	StudentReference	Y	Y												
**	Reference Type	ref	Y											STRING		
**	Complex Type	StudentIdentity	Y										9	CODED		
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y										10	NUMERIC		
**	Reference Complex Type	AssessmentReference	Y	Y												
**	Reference Type	ref	Y	Y										STRING		

Description

The StudentAssessment Complex Type represents the analysis or scoring of a student's response on an assessment. The analysis results in a value that represents a students' performance on a set of items on a test.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

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

ADMINISTRATION-DATE (E1396) is the month, day, and year on which an assessment is administered or first day of administration if over multiple days.

ADMINISTRATION-END-DATE (E1397) is the assessment Administration End Date, if administered over multiple days.

SERIAL-NUMBER (E1398) is the unique number of the assessment form or answer document.

ADMINISTRATION-LANGUAGE (E1399) is the language in which an assessment is written and/or administered.

ADMINISTRATION-ENVIRONMENT (E1400) is the environment in which the test was administered. For example: Electronic, Classroom, Testing Center.

****SpecialAccommodations Complex Type**

The SpecialAccommodations Complex Type represents the specific type of special variation used in how an examination is presented, how it is administered, or how the test taker is allowed to respond. This generally refers to changes that do not substantially alter what the examination measures. The proper use of accommodations does not substantially change academic level or performance criteria. For example: Braille, Enlarged monitor view, Extra time, Large Print, Setting, Oral Administration.

SPECIAL-ACCOMMODATION (E1373) is the specific type of special variation used in how an examination is presented, how it is administered, or how the test taker is allowed to respond. This generally refers to changes that do not substantially alter what the examination measures. The proper use of accommodations does not substantially change academic level or performance criteria.

****LinguisticAccommodations Complex Type**

The LinguisticAccommodations Complex Type represents the linguistic accommodations used with the student for the test. For example: Bilingual dictionary, English dictionary, Reading Aloud - Word or Phrase, Reading Aloud - Entire Test, Oral Translation - Word or phrase, Clarification - Word or phrase.

LINGUISTIC-ACCOMMODATION (E1286) is the linguistic accommodations used with the student for the test.

RETEST-INDICATOR (E1401) is the indicator if the test was retaken. For example: Primary administration, First retest, Second retest.

REASON-NOT-TESTED (E1402) is the primary reason student is not tested. For example: Absent, Refusal by parent, Refusal by student, Medical waiver, Illness, Disruptive behavior, LEP Exempt.

****ScoreResults Complex Type**

The ScoreResults Complex Type represents a meaningful score or statistical expression of the performance of an individual. The results can be expressed as a number, percentile, range, level, etc.

ASSESSMENT-REPORTING-METHOD (E1154) is the method that the administrator of the assessment uses to report the performance and achievement of all students. It may be a qualitative method such as performance level descriptors or a quantitative method such as a numerical grade or cut score. More than one type of reporting method may be used.

SCORE-RESULT (E1359) is the value of a meaningful raw score or statistical expression of the performance of an individual. The results can be expressed as a number, percentile, range, level, etc.

GRADE-LEVEL-WHEN-ASSESSED (E1403) is the grade level of a student when assessed.

****PerformanceLevels Complex Type**

The PerformanceLevels Complex Type represents the performance level(s) achieved for the assessment.

PERFORMANCE-LEVEL-DESCRIPTION (E1328) is the description of the Performance Level.

PERFORMANCE-LEVEL-MET (E1480) is an optional indicator of whether the performance level was met. When null, means that the performance level was met (equivalent to PerformanceLevelMet = TRUE).

****StudentReference Complex Type**

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

****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.

****AssessmentReference Complex Type**

The AssessmentReference Complex Type is the reference to the assessment taken by 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.

