



**2024-2025**

**Texas Education Data Standards (TEDS)**

**Student Identification and Demographics Domain  
Data Submission Requirements**

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### **Student Identification and Demographics Domain**

The Student Identification and Demographics Domain represents a student for whom instruction and services are provided in an elementary, secondary, or post-secondary educational program under the jurisdiction of a Local Education Agency (LEA).

The Student Identification and Demographics Domain contains the following entities:

- **Student** is an entity which contains basic student information. A student is a person who has been enrolled in a school or other educational institution.
- **Parent** is an entity which represents a parent or guardian of a student, such as mother, father, or caretaker.
- **StudentParentAssociation** is an entity which relates students to their parents, guardians, or caretakers.
- **StudentEducationOrganizationAssociation** is an entity which captures demographic and similar characteristics of a student that are specific to a student's relationship with a particular education organization.

## Student Entity

Entity	Entity Ref	Data Element	Collection/Submission	Length	Data Type	Descriptor Table	Element ID
<b>Student</b>							
		StudentUniqueid	ALL, PF, PS, PE	10	String		E1523
		LocalStudentID	ALL, PF, PS, PE	9	String		E0923
		StudentID	ALL, PF, PS, PE	9	String		E0001
		GenerationCode	ALL, PF, PS, PE		Descriptor	C012	E0706
		AsOfStatusLastFridayOctober	PF		Descriptor	C324	E3007
		AsOfStatusLastDayEnrollment	PS		Descriptor	C323	E3006
		StudentDoNotReportTSDS	ALL, PF, PS, PE		Boolean		E3009
		NonEnrolledStudentUILActivity (may have multiple instances)	PS		Descriptor	C234	E1739
<b>Student&gt;StudentCensusBlockGroupSet</b> (may have multiple instances)							
		StudentCensusBlockGroup	PF, PS	12	String		E1648
		BeginDate	PF, PS	10	Date		E3010
		EndDate	PF, PS	10	Date		E3020
<b>Student&gt;CrisisEventSet</b> (may have multiple instances)							
		CrisisEvent (may have multiple instances)	PF, PS		Descriptor	C178	E1054
		BeginDate	PF, PS	10	Date		E3010
		EndDate	PF, PS	10	Date		E3020
<b>Student&gt;Name</b>							
		FirstName	ALL, PF, PS, PE	75	String		E0703
		MiddleName	ALL, PF, PS, PE	75	String		E0704
		LastSurname	ALL, PF, PS, PE	75	String		E0705
<b>Student&gt;BirthData</b>							
		BirthDate	ALL, PF, PS, PE	10	Date		E0006

**Legend:**

**ALL** – Data element is used by all core collections  
**PF** – PEIMS Fall  
**PM** – PEIMS Mid-year  
**PS** – PEIMS Summer  
**PE** – PEIMS Extended Year  
**NP** – Data element is **not promoted** to TSDS

**CRW** – Class Roster Winter  
**KG** – ECDS KG  
**PK** – ECDS PK  
**CS** – Charter School Waitlist

**CF** – Child Find  
**RF** – RF-Tracker  
**SE** – SELA  
**14** – SPPI-14

**Entity Description**

The Student Entity contains basic student information. A student is a person who has been enrolled in a school or other educational institution.

**General Reporting Requirements**

The Student Entity represents students for whom instruction and services are provided in an elementary, secondary, or post-secondary educational program under the jurisdiction of a local education agency (LEA).

For each data collection 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.

All student demographic changes, including student identification, must be managed through the Texas Student Data System (TSDS) Unique ID Application.

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

***PEIMS Collection***

**PEIMS Fall Submission (1):**

The PEIMS Fall snapshot date is the last Friday in October. The PEIMS Fall data represents the state of the LEA as of the PEIMS Fall snapshot date (last Friday in October).

The school-start window is the period of time between the first day of school and the last Friday in September.

The following students shall be included for the PEIMS Fall snapshot date (last Friday in October) reporting:

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 Texas Certificate of High School Equivalency (TxCHSE) within Texas by August 31st; and are not accounted for by other state reconciliation processes. (**See Note Below**)

**Note:** Leaver information is reported with the PriorYearLeaver Entity if a student meets the conditions of number five above. The Prior Year Leaver Domain will only be used in the 2024-2025 and 2025-2026 school years. Beginning in the 2026-2027 school year, LEAs will report leaver information using data from the Alternative and Supplemental Services, Enrollment, and Student Identification and Demographics Domains.

Because a student can only be enrolled in one LEA on the PEIMS Fall snapshot date (last Friday in October), only one LEA should include a particular student as enrolled on the PEIMS Fall snapshot date and report the student in the PEIMS Fall Submission (1).

Students who 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 (last Friday in October) of the current school year should not be included in the LEA's PEIMS Fall Submission (1).

LEAs must take appropriate measures to ensure that prior-year students who do not reenroll in the current school year, commonly referred to as *no shows*, do not remain active in the student information system in the current year and get reported as enrolled students in the LEA's PEIMS Fall Submission (1). If this happens, these students may be on the LEA's under-reported student listing the next year.

**PEIMS Summer Submission (3):**

Report the Student Entity for the following students in the PEIMS Summer Submission (3):

1. Student is in membership in the LEA (served at least two hours per day), and
  - a. Served only by a public school.
  - b. Served by both a public and a nonpublic school (including students served under an individualized services plan).
  - c. In a special education nonpublic day school.
  - d. In a special education residential placement.
2. Special education student is enrolled, not in membership, and the special education student has either a restraint or discipline event.

3. Special education student is reported with a *StudentResidentialFacilityAssociation* common type.
4. Student who is enrolled, not in membership due to virtual learning (*ADAEligibility* 9 (Enrolled, Not In Membership Due to Virtual Learning)).
5. Student who participated in the Texas Virtual School Network (TxVSN) Online Schools program.
6. Student who is not enrolled and participated in a University Interscholastic League (UIL) activity in a school district allowing non-enrolled students to participate under TEC §33.0832.

**PEIMS Extended Year Submission (4):**

Report any student in the above PEIMS Fall Submission (1) categories 1 - 4 in the PEIMS Extended Year Submission (4) if one or more of these is true for the student:

- is served in the Extended School Year (ESY) services program,
- is served in the Bilingual/ESL Summer School program,
- has Flexible attendance,
- has completed a high school Career and Technical Education (CTE) course, a dual credit course, College Preparatory Course English Language Arts (CP110100), or College Preparatory Course Mathematics (CP111200) between school years,
- is served in the Additional Days School Year (ADSY) program.

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 Core Collections***

**Child Find Collection:**

Students age 21 or younger as of September 1st of the current school year, who are reported with a *EligibilityDeterminationDate* (E1716) in the current school year, shall be reported as part of the Child Find Collection.

**Class Roster Collection – 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.

**Early Childhood Data System (ECDS) Collection:**

Students in Prekindergarten and Kindergarten shall be reported as part of the corresponding ECDS Submission.

**Residential Facility Tracker Collection:**

Students receiving special education services that reside at a residential facility within the boundaries of an LEA and are being served by the LEA shall be reported as part of the TSDS Residential Facility Tracker Collection as soon as educational services begin.

**Special Education Language Acquisition Collection:**

Students eight years of age or younger who are deaf or hard of hearing or identified with an auditory impairment or deaf/blindness using the following descriptors from the *Disability* (C053) table: 03 (Deaf and Hard of Hearing) or 05 (Deaf-Blindness) shall be reported as part of the Special Education Language Acquisition Collection.

**SPPI-14 Collection:**

Students who are identified as having received Special Education services in the prior year PEIMS Summer Submission (3) or PEIMS Fall Submission (1), and are also identified as a *Leaver* in the current year PEIMS Fall Submission (1) data collection with an *ExitWithdrawType* 01 (Graduated From A Campus In This District Or Charter), 24 (College, Pursue Associate's or Bachelor's Degree), 88 (Court-ordered to a TxCHSE program, has not earned a TxCHSE), 90 (Grad other state Interstate Compact on Edu Opportunity for Military Child), or 98 (Other) shall be reported as part of the SPPI-14 Collection.

TEA will retrieve students identified as having received special education services from TEA's main database for the SPPI-14 collection.

**Note:** Leaver information is reported with the PriorYearLeaver Entity. The Prior Year Leaver Domain will only be used in the 2024-2025 and 2025-2026 school years. Beginning in the 2026-2027 school year, LEAs will report leaver information using data from the Alternative and Supplemental Services, Enrollment, and Student Identification and Demographics Domains.

**Special Reporting Requirements**

Texas School for the Deaf (TSD), Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice Department (TJJD) Children served by the TSD, the TSBVI and the 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.



### **Data Element Reporting Requirements**

**StudentUniqueld (E1523)** is a unique number assigned to a student by the Texas Education Agency.

**LocalStudentId (E0923)** is the student's local identification number as assigned by the local education agency.

The *LocalStudentId* is displayed on student validation reports to assist the LEA with resolving student data errors.

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

The LEA should request the student's social security number (SSN) or assign a state-approved alternate identification number from the list of alternate identification (ID) numbers provided by TEA. Once a student's identification 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. Upon receipt of an SSN, the LEA can immediately update the SSN in the Student Information System and the TSDS Unique ID Application.

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

The first character of *StudentId* must be "S" or "0"-"8".

**GenerationCode (E0706)** identifies the generation suffix, if any, which the person attaches to his name (e.g., Jr., Sr., III).

**AsOfStatusLastFridayOctober (E3007)** indicates the student's status in the local education agency on the last Friday in October in the current school year.

**For PEIMS Fall Submission (1):**

*AsOfStatusLastFridayOctober* is required and indicates the enrollment status for a student in the school-start window and the PEIMS Fall snapshot date (last Friday in October) for the current year.

**PEIMS Fall Submission (1) *AsOfStatusLastFridayOctober* Usage**

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

- Prior year grade EE-06 students enrolled on the PEIMS Fall snapshot date (last Friday in October) date for the current school year must be reported and their *AsOfStatusLastFridayOctober* (C324) must be X (For All Students in Grades EE-06 and First Time 7th Graders).
- Prior year grade EE-06 students NOT enrolled on the PEIMS Fall snapshot date (last Friday in October) date are not reported in PEIMS Fall Submission (1).
- First-time 7th graders enrolled on the PEIMS Fall snapshot date (last Friday in October) date for the current school year must be reported and their *AsOfStatusLastFridayOctober* (C324) must be X (For All Students in Grades EE-06 and First Time 7th Graders).
- All prior year grade 07-12 students must be reported, and their *AsOfStatusLastFridayOctober* (C324) must be A through G based upon their individual enrollment circumstances. (**Note:** the LEA should pay close attention to students retained in grade 7 to ensure they are reported with an *AsOfStatusLastFridayOctober* (C324) other than X or the student will be classified as an underreported student.)

- All current year grade 08-12 students must be reported, and their *AsOfStatusLastFridayOctober* (C324) 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 date (last Friday in October) date must be reported with an *AsOfStatusLastFridayOctober* (C324) of A through G based upon their individual enrollment circumstances.

**Examples of Submission 1 *AsOfStatusLastFridayOctober* use**

Prior Year Grade Level	Current Year Grade Level	Allowable <i>AsOfStatusLastFridayOctober</i>
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 date (last Friday in October) date is rare. This situation places the student into the “leaver group,” and the LEA must report an *AsOfStatusLastFridayOctober* other than X.*

***AsOfStatusLastDayEnrollment* (E3006)** indicates the student’s status in the local education agency (LEA) on the last day of school or last date of enrollment in the current school year.

**For PEIMS Summer Submission (3):**

*AsOfStatusLastDayEnrollment* is required and indicates a student’s enrollment status in the LEA on the students final day of enrollment in the school year.