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

46010 - StudentObjectiveAssessment Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Complex Type	ScoreResults	Y	Y												
E1154	ASSESSMENT-REPORTING-METHOD	AssessmentReportingMethod	Y	Y										41	STRING	DC014
E1359	SCORE-RESULT	Result	Y	Y										35	STRING	
**	Reference Complex Type	PerformanceLevels	Y													
E1328	PERFORMANCE-LEVEL-DESCRIPTOR-DESCRIPTION	Description	Y	Y										1024	STRING	
E1480	PERFORMANCE-LEVEL-MET	PerformanceLevelMet	Y											5	BOOLEAN	
**	Reference Complex Type	StudentTestAssessmentReference	Y	Y												
**	Reference Type	ref	Y	Y											STRING	
**	Reference Complex Type	ObjectiveAssessmentReference	Y	Y												
**	Complex Type	ObjectiveAssessmentIdentity	Y	Y												
E1305	OBJECTIVE-ASSESSMENT-IDENTIFICATION-CODE	ObjectiveAssessmentIdentificationCode	Y	Y										60	STRING	

Description

The StudentObjectiveAssessment Complex Type represents the raw score for the objective assessment for the student.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

**ScoreResults Complex Type

The ScoreResults Complex Type is a meaningful score or statistical expression of the performance of an individual. The results can be expressed as a number, percentile, range, level, etc.

ASSESSMENT-REPORTING-METHOD (E1154) is the method that the administrator of the assessment uses to report the performance and achievement of all students. It may be a qualitative method such as performance level descriptors or a quantitative method such as a numerical grade or cut score. More than one type of reporting method may be used.

SCORE-RESULT (E1359) is the value of a meaningful raw score or statistical expression of the performance of an individual. The results can be expressed as a number, percentile, range, level, etc.

**PerformanceLevels Reference Complex Type

The PerformanceLevels Reference Complex Type is the reference to the performance level(s) achieved for the objective assessment.

PERFORMANCE-LEVEL-DESCRIPTION (E1328) is the description of the Performance Level.

PERFORMANCE-LEVEL-MET (E1480) is an optional indicator of whether the performance level was met. When null, means that the performance level was met (equivalent to PerformanceLevelMet = TRUE).

****StudentTestAssessmentReference Complex Type**

The StudentTestAssessmentReference Complex Type is the reference to the objective scores of the overall scores for a student's specific test administration.

****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.

****ObjectiveAssessmentReference Complex Type**

The ObjectiveAssessmentReference Complex Type is the reference to the test objective that is being measured by the objective-level assessment.

****ObjectiveAssessmentIdentity Complex Type**

The ObjectiveAssessmentIdentity Complex Type is the identity of the objective assessment.

OBJECTIVE-ASSESSMENT-IDENTIFICATION-CODE (E1305) is the identification code of the objective assessment.

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

46010 - StudentAssessmentItem Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
E1404	ASSESSMENT-RESPONSE	AssessmentResponse	Y											60	STRING	
E1405	RESPONSE-INDICATOR	ResponseIndicator	Y											20	STRING	DC108
E1406	ASSESSMENT-ITEM-RESULT	AssessmentItemResult	Y	Y										12	STRING	DC013
E1407	STUDENT-ASSESSMENT-RAW-SCORE-RESULT	RawScoreResult	Y											5	NUMERIC	
**	Reference Complex Type	StudentTestAssessmentReference	Y													
**	Reference Type	ref	Y	Y											STRING	
**	<i>Reference Complex Type</i>	<i>StudentObjectiveAssessmentReference</i>														
**	Reference Complex Type	AssessmentItemReference	Y	Y												
**	Complex Type	AssessmentItemIdentify	Y	Y												
E1148	ASSESSMENT-ITEM-IDENTIFICATION-CODE	AssessmentItemIdentificationCode	Y	Y										60	STRING	

Description

The StudentAssessmentItem Complex Type represents the student's response to an assessment item and the item-level scores such as correct, incorrect, or met standard.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

ASSESSMENT-RESPONSE (E1404) is a student's response to a stimulus on a test.

RESPONSE-INDICATOR (E1405) is an indicator of the response. For example: Nonscorable response, Ineffective response, Effective response, Partial response.

ASSESSMENT-ITEM-RESULT (E1406) is the analyzed result of a student's response to an assessment item. For example: Correct, Incorrect, Met standard.

STUDENT-ASSESSMENT-RAW-SCORE-RESULT (E1407) is a meaningful raw score of the performance of an individual on an assessment item.