**PEIMS Summer Submission (3) AsOfStatusLastDayEnrollment Usage**

<b>AsOfStatusLastDayEnrollment</b>	<b>Grades</b>	<b>Enrolled in Current Year?</b>	<b>Enrolled on Last Day of School?</b>
<b>H</b>	07 – 12	Yes	Yes
<b>I</b>	07 – 12	Yes	No
<b>X</b>	EE – 06	Yes	Yes or No

- *AsOfStatusLastDayEnrollment* X (For All Students in Grades EE-06) is reported in PEIMS Summer Submission (3) only for students in grades EE-06.
- *AsOfStatusLastDayEnrollment* H (Student Was Enrolled In The District On The Final Day Of The School Year) is reported in PEIMS Summer Submission (3) only for students in grades 07-12 and indicates the student was enrolled on the final day of the school year.
- *AsOfStatusLastDayEnrollment* I (Enrolled At Some Time During Year Not On Final Day Of School Year) is reported in PEIMS Summer 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 the local school calendar. A student may be absent on the last day but have an *AsOfStatusLastDayEnrollment* of H (Student Was Enrolled In The District On The Final Day Of The School Year). Any student with an *AsOfStatusLastDayEnrollment* of H (Student Was Enrolled In The District On The Final Day Of The School Year) in PEIMS Summer Submission (3) will have a BasicReportingPeriodAttendance Entity in the 6th term (reporting period) except when *ADAEligibility* is 0 (Enrolled, Not In Membership).

**Examples of PEIMS Summer Submission (3) AsOfStatusLastDayEnrollment use:**

<b>Current Year Grade Level</b>	<b>Allowable AsOfStatusLastDayEnrollment</b>
<b>EE-06</b>	X
<b>07</b>	H or I
<b>08</b>	H or I
<b>09</b>	H or I
<b>10</b>	H or I
<b>11</b>	H or I

Current Year Grade Level	Allowable AsOfStatusLastDayEnrollment
12	H or I

**StudentDoNotReportTSDS (E3009)** indicates the student should not be reported for TSDS state or federal data collections.

**NonEnrolledStudentUILActivity (E1739)** indicates the University Interscholastic League (UIL) activity in which a non-enrolled student participated at a school district that allows participation of non-enrolled students under §33.0832.

More than one *NonEnrolledStudentUILActivity* may be reported for each non-enrolled student.

**Student>StudentCensusBlockGroupSet**

The *StudentCensusBlockGroupSet* common type captures the census block in which an economically disadvantaged student resides and the *BeginDate* and *EndDate* associated to the *StudentCensusBlockGroup* data element.

**StudentCensusBlockGroup (E1648)** indicates 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 *StudentCensusBlockGroup*.

**BeginDate (E3010)** is the first instructional day in the current school year an economically disadvantaged student is assigned to the Census Block Group Number.

**EndDate (E3020)** is the first day after the last instructional day an economically disadvantaged student is no longer assigned to the Census Block Group Number.

**For PEIMS Fall Submission (1):**

*StudentCensusBlockGroup* must be reported for students who are economically disadvantaged, enrolled on the PEIMS Fall snapshot date (last Friday in October) date (*AsOfStatusLastFridayOctober* B (Enrolled in District In School-Start Window And Enrolled On Fall As Of Date), D (Enrolled PY Not Enrolled School-Start Window And Enrolled Fall As Of Date), F (Not Enrolled PY Not Enrolled School Start Was Enrolled On Fall As Of Date), or X (For All Students in Grades EE-06 And First Time 7th Graders)), and eligible for average daily attendance (ADA), or enrolled, not in membership due

to the virtual learning (*ADAEligibility 9* (Enrolled, Not In Membership Due To Virtual Learning)). This includes students (with or without a disability) who reside in a residential facility if they are regularly assigned to the LEA.

*StudentCensusBlockGroup* must NOT be reported for students who are:

- not economically disadvantaged,
- not enrolled on the PEIMS Fall snapshot date (last Friday in October),
- not in membership, (except students enrolled, not in membership due to virtual learning)
- 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 *StudentCensusBlockGroup* must be reported and must not be reported.

If the student:	Then:
Is homeless	<i>StudentCensusBlockGroup</i> is not reported.
Is not enrolled on the PEIMS Fall snapshot date (last Friday in October date ( <i>AsOfStatusLastFridayOctober</i> A, C, E, or G))	<i>StudentCensusBlockGroup</i> is not reported.
Is enrolled, but not in membership ( <i>ADAEligibility 0</i> )	<i>StudentCensusBlockGroup</i> is not reported.
Is enrolled, but not in membership ( <i>ADAEligibility 9</i> )	<i>StudentCensusBlockGroup</i> is reported based on the student address.
Is ineligible for ADA ( <i>ADAEligibility 4, 5, or 8</i> )	<i>StudentCensusBlockGroup</i> is not reported.
Resides in a residential facility but is not regularly assigned to the district ( <i>StudentAttribution 21 or 23</i> )	<i>StudentCensusBlockGroup</i> 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 <i>StudentCensusBlockGroup</i> 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.

If the student:	Then:
Does not have a physical address available because the parent participates in the Address Confidentiality Program (ACP) administered by the Attorney General of Texas	StudentCensusBlockGroup should be based upon the address of the student's campus.

**For PEIMS Summer Submission (3):**

The *StudentCensusBlockGroup* is only reported by the Excel Center For Adults (227-827). The *StudentCensusBlockGroup* must be reported for any economically disadvantaged student who is enrolled and attending an adult high school charter school program under TEC §29.259. The *StudentCensusBlockGroup* is reported based on the adult student's address at the end of the school year or the last day of enrollment, whichever comes last.

*StudentCensusBlockGroup* must NOT be reported for students attending an adult high school charter school program who are:

- not economically disadvantaged, or
- homeless

**Student>CrisisEventSet**

The *CrisisEventSet* common type captures whether a group of students have been impacted by a state health or weather-related event, which may require additional funding, educational, or social services and the *BeginDate* and *EndDate* associated to the *CrisisEvent* data element.

**CrisisEvent (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 local education agency or campus of residence. A crisis event is designated by the Commissioner of Education.

**BeginDate (E3010)** is the first instructional day in the current school year a student is assigned to the *CrisisEvent* descriptor.

**EndDate (E3020)** is the first day after the last instructional day a student is no longer assigned to the *CrisisEvent* descriptor.

**Student>Name**

The *Name* common type includes a set of data elements that comprise a person's legal name.

TEC §25.0021 states that in each public school a student must be identified by the student's legal surname as the name appears:

- (1) On the student's birth certificate or other document suitable as proof of the student's identity; or
- (2) In a court order changing the student's name.

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(s) 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 statement of the child's birth issued for school admission purposes by Texas Vital Statistics, a division of the Texas Department of State Health Services, 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.

**FirstName (E0703)** identifies a person's legal first name.

Do not use an initial for FirstName, unless an initial is the legal first name.

**MiddleName (E0704)** identifies a person's legal middle name.

A full MiddleName is required, if available. Enter the middle name as shown on the identification documentation. If a student has no middle name, leave MiddleName blank. Do not use any other text such as NONE, NA, NMI, etc., for the middle name if the student has no middle name.

**LastSurname (E0705)** identifies a person's legal last name.

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

#### **Student>BirthData**

The *BirthData* common type includes the set of data elements that capture relevant data regarding a person's birth, including birth data.



**BirthDate (E0006)** indicates the month, day, and year on which an individual was born.

## Parent Entity

Entity	Entity Ref	Data Element	Collection/Submission	Length	Data Type	Descriptor Table	Element ID
<b>Parent</b> <i>(may have multiple instances)</i>							
		ParentUniqueId	14	32	String		E1324
		GenerationCode	14		Descriptor	C012	E0706
<b>Parent&gt;Name</b>							
		FirstName	14	75	String		E0703
		MiddleName	14	75	String		E0704
		LastSurname	14	75	String		E0705
<b>Parent&gt;Address</b> <i>(may have multiple instances)</i>							
		AddressType	14		Descriptor	C300	E1113
		StreetNumberName	14	150	String		E1114
		ApartmentRoomSuiteNumber	14	50	String		E1115
		City	14	30	String		E1117
		StateAbbreviation	14		Descriptor	C307	E1118
		PostalCode	14	17	String		E1119
<b>Parent&gt;ElectronicMail</b> <i>(may have multiple instances)</i>							
		ElectronicMailAddress	14	128	String		E1243
		ElectronicMailType	14		Descriptor	C302	E1242
<b>Parent&gt;Telephone</b> <i>(may have multiple instances)</i>							
		TelephoneNumber	14	24	String		E1269
		TelephoneNumberType	14		Descriptor	C308	E1455

### Legend:

**ALL** – Data element is used by all core collections

**PF** – PEIMS Fall

**PM** – PEIMS Mid-year

**CRW** – Class Roster Winter

**KG** – ECDS KG

**PK** – ECDS PK

**CF** – Child Find

**RF** – RF-Tracker

**SE** –SELA

**PS** – PEIMS Summer

**CS** – Charter School Waitlist

**14** – SPPI-14

**PE** – PEIMS Extended Year

**NP** – Data element is **not promoted** to TSDS

### **Entity Description**

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

### **General Reporting Requirements**

The Parent Entity is reported for the SPPI-14 data collection. For the SPPI-14 data collection, the generated roster report will contain the students' contact information, one primary, and one secondary contact. When more than one contact is reported, the data will be displayed as specified in the *ContactPriority* (E1427) data element. The contact with *ContactPriority* '1' will be displayed under primary contact. The contact with *ContactPriority* '2' will be displayed under secondary contact.

### **Special Reporting Requirements**

Currently, there are no special reporting requirements.

### **Data Element Reporting Requirements**

**ParentUniqueld (E1324)** is a unique number or alphanumeric code assigned to a person by the LEA.

**GenerationCode (E1303)** identifies the generation suffix, if any, which the person attaches to his name (e.g., Jr., Sr., III).

### **Parent>Name**

The *Name* common type includes the set of data elements that comprise a person's legal name.

**FirstName (E0703)** identifies a person's legal first name.

Do not use an initial for *FirstName*, unless an initial is the legal first name.

**MiddleName (E0704)** identifies a person's legal middle name.

A full *MiddleName* is required, if available. Enter the middle name as shown on the identification documentation. If a parent has no middle name, leave *MiddleName* blank. Do not use any other text such as NONE, NA, NMI, etc., for the middle name if the parent has no middle name.

**LastSurname (E0705)** identifies a person's legal last name.

Double last names on the identification document are recorded exactly as shown.

#### **Parent>Address**

The *Address* common type includes the set of data elements that describes an address, including the street address, city, state, and zip code. The address common type is reported for the SPPI-14 data collection.

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

The student, primary, and secondary contact addresses may use one of the following address types from the *AddressType* (C300) descriptor table: 01 (Home), 02 (Physical), 03 (Billing), 04 (Mailing), 05 (Other), 06 (Temporary), and 07 (Work). In cases where multiple addresses are submitted, the SPPI-14 Collection will promote address data in the following order of priority: 04 (Mailing), 01 (Home), 02 (Physical), 06 (Temporary), 07 (Work), 03 (Billing), and 05 (Other). Only one address type will be used per student, primary and secondary contact.

**StreetNumberName (E1114)** is the street number and street name or post office box number of an address.

**ApartmentRoomSuiteNumber (E1115)** indicates the apartment, room, or suite number of an address.

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

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

**PostalCode (E1119)** is the five or nine-digit zip code an address.

#### **Parent>ElectronicMail**

The *ElectronicMail* common 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* common type is reported for the SPPI-14 data collection.

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

**ElectronicMailType (E1242)** indicates the type of e-mail listed for an individual or organization. For example: Home/Personal, Work, etc.

The student, primary, and secondary contact e-mail addresses may use one of the following e-mail types from the *ElectronicMailType* (C302) descriptor table: 01 (Home/Personal), 02 (Organization), 03 (Other), and 04 (Work). In cases where multiple e-mail address types are submitted, the SPPI-14 Collection will promote e-mail addresses using the following order of priority: 01 (Home/Personal), 04 (Work), 02 (Organization), and 03 (Other). Only one e-mail type will be used per student, primary, and secondary contact.

#### **Parent>Telephone**



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

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

**TelephoneNumberType (E1455)** is the type of communication number listed for an individual or organization.

The student, primary, and secondary contact telephone numbers may use one of the following telephone types from the *TelephoneNumberType* (C308) descriptor table: 01 (Fax), 02 (Home), 03 (Mobile), 04 (Other), 05 (Unlisted), 06 (Work), 07 (Emergency 1), or 08 (Emergency 2). In cases where multiple phone types are submitted, the SPPI-14 Collection will promote telephone data using the following order of priority: 02 (Home), 03 (Mobile), 06 (Work), 07 (Emergency 1), 08 (Emergency 2), 05 (Unlisted), 01 (Fax), and 04 (Other). Only one telephone type will be used per student, primary, and secondary contact.

## StudentParentAssociation Entity

Entity	Entity Ref	Data Element	Collection/Submission	Length	Data Type	Descriptor Table	Element ID
<b>StudentParentAssociation</b> <i>(may have multiple instances)</i>							
		Parent					
		Student					
		Relation	14		Descriptor	C305	E1423
		ContactPriority	14	2	Numeric		E1427

### Legend:

**ALL** – Data element is used by all core collections

**PF** – PEIMS Fall

**PM** – PEIMS Mid-year

**PS** – PEIMS Summer

**PE** – PEIMS Extended Year

**NP** – Data element is **not promoted** to TSDS

**CRW** – Class Roster Winter

**KG** – ECDS KG

**PK** – ECDS PK

**CS** – Charter School Waitlist

**CF** – Child Find

**RF** – RF-Tracker

**SE** –SELA

**14** – SPPI-14

### Entity Description

The StudentParentAssociation Entity relates students to their parents, guardians, or caretakers.

### General Reporting Requirements

The StudentParentAssociation Entity is reported for the SPPI-14 data collection only.

### Special Reporting Requirements

Currently, there are no special reporting requirements.

### Data Element Reporting Requirements

#### Parent Reference

The Parent Reference represents the identifier assigned to the Parent.



**Student Reference**

The Student Reference represents the identifier assigned to the Student.

**Relation (E1423)** is the nature of an individual's relationship to a student, for example, Father, Mother, Stepfather, Stepmother, Foster Father, Foster Mother, or Guardian.

**ContactPriority (E1427)** is the numeric order of the preferred sequence or priority of contact.

## StudentEducationOrganizationAssociation Entity

Entity	Entity Ref	Data Element	Collection/Submission	Length	Data Type	Descriptor Table	Element ID
<b>StudentEducationOrganizationAssociation</b>							
		Student					
		EducationOrganization					
		Sex	PF, PS, PE, CF, CRW, PK, KG, SE		Descriptor	C013	E0004
		HispanicLatinoEthnicity	PF, PS, PE, RF, 14		Boolean		E1064
		Race (may have multiple instances)	PF, PS, PE, CF, CRW, PK, KG, SE		Descriptor	C304	E3050
		StudentAcceleratedEducationPlan	PS		Boolean		E3083
<b>StudentEducationOrganizationAssociation&gt;EmergentBilingualSet (may have multiple instances)</b>							
		EmergentBilingualIndicator	PF, PS, PE, PK, SE		Descriptor	C061	E0790
		BeginDate	PF, PS, PE, PK, SE	10	Date		E3010
		EndDate	PF, PS, PE, PK, SE	10	Date		E3020
<b>StudentEducationOrganizationAssociation&gt;TruancySet (may have multiple instances)</b>							
		Truancy	PS		Descriptor	C346	E3068
		DateMet	PS	10	Date		E3014
<b>StudentEducationOrganizationAssociation&gt;DyslexiaServicesSet (may have multiple instances)</b>							
		DyslexiaServices	PS		Descriptor	C224	E1650
		BeginDate	PS	10	Date		E3010
		EndDate	PS	10	Date		E3020
<b>StudentEducationOrganizationAssociation&gt;EconomicDisadvantageSet (may have multiple instances)</b>							
		EconomicDisadvantage	PF, PS, PK		Descriptor	C054	E0785
		BeginDate	PF, PS, PK	10	Date		E3010
		EndDate	PF, PS, PK	10	Date		E3020
<b>StudentEducationOrganizationAssociation&gt;FosterCareTypeSet (may have multiple instances)</b>							
		FosterCareType	PF, PS, PE		Descriptor	C196	E1528
		BeginDate	PF, PS, PE	10	Date		E3010
		EndDate	PF, PS, PE	10	Date		E3020
<b>StudentEducationOrganizationAssociation&gt;HomelessStatusSet (may have multiple instances)</b>							
		HomelessStatus	PF, PS		Descriptor	C189	E1082
		BeginDate	PF, PS	10	Date		E3010
		EndDate	PF, PS	10	Date		E3020
<b>StudentEducationOrganizationAssociation&gt;UnaccompaniedYouthSet (may have multiple instances)</b>							



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Entity	Entity Ref	Data Element	Collection/Submission	Length	Data Type	Descriptor Table	Element ID
		UnaccompaniedYouth	PF, PS		Descriptor	C192	E1084
		BeginDate	PF, PS	10	Date		E3010
		EndDate	PF, PS	10	Date		E3020
<b>StudentEducationOrganizationAssociation&gt;UnschoolAsyleeRefugeeSet</b> <i>(may have multiple instances)</i>							
		UnschoolAsyleeRefugee	PF, PS		Descriptor	C183	E1076
		BeginDate	PF, PS	10	Date		E3010
		EndDate	PF, PS	10	Date		E3020
<b>StudentEducationOrganizationAssociation&gt;EarlyReadingIndicatorSet</b> <i>(may have multiple instances)</i>							
		EarlyReadingIndicator	PF, PS		Descriptor	C195	E1522
		BeginDate	PF, PS	10	Date		E3010
		EndDate	PF, PS	10	Date		E3020
<b>StudentEducationOrganizationAssociation&gt;MilitaryConnectedStudentSet</b> <i>(may have multiple instances)</i>							
		MilitaryConnectedStudent	PF, PS		Descriptor	C197	E1529
		BeginDate	PF, PS	10	Date		E3010
		EndDate	PF, PS	10	Date		E3020
<b>StudentEducationOrganizationAssociation&gt;DyslexiaRiskSet</b> <i>(may have multiple instances)</i>							
		DyslexiaRisk	PS		Descriptor	C222	E1644
		DyslexiaScreeningExceptionReason	PS		Descriptor	C231	E1732
		BeginDate	PS	10	Date		E3010
		EndDate	PS	10	Date		E3020
<b>StudentEducationOrganizationAssociation&gt;PKProgramTypeSet</b> <i>(may have multiple instances)</i>							
		PKProgramType	PF, PS, PK		Descriptor	C185	E1078
		BeginDate	PF, PS, PK	10	Date		E3010
		EndDate	PF, PS, PK	10	Date		E3020
<b>StudentEducationOrganizationAssociation&gt;PKFundingSourceSet</b> <i>(may have multiple instances)</i>							
		PKFundingSource	PF, PS, PK		Descriptor	C186	E3044
		OrderOfPKFundingSource	PF, PS, PK		Number		E3040
		BeginDate	PF, PS, PK	10	Date		E3010
		EndDate	PF, PS, PK	10	Date		E3020
<b>StudentEducationOrganizationAssociation&gt;AcceleratedInstructionSet</b> <i>(may have multiple instances)</i>							
		AcceleratedInstructionSubject	PS		Descriptor	C352	E3084
		StudentAcceleratedInstructionParticipation	PS		Descriptor	C353	E3085
		AssignedHoursAcceleratedInstruction	PS	4	Decimal		E3086

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Entity	Entity Ref	Data Element		Collection/Submission	Length	Data Type	Descriptor Table	Element ID
		CompletedHoursAcceleratedInstruction		PS	4	Decimal		E3087
		DifferenceReasonHoursAcceleratedInst ruction		PS		Descriptor	C354	E3088
StudentEducationOrganizationAssociation>Address (may have multiple instances)								
		AddressType		14		Descriptor	C300	E1113
		StreetNumberName		14	150	String		E1114
		ApartmentRoomSuiteNumber		14	50	String		E1115
		City		14	30	String		E1117
		StateAbbreviation		14		Descriptor	C307	E1118
		PostalCode		14	17	String		E1119
StudentEducationOrganizationAssociation>Language (may have multiple instances)								
		Language		PF, 14		Descriptor	C092	E3033
		LanguageUse		PF, 14		Descriptor	C336	E3035
StudentEducationOrganizationAssociation>StudentCharacteristic (may have multiple instances)								
		StudentCharacteristic		PF, PS, PE		Descriptor	C344	E3063
		Period	BeginDate	PF, PS, PE	10	Date		E3010
			EndDate	PF, PS, PE	10	Date		E3020
StudentEducationOrganizationAssociation>ElectronicMail (may have multiple instances)								
		ElectronicMailAddress		14	128	String		E1243
		ElectronicMailType		14		Descriptor	C302	E1242
StudentEducationOrganizationAssociation>Telephone (may have multiple instances)								
		TelephoneNumber		14	24	String		E1269
		TelephoneNumberType		14		Descriptor	C308	E1455

**Legend:**

**ALL** – Data element is used by all core collections

**PF** – PEIMS Fall

**PM** – PEIMS Mid-year

**PS** – PEIMS Summer

**PE** – PEIMS Extended Year

**NP** – Data element is **not promoted** to TSDS

**CRW** – Class Roster Winter

**KG** – ECDS KG

**PK** – ECDS PK

**CS** – Charter School Waitlist

**CF** – Child Find

**RF** – RF-Tracker

**SE** –SELA

**14** – SPPI-14

### **Entity Description**

The StudentEducationOrganizationAssociation Entity captures demographic and similar characteristics of a student that are specific to a student's relationship with a particular education organization.

### **General Reporting Requirements**

The StudentEducationOrganizationAssociation Entity represents students for whom instruction and services are provided in an elementary, secondary, or post-secondary educational program under the jurisdiction of a local education agency (LEA).

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.

All student demographic changes, including student identification, must be managed through the Texas Student Data System (TSDS) Unique ID Application.

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

### ***PEIMS Collection***

#### **PEIMS Fall Submission (1):**

The PEIMS Fall snapshot date is the last Friday in October. The PEIMS Fall data represents the state of the LEA as of the PEIMS Fall snapshot date (last Friday in October).

The school-start window is the period of time between the first day of school and the last Friday in September.

The following students shall be included for the PEIMS Fall snapshot date (last Friday in October) reporting:

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 Texas Certificate of High School Equivalency (TxCHSE) within Texas by August 31st; and are not accounted for by other state reconciliation processes. **(See Note Below)**

**Note:** Leaver information is reported with the PriorYearLeaver Entity if a student meets the conditions of number five above. The Prior Year Leaver Domain will only be used in the 2024-2025 and 2025-2026 school years. Beginning in the 2026-2027 school year, LEAs will report leaver information using data from the Alternative and Supplemental Services, Enrollment, and Student Identification and Demographics Domains.

Because a student can only be enrolled in one LEA on the PEIMS Fall snapshot date (last Friday in October), only one LEA should include a particular student as enrolled on the PEIMS Fall snapshot date and report the student in the PEIMS Fall Submission (1).

Students who 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 (last Friday in October) of the current school year should not be included in the LEA's PEIMS Fall Submission (1).

LEAs must take appropriate measures to ensure that prior-year students who do not reenroll in the current school year, commonly referred to as *no shows*, do not remain active in the student information system in the current year and get reported as enrolled students in the LEA's PEIMS Fall Submission (1). If this happens, these students may be on the LEA's under-reported student listing the next year.

**PEIMS Summer Submission (3):**

Report the StudentEducationOrganizationAssociation Entity for the following students in the PEIMS Summer Submission (3):

1. Student is in membership in the LEA (served at least two hours per day), and
  - a. Served only by a public school.
  - b. Served by both a public and a nonpublic school (including students served under an individualized services plan).
  - c. In a special education nonpublic day school.
  - d. In a special education residential placement.
2. Special education student is enrolled, not in membership, and the special education student has either a restraint or discipline event.
3. Special education student is reported with a *StudentResidentialFacilityAssociation* common type.
4. Student who is enrolled, not in membership due to virtual learning (*ADAEligibility 9* (Enrolled, Not In Membership Due to Virtual Learning)).
5. Student who participated in the Texas Virtual School Network (TxVSN) Online Schools program.

6. Student who is not enrolled and participated in a University Interscholastic League (UIL) activity in a school district allowing non-enrolled students to participate under TEC §33.0832.

**PEIMS Extended Year Submission (4):**

Report any student in the above PEIMS Fall Submission (1) categories 1 - 4 in the PEIMS Extended Year Submission (4) if one or more of these is true for the student:

- is served in the Extended School Year (ESY) services program,
- is served in the Bilingual/ESL Summer School program,
- has Flexible attendance,
- has completed a high school Career and Technical Education (CTE) course, a dual credit course, College Preparatory Course English Language Arts (CP110100), or College Preparatory Course Mathematics (CP111200) between school years,
- is served in the Additional Days School Year (ADSY) program.