**StudentTestAssessmentReference Complex Type

The StudentTestAssessmentReference Complex Type is the reference of the item scores to the overall scores for a student's specific test administration.

**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.

****StudentObjectiveAssessmentReference Complex Type**

The StudentObjectiveAssessmentReference Complex Type is the reference of the item scores of the objective scores for a student's specific test administration. Used only if the test has objective level scores.

****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.

****AssessmentItemReference Complex Type**

The AssessmentItemReference Complex Type is the reference to the assessment item responded to by the student.

****AssessmentItemIdentity Complex Type**

The AssessmentItemIdentity Complex Type is the identity of the assessment item.

ASSESSMENT-ITEM-IDENTIFICATION-CODE (E1148) is the identification code of the assessment item.

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

InterchangeStudentGrade
47010 - ReportCard Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Reference Complex Type	GradeReference														
**	Reference Complex Type	StudentCompetencyReference														
E1347	GPA-GIVEN-GRADING-PERIOD	GPAGivenGradingPeriod														
E1348	GPA-CUMULATIVE	GPACumulative														
E1349	NUMBER-OF-DAYS-ABSENT	NumberOfDaysAbsent														
E1350	NUMBER-OF-DAYS-IN-ATTENDANCE	NumberOfDaysInAttendance														
E1351	NUMBER-OF-DAYS-TARDY	NumberOfDaysTardy														
**	Complex Type	StudentReference														
**	Reference Complex Type	GradingPeriodReference														

Description

The ReportCard Complex Type represents the collection of student grades for courses taken during a grading period.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

Currently, there are no business rules.

Example(s)

Not Applicable

Data Sample(s)

Not Applicable

47010 - Grade Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Reference Type	id	Y	Y											STRING	
E1253	LETTER-GRADE-EARNED	LetterGradeEarned	Y											20	STRING	
E1071	COURSE-GRADE	NumericGradeEarned	Y											3	NAMEFIELD	
E1254	DIAGNOSTIC-STATEMENT	DiagnosticStatement	Y											1024	STRING	
E1255	GRADE-TYPE	GradeType	Y	Y										15	STRING	DC064
E1471	PERFORMANCE-BASE-CONVERSION	PerformanceBaseConversion	Y											16	STRING	DC151
**	Reference Complex Type	StudentSectionAssociationReference	Y	Y												
**	Reference Complex Type	StudentSectionAssociationIdentity	Y	Y												
**	Complex Type	StudentIdentity	Y	Y										9	CODED	
E1523	TX-UNIQUE-STUDENT-ID	StudentUniqueStateId	Y	Y										10	NUMERIC	
**	Reference Complex Type	SectionIdentity	Y	Y												
E0266	CAMPUS-ID	StateOrganizationId	Y	Y										9	CODED	
E1056	CLASS-ID-NUMBER	UniqueSectionCode	Y	Y										14	NAMEFIELD	
E1194	LOCAL-COURSE-CODE	LocalCourseCode														
E1093	SCHOOL-YEAR	SchoolYear														
E1367	SECTION-TERM	Term														
E1074	CLASS-PERIOD	ClassPeriodName														
E1368	LOCATION	Location														
**	Reference Complex Type	GradingPeriodReference	Y	Y												
**	Reference Complex Type	GradingPeriodIdentity	Y	Y												
E1261	GRADING-PERIOD	GradingPeriod	Y	Y										21	STRING	DC065
E1093	SCHOOL-YEAR	SchoolYear	Y	Y										9	STRING	C193
E0266	CAMPUS-ID	StateOrganizationId	Y	Y										9	CODED	
E0948	COURSE-SEQUENCE-CODE	TX-CourseSequence	Y	Y										2	CODED	C135

Description

The Grade Complex Type represents an overall score or assessment tied to a course over a period of time (i.e., the grading period). Student grades are usually a compilation of marks and other scores.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

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

LETTER-GRADE-EARNED (E1253) is a final or interim (grading period) indicator of student performance in a class as submitted by the instructor.

COURSE-GRADE (E1071) identifies the grade the student received in the particular class.