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 Core Collections***

**Child Find Collection:**

Students age 21 or younger as of September 1st of the current school year, who are reported with a *EligibilityDeterminationDate* (E1716) in the current school year, shall be reported as part of the Child Find Collection.

**Class Roster Collection – 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.

**Early Childhood Data System (ECDS) Collection:**

Students in Prekindergarten and Kindergarten shall be reported as part of the corresponding ECDS Submission.

**Residential Facility Tracker Collection:**

Students receiving special education services that reside at a residential facility within the boundaries of an LEA and are being served by the LEA shall be reported as part of the TSDS Residential Facility Tracker Collection as soon as educational services begin.

**Special Education Language Acquisition Collection:**

Students eight years of age or younger who are deaf or hard of hearing or identified with an auditory impairment or deaf/blindness using the following descriptors from the *Disability* (C053) table: 03 (Deaf and Hard of Hearing) or 05 (Deaf-Blindness) shall be reported as part of the Special Education Language Acquisition Collection.

**SPPI-14 Collection:**

Students who are identified as having received Special Education services in the prior year PEIMS Summer Submission (3) or PEIMS Fall Submission (1), and are also identified as a *Leaver* in the current year PEIMS Fall Submission (1) data collection with an *ExitWithdrawType* 01 (Graduated From A Campus In This District Or Charter), 24 (College, Pursue Associate's or Bachelor's Degree), 88 (Court-ordered to a TxCHSE program, has not earned a TxCHSE), 90 (Grad other state Interstate Compact on Edu Opportunity for Military Child), or 98 (Other) shall be reported as part of the SPPI-14 Collection.

TEA will retrieve students identified as having received special education services from TEA's main database for the SPPI-14 collection.

**Note:** Leaver information is reported with the PriorYearLeaver Entity. The Prior Year Leaver Domain will only be used in the 2024-2025 and 2025-2026 school years. Beginning in the 2026-2027 school year, LEAs will report leaver information using data from the Alternative and Supplemental Services, Enrollment, and Student Identification and Demographics Domains.

**Special Reporting Requirements**

Texas School for the Deaf (TSD), Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice Department (TJJD) Children served by the TSD, the TSBVI and the 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.

**Data Element Reporting Requirements**

**StudentReference**

The Student Reference represents the identifier assigned to the student.

**EducationOrganizationReference**

The EducationOrganization Reference represents the identifier assigned to a Local Education Agency (LEA).

**Sex (E0004)** is a person's gender.

**HispanicLatinoEthnicity (E1064)** 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."

**Race (E3050)** is the enumeration items defining the racial categories which most clearly reflect the individual's recognition of their community or with which the individual most identifies.

*HispanicLatinoEthnicity* and *Race* must be reported using the federal standard required for reporting to the U.S. Department of Education (ED). LEAs are to report the results of the following two-part question for each staff member employed by the LEA.

The ED requires that ethnicity and Race be collected separately using a specific two-part question presented in a specific order. Both parts of the question must be answered.

Part 1. Ethnicity: Is the person Hispanic/Latino? Choose only one.

Hispanic/Latino

Not Hispanic/Latino

Part2. Race: What is the person's Race? Choose one or more, regardless of ethnicity.

- a. American Indian or Alaska Native
- b. Asian
- c. Black or African American
- d. Native Hawaiian/Other Pacific Islander
- e. White

**StudentAcceleratedEducationPlan (E3083)** indicates a student did not perform satisfactorily on an assessment instrument under TEC §39.023(a) or §39.023(c) for two or more consecutive years in the same subject area and the school district developed an accelerated education plan as outlined in §28.0211(f).

**StudentEducationOrganizationAssociation>EmergentBilingualSet**

The *EmergentBilingualSet* common type captures students who have been identified as emergent bilingual (EB) and the *BeginDate* and *EndDate* associated with the *EmergentBilingualIndicator* data element.

**EmergentBilingualIndicator (E0790)** is an indication that the student has been identified as an emergent bilingual (EB) student by the Language Proficiency Assessment Committee (LPAC), or English proficient according to the criteria established in 19 TAC §89.1226.

The *EmergentBilingualIndicator* indicates whether the student has been identified as an emergent bilingual (EB) student by the Language Proficiency Assessment Committee (LPAC) or is non-emergent bilingual (19 TAC §89.1220), according to criteria established in 19 TAC §89.1220.

For additional details on the *EmergentBilingualIndicator*, see the *EmergentBilingualIndicator* (C061) descriptor table.

**BeginDate (E3010)** is the first instructional day a student is assigned to the *EmergentBilingualIndicator* descriptor.

**EndDate (E3020)** is the first day after the last instructional day a student is no longer assigned to the *EmergentBilingualIndicator* descriptor.

**For PEIMS Fall Submission (1):**

The *EmergentBilingualIndicator* must reflect the student's EB status as of the PEIMS Fall snapshot date (last Friday in October).

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

The *EmergentBilingualIndicator* must reflect the student's EB status for the school year. *EmergentBilingualIndicator* (C061) 1 (Identified as EB) if the student was identified as EB at any time during the school year. The Bilingual/ESL Program does not permit a student who is EB from being reclassified from EB status before the end of the school year.



**Note:** Every EB 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 *StudentCharacteristic* (C344) of 19 (Bilingual/ESL Summer School) in the PEIMS Extended Year Submission (4).

EB 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.

Reclassification is defined as the process by which the language proficiency assessment committee (LPAC) determines that an EB student has met the appropriate criteria to be classified as a former EB student in TSDS PEIMS. (See TAC §89.1203.)

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

The following reclassification criteria must be met and approved by the LPAC in order to change an identified EB student to a former EB student:

- 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.

#### **StudentEducationOrganizationAssociation>TruancySet**

The *TruancySet* common type identifies truancy data associated to students. Student truancy data collected includes information regarding excessive unexcused absences (first occurrence only), truancy prevention measures, and whether a parent or legal guardian has had a complaint filed against them by a school attendance officer or other school official.

**Truancy (E3068)** captures the truancy data associated to a student.

A student should be reported with a *TruancySet* common type when one or more of the following occurs:

1. The first occurrence of a student who is required to attend school under TEC §25.085, and are not exempted under TEC §25.086, and fail to attend school without excuse for 10 or more days within a six-month period of a school year. (*Truancy* (C346) 01 (Excessive Unexcused Absences))
2. The local education agency initiated a truancy prevention measure under TEC §25.0915 (a-4) for the student. (*Truancy* (C346) 02 (Truancy Prevention Measures))
3. An attendance officer or other school official has filed a complaint against a student’s parent or legal guardian under TEC §25.093. (*Truancy* (C346) 03 (Truancy Complaint Filed))

01 – Excessive Unexcused Absences
Definition
Indicates a student who is required to attend school under TEC 25.085, and are not exempted under TEC 25.086, and fail to attend school without excuse for 10 or more days or parts of days within a six-month period of a school year.
Special Instructions
<p>An unexcused absence is defined as any absence that is not excused by state law or LEA local policy. A partial day is defined in accordance with LEA local policy. The LEA local policy shall determine what is considered a "part of day" and the LEA should communicate that information in writing to parents.</p> <p>In calculating 10 unexcused absences within a six-month calendar period, six-months is a rolling six-month calendar period. When a student accrues an absence, that single absence will drop off six calendar months within the same school year later.</p> <p>Report only the first time the student reaches the threshold of 10 or more unexcused absences for a day or parts of days.</p>
Former Data Element Name and Number
EXCESSIVE-UNEXCUSED-ABSENCE-INDICATOR-CODE (E1657)

02 – Truancy Prevention Measures
Definition

Indicates the LEA initiated a truancy prevention measure under TEC 25.0915 (a-4) for the student.
<b>Special Instructions</b>
<b>Former Data Element Name and Number</b>
TRUANCY-PREVENTION-MEASURE-INDICATOR-CODE (E1658)

<b>03 – Truancy Complaint Filed</b>
<b>Definition</b>
Indicates whether an attendance officer or other school official has filed a complaint against a student’s parent or legal guardian under TEC 25.093.
<b>Special Instructions</b>
If a truancy complaint has been filed, then the student should be reported as having met the threshold of 10 or more unexcused absences for a day or parts of a day.
<b>Former Data Element Name and Number</b>
TRUANCY-COMPLAINT-FILED-INDICATOR-CODE (E1659)

**DateMet (E3014)** is the first instructional day in the current school year a student is assigned to the *Truancy* descriptor.

**StudentEducationOrganizationAssociation>DyslexiaServicesSet**

The *DyslexiaServicesSet* common type captures the type of dyslexia and related services, if any, a student identified with dyslexia or a related disorder under TEC §48.009 has received at any time during the school year.

The *DyslexiaServicesSet* common type is only reported for students identified with dyslexia or a related disorder under TEC §48.009.

If a student identified with dyslexia or a related disorder under TEC §48.009 does not receive services, *DyslexiaServices* (C224) 00 (Student identify dyslexia or a related disorder under TEC §48.009 no services) should be reported for that student.

**DyslexiaServices (E1650)** indicates the type of dyslexia or related services, if any, a student identified with dyslexia or a related disorder under TEC §48.009 has received at any time during the school year.

More than one *DyslexiaServices* (C224) may be reported for each student. The *DyslexiaServices* may change for a student each year.

**BeginDate (E3010)** is the first instructional day in the current school year a student is assigned to the *DyslexiaServices* descriptor.

**EndDate (E3020)** is the first day after the last instructional day a student is no longer assigned to the *DyslexiaServices* descriptor.

**StudentEducationOrganizationAssociation>EconomicDisadvantageSet**

The *EconomicDisadvantageSet* common type captures the student's economic disadvantage status.

**EconomicDisadvantage (E0785)** is an indication of an inadequate financial condition of an individual's family, as determined by family income, number of family members/dependents, participation in public assistance programs, and other characteristics considered relevant by federal, state, and local policy.

**For PEIMS Fall Submission (1):**

*EconomicDisadvantage* is based on a student's status as follows:

- The status on the PEIMS Fall snapshot date (last Friday in October) for *AsOfStatusLastFridayOctober*:
  - B – Enrolled In District In School-Start Window And Enrolled On Fall As Of Date,
  - D – Enrolled PY Not Enrolled School-Start Window And Enrolled Fall As Of Date, and
  - F – Not Enrolled PY Not Enrolled School Start Was Enrolled On Fall As Of Date.
- The student's last status in the current year for *AsOfStatusLastFridayOctober*:
  - C – Enrolled In District In School-Start Window Not Enrolled On Fall As Of Date,
  - E – Enrolled PY and CY Not Enrolled School-Start Window Or Fall As Of Date, and
  - G – Not Enrolled PY Enrolled CY Not Enrolled School Start Or Fall As Of Date.
- The student's last status from the prior year for *AsOfStatusLastFridayOctober*:
  - A – Enrolled In District Prior School Year Not Enrolled District Current Year.

**For PEIMS Summer Submission (3):**

*EconomicDisadvantage* is reported based on a student's economic disadvantage status as of the last day of the school year or on the last day of the student's enrollment in the school year, whichever comes later.

**Child Nutrition Program – National School Lunch Program (NSLP) and School Breakfast Program (SBP)**

For schools that offer the NSLP and the 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 and upon initial enrollment.

<b>Traditional Claiming</b>	
<b>Overview:</b> <ul style="list-style-type: none"> <li>Distribute the official Federal Free and Reduced-Price Meal Application form.</li> <li>Review enrolled students against all direct certification lists for free or reduced-price lunch eligibility.</li> <li>Submit a monthly report to the Texas Department of Agriculture (TDA) indicating the highest number of eligible Free and Reduced-Price National School Lunch Program students along with information related to the number of Free and Reduced-Price meals served to the school population.</li> </ul> <p>The above activities must be performed for all student at the start of each new school year and for each student that enrolls during the school year.</p>	
<b>Economic Disadvantage Descriptor</b>	
<b>00 – Did Not Qualify As Economically Disadvantaged</b>	<ul style="list-style-type: none"> <li>Income on the official Federal Free and Reduced-Price Meal Application is too high.</li> </ul>
<b>01 – Eligible for Free Meals</b>	<ul style="list-style-type: none"> <li>Income on the official Federal Free and Reduced-Price Meal Application qualifies the student for free lunch and breakfast.</li> <li>Student is on direct certification list for as eligible for a free lunch and breakfast.</li> </ul>
<b>02 – Eligible for Reduced-Priced Meals</b>	<ul style="list-style-type: none"> <li>Income on the official Federal Free and Reduced-Price Meal Application qualifies student for reduced-price lunch and breakfast.</li> <li>Student is on direct certification list for a Medicaid Reduced-price lunch/breakfast.</li> </ul>
<b>99 – Other Economic Disadvantage</b>	<ul style="list-style-type: none"> <li>Student who is determined to be economically disadvantaged through a means other than the official Federal Free and Reduced-Prices Meal Application form or direct certification.</li> </ul> <p>This includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>Temporary Assistance for Needy Families (TANF) students,</li> <li>Supplemental Nutrition Assistance Program (SNAP) students,</li> </ul>

Traditional Claiming	
	<ul style="list-style-type: none"> <li>and any other student who may be determined to be economically disadvantaged through the use of locally developed income survey forms. Examples include, but are not limited to, Prekindergarten eligibility applications related to economic disadvantage status, migrant students, runaway students, and homeless students.</li> </ul>

Provision 2	
<b>Overview:</b> <b>First (Base) year of cycle:</b> <ul style="list-style-type: none"> <li>Distribute official Federal Free and Reduced-Price Meal Application form for the first (base) year of Provision 2.</li> <li>Review enrolled students against all direct certification lists for free or reduced-price lunch eligibility for the first (base) year of Provision 2.</li> </ul> <b>Second and subsequent years of cycle:</b> <ul style="list-style-type: none"> <li>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 local education agency.</li> </ul>	
Economic Disadvantage Descriptor	
00 – Did Not Qualify As Economically Disadvantaged	<b>First (Base) year of cycle:</b> <ul style="list-style-type: none"> <li>The official Federal Free and Reduced-Price Meal Application is not returned.</li> <li>Income on the official Federal Free and Reduced-Price Meal Application is too high.</li> <li>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.</li> </ul> <b>Second and subsequent years of cycle:</b> <ul style="list-style-type: none"> <li>Roll students reported with 00 students who are continuously enrolled to 00 in second and subsequent years of Provision 2 cycle.</li> <li>All students who are not identified as economically disadvantaged for any school year during the Provision 2 program are reported with Economic Disadvantage 00.</li> <li>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.</li> </ul>

<b>Provision 2</b>	
<b>01 – Eligible for Free Meals</b>	<p><b>First (Base) year of cycle:</b></p> <ul style="list-style-type: none"> <li>Income on the official Federal Free and Reduced-Price Meal Application qualifies student for free lunch and breakfast.</li> <li>Student is on one of the direct certification lists as eligible for a free lunch and breakfast.</li> </ul> <p><b>Second and subsequent years of cycle:</b></p> <ul style="list-style-type: none"> <li>Roll students reported 01 from base year who are continuously enrolled to 01 in second year and subsequent years of the Provision 2 cycle.</li> </ul>
<b>02 – Eligible for Reduced-Priced Meals</b>	<p><b>First (Base) year of cycle:</b></p> <ul style="list-style-type: none"> <li>Income on the official Free and Reduced-Price Meal Application qualifies student for reduced-price lunch and breakfast.</li> <li>Student is on direct certification list for a Medicaid Reduced-price lunch and breakfast.</li> </ul> <p><b>Second and subsequent years of cycle:</b></p> <ul style="list-style-type: none"> <li>Roll students reported 02 from base year who are continuously enrolled to 02 in second year and subsequent years of the Provision 2 cycle.</li> </ul>
<b>99 – Other Economic Disadvantage</b>	<p><b>First (Base) year of cycle:</b></p> <ul style="list-style-type: none"> <li>Economic Disadvantage 99 is not used in the first (base) year of cycle.</li> </ul> <p><b>Second and subsequent years of cycle:</b></p> <ul style="list-style-type: none"> <li>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 local education agency.</li> </ul> <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 99.</p>

<b>Community Eligibility Provision (CEP)</b>
<b>Overview:</b>

<b>Community Eligibility Provision (CEP)</b>	
<ul style="list-style-type: none"> <li>Distribute a locally developed income survey form to each student that is not on a direct certification list at the beginning of each school year and to each student that enrolls during the school year.</li> </ul> <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 for which they actually qualify for based upon the direct certification lists and the locally developed income survey form that must be provided each school year.</p>	
<b>Economic Disadvantage Descriptor</b>	
<b>00 – Did Not Qualify As Economically Disadvantaged</b>	<ul style="list-style-type: none"> <li>Student is not on any of the direct certification lists as being eligible for a free or reduced-price lunch and breakfast.</li> <li>The locally developed income survey form was not returned.</li> <li>Income on the locally developed income survey form is too high.</li> </ul>
<b>01 – Eligible for Free Meals</b>	<ul style="list-style-type: none"> <li>Student is on one of the direct certification lists as eligible for a free lunch and breakfast.</li> </ul>
<b>02 – Eligible for Reduced-Priced Meals</b>	<ul style="list-style-type: none"> <li>Student is on one of the direct certification lists as eligible for a reduced-price lunch and breakfast.</li> </ul>
<b>99 – Other Economic Disadvantage</b>	<ul style="list-style-type: none"> <li>Student is not on any of the direct certification lists as being eligible for a free or reduced-price lunch and breakfast but based on the information provided on the locally developed income survey form is eligible for free or reduced-price lunch and breakfast.</li> </ul>

- 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 an LEA.
- 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 the 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.

LEAs that do not participate in the NSLP are not able to distribute the official Federal Free and Reduced-Price Meal Application form. Students would be reported based on the results of a locally developed income survey form with *EconomicDisadvantage* 00 (Did Not Qualify As Economically Disadvantaged) or 99 (Other Economic Disadvantage).



**BeginDate (E3010)** is the first instructional day in the current school year a student is assigned to the *EconomicDisadvantage* descriptor.

**EndDate (E3020)** is the first day after the last instructional day a student is no longer assigned to the *EconomicDisadvantage* descriptor.

**StudentEducationOrganizationAssociation>FosterCareTypeSet**

The *FosterCareTypeSet* common type captures 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 and the *BeginDate* and *EndDate* associated with the *FosterCareType* data element.

**FosterCareType (E1528)** indicates whether a student is in the conservatorship of the Department of Family and Protective Services (DFPS) currently, or for a prekindergarten student that was previously in the conservatorship of DFPS, or for a prekindergarten student that is or ever has been in foster care in another state or territory, if the student resides in this state (Texas).

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. One exception is for a prekindergarten student who is or ever has been in foster care in another state or territory, if the student resides in Texas. This information can only be collected in connection with prekindergarten eligibility.

**For PEIMS Fall Submission (1):**

*FosterCareType* is reported for all students identified as being in foster care on the PEIMS Fall snapshot date (last Friday in October)

**For PEIMS Summer Submission (3):**

All students identified as being in foster care on the PEIMS Fall snapshot date (last Friday in October) must also be reported as being in foster care in the PEIMS Summer Submission (3).

**For PEIMS Extended Year Submission (4):**

All students identified as being in foster care in the PEIMS Summer Submission (3) must also be reported as being in foster care in the PEIMS Extended Year Submission (4). The foster care data is reported in the PEIMS Extended Year Submission (4) to comply with TEC §25.007 concerning TEA’s legislative requirement to facilitate access to credit recovery, high school completion, and dual credit programs for foster care students.

The following link to the Foster Care and Student Success website provides additional information related to the foster care provisions, resources, and opportunities for LEAs: <https://tea.texas.gov/academics/special-student-populations/foster-care-and-student-success>.

Documentation required for a school to report a student as a Foster Care student can be found in the PEIMS Guidance: Students in Foster Care located at: <https://tea.texas.gov/academics/special-student-populations/foster-care-and-student-success/foster-care-information-and-resources>.

**BeginDate (E3010)** is the first instructional day in the current school year a student is assigned to the *FosterCareType* descriptor.

**EndDate (E3020)** is the first day after the last instructional day a student is no longer assigned to the *FosterCareType* descriptor.

#### **StudentEducationOrganizationAssociation>HomelessStatusSet**

The *HomelessStatusSet* common type identifies a student who is homeless and the *BeginDate* and *EndDate* associated with *HomelessStatus* data element.

**HomelessStatus (E1082)** as defined by 42 U.S.C. Section Part B §11434(a), definitions the term “homeless children and youths”

- A. means individuals who lack a fixed, regular, and adequate nighttime residence. The term includes-[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).

*HomelessStatus* 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:** Student lives in a shelter, transitional housing at any time during the current school year: 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:** Student lives temporarily doubled-up (sharing residence with a family or individual) at any time during the current school year: doubled-up (e.g., living with another family) is defined as sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason. This classification requires a case-by-case determination.
- **Unsheltered:** Student is unsheltered (i.e., lives on the street, lives in cars, parks, campgrounds, temporary trailers [including FEMA trailers], abandoned buildings) at any time during the current school year: Unsheltered is defined as 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 they live there because they lack an alternative accommodation), temporary trailers (if they live 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).

*HomelessStatus* 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, the *HomelessStatus* should not be changed and should still indicate that the student is homeless for the remainder of the current school year.

**For PEIMS Fall Submission (1):**

*HomelessStatus* is reported for all students identified as homeless on the PEIMS Fall snapshot date (last Friday in October)

**For PEIMS Summer Submission (3):**

All students identified as homeless on the PEIMS Fall snapshot date (last Friday in October) must also be reported as homeless in the PEIMS Summer Submission (3).

The homeless status of each student should be determined upon each enrollment and 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 42 U.S.C §§11431-11435, Part B of Every Student Succeeds Act) requires that all students that meet the statutory definition of homelessness be identified by the school district and open enrollment charter school. 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. 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. One of the responsibilities assigned to homeless liaisons under the McKinney-Vento Act is the identification of students experiencing homelessness. Many school districts and open enrollment charter school use a residency questionnaire to help determine homeless status. A sample residency questionnaire is available on the Texas Education for Homeless Children and Youth (TEHCY) Program 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 your [ESC Regional McKinney-Vento Liaison](#). 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 [TEHCY webpage](#). For the full text of the McKinney-Vento Homeless Assistance Act, visit [here](#).

**BeginDate (E3010)** is the first instructional day in the current school year a student is assigned to the HomelessStatus descriptor.

**EndDate (E3020)** is the first day after the last instructional day a student is no longer assigned to the HomelessStatus descriptor.

**StudentEducationOrganizationAssociation>UnaccompaniedYouthSet**

The *UnaccompaniedYouthSet* common type indicates a student who is considered an unaccompanied youth and the *BeginDate* and *EndDate* associated with *UnaccompaniedYouth* data element.

**UnaccompaniedYouth (E1084)** as defined by 42 U.S.C. Section Part B §11434(a), the term “unaccompanied youth” — includes a homeless child in the physical custody of a parent or guardian.

*UnaccompaniedYouth* is to be used by all districts and open-enrollment charter schools 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 §725, 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.

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 and open enrollment charter school 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 school district and open enrollment charter school must indicate whether or not the student received direct services under the Texas Education for Homeless Children and Youth (TEHCY) Program.

**For PEIMS Fall Submission (1):**

The *UnaccompaniedYouth* status is reported for all students identified as homeless on the PEIMS Fall snapshot date (last Friday in October).

**For PEIMS Summer Submission (3):**

If a homeless student is reported in the PEIMS Fall snapshot date (last Friday in October) with *UnaccompaniedYouth* (C192) 4 (Homeless Student Not In The Physical Custody Of A Parent Or Legal Guardian) the student must also be reported in the PEIMS Summer Submission (3) even if the student is now in the physical custody of a parent or legal guardian.

**BeginDate (E3010)** is the first instructional day in the current school year a student is assigned to the *UnaccompaniedYouth* descriptor.

**EndDate (E3020)** is the first day after the last instructional day a student is no longer assigned to the *UnaccompaniedYouth* descriptor.

**StudentEducationOrganizationAssociation>UnschoolledAsyleeRefugeeSet**

The *UnschoolerAsyleeRefugeeSet* common type indicates a student who was considered to be an unschooled asylee or refugee and the *BeginDate* and *EndDate* associated with *UnschoolerAsyleeRefugee* data element.