COURSE-GRADE is only reported for courses taken for high school credit. This includes high school courses taken in middle school and dual credit courses.

DIAGNOSTIC-STATEMENT (E1254) is a statement provided by the teacher that provides information in addition to the grade or assessment score.

GRADE-TYPE (E1255) is the type of grade reported (e.g., Exam, Final, or Grading Period).

PERFORMANCE-BASE-CONVERSION (E1471) is a conversion of the level to a standard set of performance levels.

****StudentSectionAssociationReference Complex Type**

The StudentSectionAssociationReference Complex Type Association to the student-section association with which the grade is awarded.

****StudentSectionAssociationIdentity Complex Type**

The StudentSectionAssociationIdentity Complex Type provides user information to look up and link to an existing student-section association record in the receiving system.

****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.

****SectionIdentity Complex Type**

The SectionIdentity Complex Type represents the attributes used to specify a section.

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.

****GradingPeriodReference Complex Type**

The GradingPeriodReference Complex Type is the reference to the grading period for this report card.

****GradingPeriodIdentity Complex Type**

The GradingPeriodIdentity Complex Type provides user information to look up and link to an existing grading period record in the receiving system

GRADING-PERIOD (E1261) is the name of the period for which grades are reported.

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

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 grading period.

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.

Dual credit COURSE-SEQUENCE-CODEs are used for dual credit courses only.

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

47010 - StudentCompetency Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Reference Complex Type	LearningObjectiveReference														
**	Complex Type	StudentCompetencyObjectiveReference														
**	Complex Type	CompetencyLevel														
E1254	DIAGNOSTIC-STATEMENT	DiagnosticStatement														
**	Reference Complex Type	StudentSectionAssociationReference														

Description

The StudentCompetency Complex Type represents the competency assessed or evaluated for the student against a specific Learning Objective.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

Currently, there are no business rules.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Example(s)

Not Applicable

Data Sample(s)

Not Applicable

47010 - Diploma Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
E1515	DIPLOMA-AWARD-DATE	DiplomaAwardDate														
E1217	DIPLOMA-LEVEL	DiplomaLevel														
E1218	DIPLOMA-TYPE	DiplomaType														
E1219	CTE-COMPLETER	CTECompleter														
**	Complex Type	AcademicHonors														
**	Complex Type	Recognitions														
E0266	CAMPUS-ID	SchoolReference														

Description

The Diploma Complex Type represents the conferring or certification by an educational organization that the student has successfully completed a particular course of study. It represents the electronic version of its physical document counterpart.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

Currently, there are no business rules.

Example(s)

Not Applicable

Data Sample(s)

Not Applicable

47010 - CompetencyLevelDescriptor

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
E1181	COMPETENCY-LEVEL-CODE-VALUE	CodeValue														
E1179	COMPETENCY-LEVEL-DESCRIPTION	Description														
E1471	PERFORMANCE-BASE-CONVERSION	PerformanceBaseConversion														

Description

The CompetencyLevelDescriptor defines various levels for assessed competencies.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

Currently, there are no business rules.

Example(s)

Not Applicable

Data Sample(s)

Not Applicable

47010 – LearningObjective Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Complex Type	LearningObjectiveID														
E1272	LEARNING-OBJECTIVE	Objective														
E1273	LEARNING-OBJECTIVE-DESCRIPTION	Description														
E1097	ACADEMIC-SUBJECT	AcademicSubject														
E1274	LEARNING-OBJECTIVE-GRADE-LEVEL	ObjectiveGradeLevel														
**	Reference Complex Type	LearningStandardReference														
**	Reference Complex Type	LearningObjectiveReference														

Description

The LearningObjective Complex Type identifies learning objectives for courses in specific grades.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

Currently, there are no business rules.