**UnschoolerAsyleeRefugee (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 §39.027(a-1).

"Unschooler 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, §400.41; or
  - b. a Refugee as defined by 8 United States Code §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 §28.002, as determined by the language proficiency assessment committee established under TEC §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.

Only students whose initial enrollment was in a school in the United States in grades 7-12 may be reported as an Unschooler Asylee Refugee.

Documentation substantiating the use of *UnschoolerAsyleeRefugee* (C183) 01 (Refugee) includes the following:

- Form I-94 Arrival/Departure card stamped with one of the following: Refugee, §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, §207 of the INA, RE-1, RE-2, RE-3, RE-4, or RE-5.

Documentation substantiating the use of *UnschoolerAsyleeRefugee* (C183) 02 (Asylee) includes the following:

- Form I-94 Arrival/Departure card stamped with one of the following: Asylum status granted, §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, §208 of the Immigration and Nationality Act (INA), AS-1, AS-2, or AS-3.
- Order of an immigration judge granting asylum under §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 §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 *UnschoolAsyleeRefugee* (C183) 02 (Asylee). This cannot be used for a student whose Form I-94 Arrival/Departure card indicates asylum status pending. Asylum must have been granted to be reported with *UnschoolAsyleeRefugee* (C183) 02 (Asylee).

Documentation supporting the Asylee or Refugee coding must be obtained by the resubmission deadline for the relevant PEIMS submission.

Families needing written documentation that a student meets Refugee status for PEIMS reporting purposes can contact the U.S. Office of Refugee Resettlement for assistance ([www.acf.hhs.gov/programs/orr/](http://www.acf.hhs.gov/programs/orr/)).

**BeginDate (E3010)** is the first instructional day a student is assigned to the *UnschoolAsyleeRefugee* descriptor.

**EndDate (E3020)** is the first day after the last instructional day a student is no longer assigned to the *UnschoolAsyleeRefugee* descriptor.

#### **StudentEducationOrganizationAssociation>EarlyReadingIndicatorSet**

The *EarlyReadingIndicatorSet* common type captures whether a student in kindergarten through second grade is eligible for accelerated reading instruction and the *BeginDate* and *EndDate* associated with *EarlyReadingIndicator* data element.

**EarlyReadingIndicator (E1522)** indicates whether a student is eligible for accelerated reading instruction as indicated by the administered reading instrument.

The *EarlyReadingIndicator* only apply to students in grades KG, 01, and 02.

#### **For PEIMS Fall Submission (1):**

The *EarlyReadingIndicator* reported is based on the Beginning of Year (BOY) assessment results.

#### **For PEIMS Summer Submission (3):**

The *EarlyReadingIndicator* reported is based on the latest assessment results available for the student.

**BeginDate (E3010)** is the first instructional day in the current school year a kindergarten, first, or second grade student is assigned to the *EarlyReadingIndicator* descriptor.

**EndDate (E3020)** is the first day after the last instructional day a kindergarten, first, or second grade student is no longer assigned to the *EarlyReadingIndicator* descriptor.

**StudentEducationOrganizationAssociation>MilitaryConnectedStudentSet**

The *MilitaryConnectedStudentSet* common type captures whether a student enrolled in a school district or open-enrollment charter school is a dependent of a member of the United States military service in the Army, Navy, Air Force, Marine Corps, or Coast Guard on active duty, the Texas National Guard, or a reserve force of the United States military and the *BeginDate* and *EndDate* associated with *MilitaryConnectedStudent* data element.

**MilitaryConnectedStudent (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.

*MilitaryConnectedStudent* is reported only for students in prekindergarten through grade 12. The Interstate Compact on Military Students only pertains to students in grade levels kindergarten through grade 12 only. *MilitaryConnectedStudent* data element is reported for prekindergarten students to determine eligibility for participation in the prekindergarten program.

**For PEIMS Fall Submission (1):**

Report the *MilitaryConnectedStudent* based on the military connected status as of the last Friday in October.

**For PEIMS Summer Submission (3):**

All students identified as being a *MilitaryConnectedStudent* for Submission 1 must also be reported in Submission 3.

Students in grade level prekindergarten who are eligible for prekindergarten as the result of being a dependent of certain military personnel should be reported with *MilitaryConnectedStudent* 4 (PK Dependent Active-Duty US Military Or Reserve, Killed On Active Duty).



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 is defined in 37 U.S. Code §401.

**BeginDate (E3010)** is the first instructional day a student is assigned to the *MilitaryConnectedStudent* descriptor.

**EndDate (E3020)** is the first day after the last instructional day a student is no longer assigned to the *MilitaryConnectedStudent* descriptor.

#### **StudentEducationOrganizationAssociation>DyslexiaRiskSet**

The *DyslexiaRiskSet* common type captures the results of screening for dyslexia and related disorders and the associated *BeginDate* and *EndDate*.

**DyslexiaRisk (E1644)** indicates the results of screening for dyslexia and related disorders required under TEC §38.003(a).

*DyslexiaRisk* is only reported for students in kindergarten and first grade 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).

**DyslexiaScreeningExceptionReason (E1732)** indicates the reason a student in kindergarten or first grade was not screened for dyslexia or related disorders during the dyslexia screening window.

*DyslexiaScreeningExceptionReason* must be reported for students in kindergarten and first grade who have not been screened for dyslexia or related disorders, *DyslexiaRisk* 03 (Not Screened For Dyslexia Or Related Disorders).

Dyslexia screening window:

Kindergarten – begins on the first instructional day of the school year and ends on the last instructional day of the school year.

First Grade – begins on the first instructional day of the school year and ends on January 31st.

#### **Dyslexia Resources**

[Special Student Populations: Dyslexia and Related Disorders](#)

**BeginDate (E3010)** is the first instructional day in the current school year a kindergarten or first grade student is assigned to the *DyslexiaRisk* descriptor.

**EndDate (E3020)** is the first day after the last instructional day a kindergarten or first grade student is no longer assigned to the *DyslexiaRisk* descriptor.

**StudentEducationOrganizationAssociation>PKProgramTypeSet**

The *PKProgramTypeSet* common type captures the length of the prekindergarten instructional day for a particular prekindergarten student and the *BeginDate* and *EndDate* associated with *PKProgramType* data element.

**PKProgramType (E1078)** indicates the length of the prekindergarten instructional day for a particular prekindergarten student.

The *PKProgramType* captures the level of participation for a student in the prekindergarten program, half, or full day. The *PKProgramType* is a mandatory field for all PK students.

**BeginDate (E3010)** is the first instructional day in the current school year a prekindergarten student is assigned to the *PKProgramType* descriptor.

**EndDate (E3020)** is the first day after the last instructional day a prekindergarten student is no longer assigned to the *PKProgramType* descriptor.

**StudentEducationOrganizationAssociation>PKFundingSourceSet**

The *PKFundingSourceSet* common type captures the source of funding for a prekindergarten student and the *BeginDate* and *EndDate* associated with *PKFundingSource* data element. The common type is only reported for prekindergarten students funded for half-day but attend full-day, or if the prekindergarten student is ineligible for funding.

**PKFundingSource (E3044)** indicates the source of funding for a prekindergarten student.

**OrderOfPKFundingSource (E3040)** is the order of the student's prekindergarten Funding Source:

- 1 – Primary
- 2 – Secondary

**For the PEIMS Fall Submission (1):**

A *OrderOfPKFundingSource* 1 must be reported for:

- Prekindergarten students who are Enrolled, Not in membership (*ADAEligibility* (C059) 0),
- Prekindergarten students who are eligible for half-day state funding but attend the prekindergarten program full-day, and
- Prekindergarten students who are ineligible for state funding (*ADAEligibility* (C059) 4 or 5).

A *OrderOfPKFundingSource* 2 may be reported for:

- Prekindergarten students who are Enrolled, Not in membership (*ADAEligibility* (C059) 0),
- Prekindergarten students who are eligible for half-day state funding but attend the prekindergarten program full-day and have two funding sources for the second half of the day, and
- Prekindergarten students who are ineligible for state funding (*ADAEligibility* (C059) 4 or 5) and are funded through a secondary funding source in addition to the primary funding source.

**Chart for Determining Prekindergarten Funding Source Reporting for the PEIMS Fall Submission (1):**

ADA Eligibility (C059)	ADAEligibility Description	PK Program Type (C185)	PKProgramType Description	OrderOfPK Funding Source 1 Reported?	OrderOfPK Funding Source 2 Reported?	Allowed Values for PKFundingSource (C186)
0	Enrolled, Not In Membership	00		Yes	Yes*	Any
1	Eligible for Full Day Attendance	03	PK Eligible At Least Four Hours Each Day and Special Education Services	No	No	N/A
2	Eligible for Half Day Attendance	01	PK Eligible At Least Two Hours Less Than Four Hours Each Day	No	No	N/A
2	Eligible for Half Day Attendance	02	PK Eligible at Least Four Hours Each Day	Yes	Yes*	<b>Four-year-old or Five-year-old:</b> 2 (Local District Share Funding) 4 (Federal Funding) 5 (Early Education Allotment)  Except LEAs with an MOU with PK4SA.

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ADA Eligibility (C059)	ADAEligibility Description	PK Program Type (C185)	PKProgramType Description	OrderOfPK Funding Source 1 Reported?	OrderOfPK Funding Source 2 Reported?	Allowed Values for PKFundingSource (C186)
						<b>Three-year-old:</b> 1 (Tuition Fees) 2 (Local District Share Funding) 4 (Federal Funding) 5 (Early Education Allotment)  Except LEAs with an MOU with PK4SA
3	Eligible Transfer-Student Full Day	03	PK Eligible At Least Four Hours Each Day And Special Education Services	No	No	N/A
4	Ineligible-Full Day	05	PK Ineligible At Least Four Hours Each Day	Yes	Yes*	Any
5	Ineligible-Half Day	04	PK Ineligible At Least Two Hours Less Than Four Hours Each Day	Yes	No	Any
6	Eligible Transfer Student-Half Day	01	PK Eligible At Least Two Hours Less Than Four Hours Each Day	No	No	N/A
6	Eligible Transfer Student-Half Day	02	PK Eligible at Least Four Hours Each Day	Yes	Yes*	<b>Four-year-old or Five-year-old:</b> 2 (Local District Share Funding) 4 (Federal Funding) 5 (Early Education Allotment)  Except LEAs with an MOU with PK4SA.

ADA Eligibility (C059)	ADAEligibility Description	PK Program Type (C185)	PKProgramType Description	OrderOfPK Funding Source 1 Reported?	OrderOfPK Funding Source 2 Reported?	Allowed Values for PKFundingSource (C186)
						<b>Three-year-old:</b> 1 (Tuition Fees) 2 (Local District Share Funding) 4 (Federal Funding) 5 (Early Education Allotment)  Except LEAs with an MOU with PK4SA

\*If student is funded from additional sources.

Note: an eligible five-year-old student in a prekindergarten class must also be reported with a *StudentCharacteristic* (C344) 18 (Parent Request Retention).

### For the PEIMS Summer Submission (3):

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

A *OrderOfPKFundingSource* 1 must be reported for:

- Prekindergarten students who are eligible for half-day state funding but attend the prekindergarten program full-day, and
- Prekindergarten students who are ineligible for state funding (*ADAEligibility* (C059) 4 or 5).

For example, if a student is eligible for prekindergarten, TEA will pay for a half day of prekindergarten attendance. If the same student attends the program full day, then the LEA must at a minimum report an *OrderOfPKFundingSource* 1 for that student to describe the source of funding that covers the expense of the prekindergarten program for the **second half of the day**.

A *OrderOfPKFundingSource* 2 may be reported for:

- Prekindergarten students who are eligible for half-day state funding but attend the prekindergarten program full-day and have two funding sources for the second half of the day, and
- Prekindergarten students who are ineligible for state funding (*ADAEligibility* (C059) 4 or 5) and are funded through a secondary funding source in addition to the primary funding source.

For example, if a student is eligible for prekindergarten, TEA will pay for a half day of prekindergarten attendance. If the same student attends the program full day, the second half of the day may be funded by **two** funding sources. If so, the LEA will report an *OrderOfPKFundingSource* 1 and 2.