Example(s)

Not Applicable

Data Sample(s)

Not Applicable

47010 – StudentCompetencyObjective Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
E1501	STUDENT-COMPETENCY-OBJECTIVE-ID	StudentCompetencyObjectiveId														
E1494	STUDENT-COMPETENCY-OBJECTIVE	Objective														
E1491	STUDENT-COMPETENCY-OBJECTIVE-DESCRIPTION	Description														
E1495	STUDENT-COMPETENCY-OBJECTIVE-GRADE-LEVEL	ObjectiveGradeLevel														
**	Reference Complex Type	EducationOrganizationReference														

Description

The StudentCompetencyObjective Complex Type holds additional competencies for student achievement that are not associated with specific learning objectives (e.g., paying attention in class).

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

Currently, there are no business rules.

Example(s)

Not Applicable

Data Sample(s)

Not Applicable

InterchangeStudentParent
49010 - Parent Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
**	Reference Type	id	Y	Y											STRING	
E1324	PARENT-ID	ParentUniqueStateld	Y	Y									20	STRING		
**	Complex Type	Name	Y	Y												
E1301	VERIFICATION	Verification														
E1302	PERSONAL-TITLE-PREFIX	PersonalTitlePrefix														
E0703	FIRST-NAME	FirstName	Y	Y									60	NAMEFIELD		
E0704	MIDDLE-NAME	MiddleName	Y										60	NAMEFIELD		
E0705	LAST-NAME	LastSurname	Y	Y									60	NAMEFIELD		
E1303	GENERATION-CODE-SUFFIX	GenerationCodeSuffix	Y										4	STRING	DC148	
E1304	MAIDEN-NAME	MaidenName														
**	Complex Type	OtherName														
E1325	SEX	Sex														
**	Complex Type	Address	Y													
E1113	ADDRESS-TYPE	AddressType	Y	Y									9	STRING	DC006	
E1114	STREET-NUMBER-NAME	StreetNumberName	Y	Y									40	STRING		
E1115	APARTMENT-ROOM-SUITE-NUMBER	ApartmentRoomSuiteNumber	Y										20	STRING		
E1116	BUILDING-SITE-NUMBER	BuildingSiteNumber	Y										20	STRING		
E1117	CITY	City	Y	Y									30	STRING		
E1118	STATE-ABBREVIATION	StateAbbreviation	Y	Y									2	STRING	DC124	
E1119	POSTAL-CODE	PostalCode	Y	Y									17	CODED		
E1120	NAME-OF-COUNTY	NameOfCounty	Y										30	STRING		
E1121	COUNTY-FIPS-CODE	CountyFIPSCode														
E1122	COUNTRY-CODE	CountryCode	Y										2	STRING	DC033	
E1123	LATITUDE	Latitude														
E1124	LONGITUDE	Longitude														
E1125	BEGIN-DATE-OF-ADDRESS	BeginDate														
E1126	END-DATE-OF-ADDRESS	EndDate														
**	Complex Type	Telephone	Y													
E1455	TELEPHONE-NUMBER-TYPE	TelephoneNumberType	Y	Y									11	STRING	DC133	
E1456	PRIMARY-TELEPHONE-NUMBER-INDICATOR	PrimaryTelephoneNumberIndicator	Y										5	BOOLEAN		

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1	2	2	3	3	4	4				
E1269	TELEPHONE-NUMBER	TelephoneNumber	Y	Y										14	NUMERIC	
**	Complex Type	ElectronicMail	Y													
E1242	EMAIL-ADDRESS-TYPE	EmailAddressType	Y	Y										13	STRING	DC057
E1243	EMAIL-ADDRESS	EmailAddress	Y	Y										128	STRING	
N/A	NOT USED BY TEA	LoginId														

Description

The Parent Complex Type represents a parent or guardian of a student, such as mother, father, or caretaker.

Reporting Requirements

The Parent Complex Type is reported for the studentGPS® Dashboards and the SPPI-14 data collection.

For the SPPI-14 data collection, the roster report generated will contain contact information for the student, one primary contact, and one secondary contact. When more than one contact is reported, the data will be displayed as specified in element E1427 CONTACT-PRIORITY. The contact with CONTACT-PRIORITY '1' will be displayed under primary contact. The contact with CONTACT-PRIORITY '2' will be displayed under secondary contact.

Special Reporting Requirements

None.

Business Rules

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

PARENT-ID (E1324) is a unique number or alphanumeric code assigned to a person.