**Chart for Determining Prekindergarten Funding Source Reporting for the PEIMS Summer Submission (3):**

PK Program Type (C185)	PKProgramType Description	Half or Full Day Student?	OrderOfPK Funding Source 1 Reported?	OrderOfPK Funding Source 2 Reported?	Allowed Values for PKFundingSource (C186)
01	PK Eligible At Least Two Hours Less Than Four Hours Each Day	Half	No	No	N/A
02	PK Eligible at Least Four Hours Each Day	Half	Yes	Yes*	Any
02	PK Eligible at Least Four Hours Each Day	Full	Yes	Yes*	<b>Four-year-old or Five-year-old:</b> 2 (Local District Share Funding) 4 (Federal Funding) 5 (Early Education Allotment)  Except LEAs with an MOU with PK4SA.  <b>Three-year-old:</b> 1 (Tuition Fees) 2 (Local District Share Funding) 4 (Federal Funding) 5 (Early Education Allotment)  Except LEAs with an MOU with PK4SA

PK Program Type (C185)	PKProgramType Description	Half or Full Day Student?	OrderOfPK Funding Source 1 Reported?	OrderOfPK Funding Source 2 Reported?	Allowed Values for PKFundingSource (C186)
03	PK Eligible At Least Four Hours Each Day and Special Education Services	Full	No	No	N/A
04	PK Ineligible At Least Two Hours Less Than Four Hours Each Day	Half	Yes	Yes*	Any
04	PK Ineligible At Least Two Hours Less Than Four Hours Each Day	Full	Yes	Yes*	Any
05	PK Ineligible At Least Four Hours Each Day	Full	Yes	Yes*	Any

\*If student is funded from additional sources.

Note: an eligible five-year-old student in a prekindergarten class must also be reported with a *StudentCharacteristic* (C344) 18 (Parent Request Retention).

**BeginDate (E3010)** is the first instructional day in the current school year a prekindergarten student is identified as being funded by the specific source.

**EndDate (E3020)** is the first day after the last instructional day a prekindergarten student is no longer identified as being funded by the specific source.

**StudentEducationOrganizationAssociation>AcceleratedInstructionSet**

The *AcceleratedInstructionSet* common type identifies the accelerated instruction plan provided by an LEA to a particular student.

**AcceleratedInstructionSubject (E3084)** indicates the subject in which the student is eligible to receive accelerated instruction.

**StudentAcceleratedInstructionParticipation (E3085)** indicates whether or not the student participated in the prescribed accelerated instruction for the subject in which the student did not achieve satisfactory performance on an assessment instrument.

**AssignedHoursAcceleratedInstruction (E3086)** indicates the number of hours of accelerated instruction assigned to the student for a particular subject.

**CompletedHoursAcceleratedInstruction (E3087)** indicates the number of hours of accelerated instruction the local education agency provided to the student in a particular subject.

The *CompletedHoursAcceleratedInstruction* should be the cumulative number of hours of accelerated instruction provided to a student even if some of the hours were provided by a district other than the district reporting the *AcceleratedInstructionSet* common type.

**DifferenceReasonHoursAcceleratedInstruction (E3088)** indicates the reason the student did not complete the full number of assigned hours of accelerated instruction.

#### **StudentEducationOrganizationAssociation>Address**

The *Address* common type is a set of elements that describe an address, including the street address, city, state, and zip code.

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

The student, primary, and secondary contact addresses may use one of the following address types from the AddressType (C300) descriptor table: 01 (Home), 02 (Physical), 03 (Billing), 04 (Mailing), 05 (Other), 06 (Temporary), and 07 (Work). In cases where multiple addresses are submitted, the SPPI-14 Collection will promote address data in the following order of priority: 04 (Mailing), 01 (Home), 02 (Physical), 06 (Temporary), 07 (Work), 03 (Billing), and 05 (Other). Only one address type will be used per student, primary and secondary contact.

**StreetNumberName (E1114)** is the street number and street name or post office box number of an address.

**ApartmentRoomSuiteNumber (E1115)** is the apartment, room, or suite number of an address.

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



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

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

**StudentEducationOrganizationAssociation>Language**

The *Language* common type includes the set of data elements that capture the language and language use (Student Language and Home Language) along with the *BeginDate* and *EndDate* associated to the *Language* data element.

**Language (E3033)** indicates the language used in the student’s home and the language used by the student, as determined by the student’s home language survey. (see 19 TAC §89.1215).

**LanguageUse (E3035)** is a description of how the language is used (e.g., Home Language and Student Language).

01 – Home Language
Definition
The <b>Home Language</b> descriptor indicates the languages used in the student’s home, as determined by the student’s home language survey at question 1 (Which languages are used at home?).
Special Instructions
19 TAC §89.1215
Former Data Element Name and Number
HOME-LANGUAGE-CODE (E0895)

02 – Student Language
Definition
The <b>Student Language</b> descriptor indicates the language used by the student at home, as determined by the student’s home language survey at question 2 (Which languages are used by the child at home?).
Special Instructions

**Note:** If the answer to question 2 (Which languages are used by the child at home?) on the home language survey is English, indicate the language listed at question 3 (If the child had a previous home setting, which languages were used?) regarding a language used by the student in a previous home setting if it is a language other than English. If N/A was listed at question 3, report the language in accordance with the response to question 2.

19 TAC §89.1215

Former Data Element Name and Number
STUDENT-LANGUAGE-CODE (E1590)

**Relationship between the EmergentBilingualIndicator (C061), Language (C092), and the LanguageUse (C336):**

Emergent Bilingual Indicator (C061)	EmergentBilingualIndicator Description	LanguageUse – 01 (Home Language)	LanguageUse – 02 (Student Language)	Rule Error Level	Rule Number
Not Reported	Not Reported	Any except 98	Any except 98	Warning	40100-0155
1	Identified as EB	98	98	Fatal	40100-0154
1	Identified as EB	98	Any except 98	N/A	
1	Identified as EB	Any except 98	98	Warning	40100-0152
1	Identified as EB	Any except 98	Any except 98	N/A	
F	Monitored 1	98	98	Fatal	40100-0154
F	Monitored 1	98	Any except 98	N/A	
F	Monitored 1	Any except 98	98	Warning	40100-0152
F	Monitored 1	Any except 98	Any except 98	N/A	
S	Monitored 2	98	98	Fatal	40100-0154
S	Monitored 2	98	Any except 98	N/A	
S	Monitored 2	Any except 98	98	Warning	40100-0152
S	Monitored 2	Any except 98	Any except 98	N/A	
3	Monitored 3	98	98	Fatal	40100-0154
3	Monitored 3	98	Any except 98	N/A	
3	Monitored 3	Any except 98	98	Warning	40100-0152

Emergent Bilingual Indicator (C061)	EmergentBilingualIndicator Description	LanguageUse – 01 (Home Language)	LanguageUse – 02 (Student Language)	Rule Error Level	Rule Number
3	Monitored 3	Any except 98	Any except 98	N/A	
4	Monitored 4	98	98	Fatal	40100-0154
4	Monitored 4	98	Any except 98	N/A	
4	Monitored 4	Any except 98	98	Warning	40100-0152
4	Monitored 4	Any except 98	Any except 98	N/A	

#### **StudentEducationOrganizationAssociation>StudentCharacteristic**

The *StudentCharacteristic* common type captures important characteristics of the student's home situation: At-Risk, Immigrant, Migratory, Pregnant Teen, Gifted and Talented, etc., and the *BeginDate* and *EndDate* associated with *StudentCharacteristic* data element.

**StudentCharacteristic (E3063)** captures important characteristics of the student’s environment or situation.

The below tables provide more information about each student characteristic.

01 – At Risk
Definition
<p>The <b>At Risk</b> student characteristic 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. A student “at-risk of dropping out of school” is under 26 years of age and who:</p> <ol style="list-style-type: none"> <li>was not advanced from one grade level to the next for one or more school years; Excludes a student not advanced from prekindergarten or kindergarten to the next grade level only as the result of the student’s parent request.</li> <li>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;</li> <li>did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another</li> </ol>

01 – At Risk
<p>appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;</p> <ol style="list-style-type: none"> <li>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;</li> <li>5. is pregnant or is a parent;</li> <li>6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;</li> <li>7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;</li> <li>8. is currently on parole, probation, deferred prosecution, or other conditional release;</li> <li>9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;</li> <li>10. is an emergent bilingual student, as defined by §29.052;</li> <li>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;</li> <li>12. is homeless;</li> <li>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;</li> <li>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 §1.07, Penal Code; or</li> <li>15. is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under TEC §39.0548.</li> </ol> <p>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 Subchapter G, Chapter 12.</p>
Special Instructions
<p>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 considered being in an at-risk situation. LEAs should use the student's individualized education program (IEP) and other appropriate information to make the determination.</p>

01 – At Risk
<p>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.</p> <p>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 in the PEIMS Fall Submission (1). 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.</p> <p>Additional information on at-risk and State Compensatory Education can be found at: <a href="https://tea.texas.gov/finance-and-grants/financial-compliance/state-compensatory-education">https://tea.texas.gov/finance-and-grants/financial-compliance/state-compensatory-education</a>.</p> <p>For those students who are determined to be at-risk under the “parent” criteria, the following conditions must be met:</p> <ul style="list-style-type: none"> <li>• the child of the student must still be alive;</li> <li>• the student must continue to have regular contact with the child; and</li> <li>• the student must continue to provide regular emotional and physical support (e.g., food, clothing, shelter, health care) for the child.</li> </ul> <p>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.</p> <p>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.</p> <p>This definition does not exclude students who assume only partial responsibility for the emotional and 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.</p>
Former Data Element Name and Number

<b>01 – At Risk</b>
AT-RISK-INDICATOR-CODE (E0919)

<b>02 – Immigrant</b>
<b>Definition</b>
<p>The <b>Immigrant</b> student characteristic indicates whether the student is an identified immigrant under the definition found under Every Student Succeeds Act (ESSA), §3201(5), where the term ‘immigrant children and youth’ is defined as individuals who:</p> <ul style="list-style-type: none"> <li>(A) are aged 3 through 21;</li> <li>(B) were not born in any State; and</li> <li>(C) have not been attending one or more schools in any one or more States for more than three full academic years.</li> </ul> <p>The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.</p>
<b>Special Instructions</b>
<p>Texas has defined an academic year to equal 10 months with a total eligibility of 30 months of service for a student who meets the definition of an immigrant student. If a student has been enrolled in multiple states, the student’s eligibility must not add up to a total of more than three full academic years.</p> <p><b>Note:</b> academic years in schools defined for immigrant eligibility differs from the definition used for assessment purposes.</p>
<b>Former Data Element Name and Number</b>
IMMIGRANT-INDICATOR-CODE (E0797)

<b>03 – Migratory</b>
<b>Definition</b>
<p>The <b>Migratory</b> student characteristic indicates whether the student (ages 3-21) is a child who in the preceding 36 months made a qualifying move as a migratory agricultural worker, including migratory dairy worker, or migratory fisher, or moved with or to join a parent, spouse, or guardian who is a migratory agricultural worker or fisher.</p> <p>“Qualifying move” means a move due to economic necessity from</p> <ol style="list-style-type: none"> <li>1. one residence to another; and</li> </ol>

03 – Migratory
<ol style="list-style-type: none"> <li>2. has moved from one school district to another; or</li> <li>3. 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 and have either (1) engaged in a new qualifying work soon after the move, or (2) if the worker did not engage in new qualifying work soon after the move, actively sought such employment and had a history of moves for qualifying work.</li> </ol>
Special Instructions
<p>Every migratory student aged 3-21 who are enrolled in campus-based programs, but who have not yet received a high school diploma should be reported with this <i>StudentCharacteristic</i> even if the LEA does not receive migrant funding.</p> <p>A migratory student does not have to receive migrant-funded services to be reported with this <i>StudentCharacteristic</i>. The student simply has to be eligible under the federal legal definition of an eligible migratory child.</p> <p>To be eligible under the federal definitions listed above, the child must have a current Certificate of Eligibility (COE) on file at the district or regional education service center completed and signed by an individual trained by the Texas Migrant Education Program (MEP). The district should ensure that all school-aged children reported, and all children listed on the COE match. Questions regarding eligibility, program qualification, etc. should be directed to the migrant funded staff at the regional education service center.</p> <p>Note: migratory students aged 5-21 who are not enrolled in school (residency-only students) are not reported with the student characteristic.</p> <p>Migratory three-and-four-year-old students served in a campus-based program funded wholly or in part by Title I, Part C (Migrant) funds should also be reported as grade level prekindergarten.</p> <p>Migratory three-and-four-year-old students served in a home-based early childhood program funded wholly or in part by Title I, Part C (Migrant) funds (e.g., a Bright Beginning) should be reported as grade level Early Education. Additionally, these students should be, <i>ADAEligibility</i> (C059) 0 (Enrolled, Not In Membership).</p> <p>Migratory students who do not have a Social Security number should still be reported through using a state-assigned alternative ID number. <b>Children should never be omitted merely because they do not have a Social Security number.</b></p>