**Name Complex Type

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

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.

FIRST-NAME is reported for studentGPS® Dashboards and the SPPI-14 data collection.

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.

MIDDLE-NAME is reported for studentGPS® Dashboards and the SPPI-14 data collection.

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

LAST-NAME is reported for studentGPS® Dashboards and the SPPI-14 data collection.

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

GENERATION-CODE-SUFFIX is reported for studentGPS® Dashboards and the SPPI-14 data collection.

**Address Complex Type

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

The Address Complex Type is reported for the studentGPS® Dashboards and the SPPI-14 data collection.

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

ADDRESS-TYPE is reported for studentGPS® Dashboards and the SPPI-14 data collection.

The student, primary, and secondary contact addresses may use one of the following address types: Home, Physical, Billing, Mailing, Other, Temporary, and Work. In cases where multiple addresses are submitted, SPPI-14 will promote address data in the following order of priority: Mailing, Home, Physical, Temporary, Work, Billing, and Other. Only one address type will be used per student, primary and secondary contact.

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

STREET-NUMBER-NAME is reported for studentGPS® Dashboards and the SPPI-14 data collection.

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

APARTMENT-ROOM-SUITE-NUMBER is reported for studentGPS® Dashboards and the SPPI-14 data collection.

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

BUILDING-SITE-NUMBER is reported for studentGPS® Dashboards only.

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

CITY is reported for studentGPS® Dashboards and the SPPI-14 data collection.

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

STATE-ABBREVIATION is reported for studentGPS® Dashboards and the SPPI-14 data collection.

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

POSTAL-CODE is reported for studentGPS® Dashboards and the SPPI-14 data collection.

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

NAME-OF-COUNTY is reported for studentGPS® Dashboards only.

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

COUNTRY-CODE is reported for studentGPS® Dashboards and the SPPI-14 data collection.

****Telephone Complex Type**

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

The Telephone Complex Type is reported for the studentGPS® Dashboards and the SPPI-14 data collection.

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

TELEPHONE-NUMBER-TYPE is reported for studentGPS® Dashboards and the SPPI-14 data collection.

The student, primary, and secondary contact telephone numbers may use one of the following telephone types: Fax, Home, Mobile, Other, Unlisted, Work, Emergency 1, Emergency 2. In cases where multiple phone types are submitted, SPPI-14 will promote telephone data using the following order of priority: Home, Mobile, Work, Emergency 1, Emergency 2, Unlisted, Fax, and Other. Only one telephone type will be used per student, primary, and secondary contact.

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

PRIMARY-TELEPHONE-NUMBER-INDICATOR is reported for studentGPS® Dashboards only.

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

TELEPHONE-NUMBER is reported for studentGPS® Dashboards and the SPPI-14 data collection.

****ElectronicMail Complex Type**

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

The ElectronicMail Complex Type is reported for the studentGPS® Dashboards and the SPPI-14 data collection.

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

The student, primary, and secondary contact email addresses may use one of the following email types: Home/Personal, Organization, Other, and Work. In cases where multiple email address types are submitted, SPPI-14 will promote email addresses using the following order of priority: Home/Personal, Work, Organization, and Other. Only one email type will be used per student, primary, and secondary contact.

EMAIL-ADDRESS-TYPE is reported for studentGPS® Dashboards and the SPPI-14 data collection.

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

EMAIL-ADDRESS is reported for studentGPS® Dashboards and the SPPI-14 data collection.

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

49010 - StudentParentAssociation Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID		
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M					
**	Reference Complex Type	StudentReference	Y	Y													
**	Reference Type	ref	Y	Y													STRING
**	Reference Complex Type	ParentReference	Y	Y										20			STRING
**	Reference Type	ref	Y	Y													STRING
E1423	RELATION	Relation	Y	Y										26			STRING DC105
E1424	PRIMARY-CONTACT-STATUS	PrimaryContactStatus	Y											5			BOOLEAN
E1425	LIVES-WITH	LivesWith	Y											5			BOOLEAN
E1426	EMERGENCY-CONTACT-STATUS	EmergencyContactStatus	Y											5			BOOLEAN
E1427	CONTACT-PRIORITY	ContactPriority	Y											2			NUMERIC
E1428	CONTACT-RESTRICTIONS	ContactRestrictions	Y											250			STRING

Description

The StudentParentAssociation Complex Type relates students to their parents, guardians, or caretakers.

Reporting Requirements

The StudentParentAssociation Complex Type is reported for the studentGPS® Dashboards and the SPPI-14 data collection.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

****StudentReference Complex Type**

The StudentReference Complex Type represents the student associated with parent.

****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.

****ParentReference Complex Type**

The ParentReference Complex Type represents the parent 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.

RELATION (E1423) is the nature of an individual's relationship to a student; for example: Father, Mother, Step Father, Step Mother, Foster Father, Foster Mother, or Guardian.

RELATION is reported for studentGPS® Dashboards and the SPPI-14 data collection.

PRIMARY-CONTACT-STATUS (E1424) is the indicator of whether the person is a primary parental contact for the student.

LIVES-WITH (E1425) is the indicator of whether the student lives with the associated parent.

EMERGENCY-CONTACT-STATUS (E1426) is the indicator of whether the person is a designated emergency contact for the student.

CONTACT-PRIORITY (E1427) is the numeric order of the preferred sequence or priority of contact.

CONTACT-PRIORITY is reported for studentGPS® Dashboards and the SPPI-14 data collection.

CONTACT-RESTRICTIONS (E1428) indicates the restrictions for student and/or teacher contact with the individual (e.g., the student may not be picked up by the individual).

Example(s)

None

Data Sample(s)

See Section 7 for XML Data Samples

InterchangeStudentPostSecondaryEvent
48040 - PostSecondaryEvent Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
E1497	POST-SECONDARY-EVENT-CATEGORY	PostSecondaryEventCategory														
E1332	POST-SECONDARY-EVENT-DATE	EventDate														
E1334	POST-SECONDARY-INSTITUTION-NAME	NameOfInstitution														
E1335	INSTITUTION-ID	InstitutionId														
**	Complex Type	StudentReference														

Description

The PostSecondaryEvent Complex Type captures significant postsecondary events during a student's high school tenure (e.g., FAFSA application, or college application, acceptance, and enrollment).

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

Currently, there are no business rules.

Example(s)

Not Applicable

Data Sample(s)

Not Applicable

InterchangeStudentGradebook
47010 – GradebookEntry Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1 M	2	2 M	3	3 M	4	4 M				
E1256	GRADEBOOK-ENTRY-TYPE	GradebookEntryType														
E1257	DATE-ASSIGNED	DateAssigned														
E1258	GRADEBOOK-ENTRY-DESCRIPTION	Description														
**	Reference Complex Type	LearningStandardReference														
**	Reference Complex Type	LearningObjectiveReference														
**	Reference Complex Type	SectionReference														
**	Reference Complex Type	GradingPeriodReference														

Description

The GradebookEntry Complex Type represents a teacher’s assignment, homework, or classroom assessment to be recorded in a gradebook.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

Currently, there are no business rules.

Example(s)

Not Applicable

Data Sample(s)

Not Applicable

47010 - StudentGradebookEntry Complex Type

Element ID	Data Element	XMLName	TSDS		PEIMS								Len	Data Type	Code Table ID	
			TSDS	M	1	1	2	2	3	3	4	4				
E1417	DATE-FULFILLED	DateFulfilled														
E1253	LETTER-GRADE-EARNED	LetterGradeEarned														
E1071	COURSE-GRADE	NumericGradeEarned														
**	Complex Type	CompetencyLevel														
**	DIAGNOSTIC-STATEMENT	DiagnosticStatement														
**	Reference Complex Type	StudentSectionAssociationReference														

Description

The StudentGradebookEntry Complex Type holds a student’s grade or competency level for a gradebook entry.

Reporting Requirements

Currently, there are no reporting requirements.

Special Reporting Requirements

Currently, there are no special reporting requirements.

Business Rules

Currently, there are no business rules.

Example(s)

Not Applicable

Data Sample(s)

Not Applicable