03 – Migratory
A migratory student who is not receiving Title I, Part A services should not be reported as a <i>TitleIPartAParticipant</i> (C122) unless the migratory student was previously served by Title I, Part A at the current campus. The student would then be reported with a <i>TitleIPartAParticipant</i> (C122) 8 (Attend Title I Pt A Targeted School No Par Title I, Part A Prgm Prev Par).
Former Data Element Name and Number
MIGRANT-INDICATOR-CODE (E0984)

04 – Dyslexia
Definition
The <b>Dyslexia</b> student characteristic indicates whether a student is identified as having dyslexia or related disorder as defined in TEC §38.003.
Special Instructions
<p><i>Dyslexia</i> 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.</p> <p><i>Related disorders</i> includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.</p> <p>Once a student has been identified as having dyslexia or a related disorder, the student will continue to be reported with the Dyslexia student characteristic until graduation. For the PEIMS Summer Submission (3) a student reported with the Dyslexia student characteristic must also be reported with at least one <i>DyslexiaServices</i> (C224).</p>
Former Data Element Name and Number
DYSLEXIA-INDICATOR-CODE (E1530)

05 – Texas Science, Technology, Engineering And Mathematics Initiative (T-STEM)
Definition
The <b>Texas Science, Technology, Engineering And Mathematics Initiative (T-STEM)</b> student characteristic indicates whether a student is enrolled in Texas Science, Technology, Engineering, and Mathematics (T-STEM) Academy as defined in TAC §102.1093.



<b>05 – Texas Science, Technology, Engineering And Mathematics Initiative (T-STEM)</b>
<b>Special Instructions</b>
Only students in grades 6-12 are eligible to enroll in a T-STEM academy.
<b>Former Data Element Name and Number</b>
T-STEM-INDICATOR-CODE (E1559)

<b>06 – Early College High School (ECHS)</b>
<b>Definition</b>
The <b>Early College High School (ECHS)</b> student characteristic indicates whether a student is enrolled in an Early College High School (ECHS) as defined in TAC §102.1091.
<b>Special Instructions</b>
Only students in grades 9-12 are eligible to enroll in an ECHS.
<b>Former Data Element Name and Number</b>
ECHS-INDICATOR-CODE (E1560)

<b>07 – Pathways in Technology Early College High School (P-Tech)</b>
<b>Definition</b>
The <b>(Pathways in Technology Early College High School (P-Tech))</b> student characteristic indicates that a student in grades 9-12 is participating in the Pathways in Technology (P-Tech) Early College High School program.
<b>Special Instructions</b>
P-Tech campuses are approved through an application process and are limited to students in grades 9-12.
<b>Former Data Element Name and Number</b>
P-TECH-INDICATOR-CODE (E1612)

08 – New Tech
Definition
The <b>New Tech</b> student characteristic indicates that a student in grades 7-12 is enrolled in a New Tech Network campus as identified by the New Tech Network.
Special Instructions
A New Tech campus must sign an agreement with the New Tech Network to be identified as a member of the New Tech Network. The New Tech Network campuses may serve any grade levels, but the New Tech student characteristic should only be reported for students in grades 7-12.
Former Data Element Name and Number
NEW-TECH-INDICATOR-CODE (E1647)

09 – IEP Continuer
Definition
Per Texas Education Code TEC §39.053(g-2), the <b>IEP Continuer</b> student characteristic indicates whether a student: <ul style="list-style-type: none"> <li>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,</li> <li>b) has not completed his or her individualized education program under 19 TAC §89.1070 (b) (2) and the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.), and</li> <li>c) is enrolled and receiving individualized education program services.</li> </ul>
Special Instructions
A student who is reported as an IEP Continuer should not also be reported as a graduate.
Former Data Element Name and Number
IEP-CONTINUER-INDICATOR-CODE (E1564)

10 – Star of Texas
Definition

10 – Star of Texas
The <b>Star of Texas</b> student characteristic indicates that the student is eligible for free public prekindergarten because they are the child of a person awarded the Star of Texas Award.
Special Instructions
<p>If an individual has a prekindergarten-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.</p> <p>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:</p> <ol style="list-style-type: none"> <li>1. Resolution Certification</li> <li>2. Letter from the Governor</li> <li>3. Letter from local representative (State representative from the Texas House or Senate)</li> </ol> <p>Refer to the Student Attendance Accounting Handbook for additional details regarding prekindergarten eligibility under this option.</p> <p>Additional information regarding the Star of Texas Awards, including a link to past honorees, is located at <a href="https://gov.texas.gov/organization/cjd/star-of-texas">https://gov.texas.gov/organization/cjd/star-of-texas</a>.</p>
Former Data Element Name and Number
STAR-OF-TEXAS-INDICATOR-CODE (E1601)

11 – PK Eligible Prior Year
Definition
<p>The <b>PK Eligible Prior Year</b> student characteristic indicates whether a student is eligible for enrollment in a prekindergarten class because:</p> <ul style="list-style-type: none"> <li>• A four-year-old student was eligible for enrollment at the age of three in the previous school year, but are not eligible through other criteria, or</li> <li>• A five-year-old student was eligible for enrollment at the age of four in the previous school year, and the parent requested they be retained in prekindergarten.</li> </ul>

11 – PK Eligible Prior Year
Special Instructions
<p>For four-year-old students, this indicator should <b>NOT</b> be used if a student is eligible for prekindergarten through <b>any</b> of the following other eligibility criteria:</p> <ul style="list-style-type: none"> <li>• Emergent Bilingual (EB)</li> <li>• Economically Disadvantaged</li> <li>• Military Connected</li> <li>• Foster Care</li> <li>• Homeless</li> <li>• Child of a person awarded the Star of Texas Award.</li> </ul> <p>For five-year-old students, this indicator may be used even if a student is reported with any of the other eligibility criteria. A five-year-old student is generally not eligible for prekindergarten under the traditional eligibility criteria. A five-year-old student is only eligible for prekindergarten if a parent requests retention in prekindergarten, or if the student was eligible for enrollment at age four in the previous year but has not yet enrolled in kindergarten.</p>
Former Data Element Name and Number
PK-ELIGIBLE-PREVIOUS-YEAR-INDICATOR-CODE (E1649)

12 – Section 504
Definition
The <b>Section 504</b> student characteristic 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.
Special Instructions
TEC §48.009(5)
Former Data Element Name and Number
SECTION-504-INDICATOR-CODE (E1603)

13 – Intervention Strategy
Definition

13 – Intervention Strategy
The <b>Intervention Strategy</b> student characteristic indicates that a student enrolled at the campus participated in an intervention strategy at any time during the school year. (TEC §26.004)
Special Instructions
Intervention Strategy means a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies.
Former Data Element Name and Number
INTERVENTION-STRATEGY-INDICATOR-CODE (E1602)

14 – Pregnancy Related Services
Definition
The <b>Pregnancy Related Services</b> student characteristic indicates whether a female student was eligible to receive pregnancy related services.
Special Instructions
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 information is incorrect in the Unique ID Application. Demographic information for students on reports is extracted from the Unique ID Application, not from the LEA reported data. LEAs should ensure the information is accurate in the Unique ID Application.
Former Data Element Name and Number
PREGNANCY-RELATED-SERVICES (E1432)

15 – Gifted and Talented
Definition
The <b>Gifted and Talented</b> student characteristic indicates whether the student participated at any time during the school year in a state-approved gifted and talented program, as defined in 19 TAC Chapter 89, Subchapter A.
Special Instructions

<b>15 – Gifted and Talented</b>
N/A
<b>Former Data Element Name and Number</b>
GIFTED-TALENTED-INDICATOR-CODE (E0034)

<b>16 – Adult Previous Attendance</b>
<b>Definition</b>
The <b>Adult Previous Attendance</b> student characteristic indicates whether an adult student (age 18-25) who is currently enrolled in a high school equivalency program, dropout recovery school, or other adult education program (under TEC §29.259), has attended school in the previous nine months prior to enrolling.
<b>Special Instructions</b>
<u><b>This data element is only to be reported for students age 18-25 on September 1 of the current school year who are currently enrolled in a high school equivalency program, dropout recovery school, or other adult education program (under TEC Section 29.259).</b></u>
The StudentCharacteristic is reported if the student has attended school in the previous nine months prior to enrolling in one of the above-mentioned programs.
<b>Former Data Element Name and Number</b>
ADULT-PREVIOUS-ATTENDANCE-INDICATOR-CODE (E1660)

<b>17 – General Education Homebound</b>
<b>Definition</b>
The <b>General Education Homebound</b> student characteristic indicates that a student was provided services through the General Education Homebound (GEH) program at any time during the current school year.
<b>Special Instructions</b>
See SAAH Sections 3.7 General Education Homebound (GEH) Program and 12.3.3 Remote Homebound Instruction – Regular Education Students for detailed guidance on the GEH program.

<b>17 – General Education Homebound</b>
<b>Former Data Element Name and Number</b>
GENERAL-EDUCATION-HOMEBOUND-INDICATOR (E1730)

<b>18 – Parent Request Retention</b>
<b>Definition</b>
The <b>Parent Request Retention</b> student characteristic indicates an enrolled student was retained at the request of the parent or guardian under Texas Education Code Section 28.02124.
<b>Special Instructions</b>
Beginning in the 2023-2024 school year: 1. Report any student in grades prekindergarten through eighth grade retained at the request of the parent or guardian. 2. For courses taken for high school credit, report a student repeating any course in which the student was enrolled in during the previous school year at the request of the parent or guardian.
<b>Former Data Element Name and Number</b>
PARENT-REQUEST-RETENTION-INDICATOR (E1729)

<b>19 – Bilingual/ESL Summer School</b>
<b>Definition</b>
The <b>Bilingual/ESL Summer School</b> student characteristic indicates whether the student is participating 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 emergent bilingual (EB) and must be eligible for admission to kindergarten or first grade at the beginning of the next school year, and a parent must have approved placement of the EB student in the required bilingual or ESL program following the procedures in 10 TAC, §89.1220.
<b>Special Instructions</b>
Reported in Submission 4 only.
<b>Former Data Element Name and Number</b>

<b>19 – Bilingual/ESL Summer School</b>
BILINGUAL/ESL-SUMMER-SCHOOL-INDICATOR-CODE (E1028)

<b>20 – Additional Days Program Participation</b>
<b>Definition</b>
The <b>Additional Days Program Participation</b> student characteristic indicates if an ADA eligible prekindergarten through fifth grade student participates in the additional days school year program as described in TEC §48.0051.
<b>Special Instructions</b>
None
<b>Former Data Element Name and Number</b>
ADDITIONAL-DAYS-PROGRAM-PARTICIPATION-INDICATOR-CODE (E1672)

<b>21 – Virtual Student Not In Membership</b>
<b>Definition</b>
The <b>Virtual Student Not In Membership</b> identifies students who spend at least half of their instructional time enrolled in virtual courses without the benefit of funding under ADA.
<b>Special Instructions</b>
N/A
<b>Former Data Element Name and Number</b>
VIRTUAL-STUDENT-NOT-IN-MEMBERSHIP (E1735)

<b>22 – Rural Pathway Excellence Partnership Participation</b>
<b>Definition</b>



22 – Rural Pathway Excellence Partnership Participation
The <b>Rural Pathway Excellence Partnership Participation</b> identifies students that participated in the Rural Pathway Excellence Partnership Program.
Special Instructions
N/A
Former Data Element Name and Number
N/A

**StudentEducationOrganizationAssociation>StudentCharacteristic>Period**

**BeginDate (E3010)** is the first instructional day a student is assigned to the *StudentCharacteristic* descriptor.

**EndDate (E3020)** is the first day after the last instructional day a student is no longer assigned to the *StudentCharacteristic* descriptor.

**StudentEducationOrganizationAssociation>ElectronicMail**

The *ElectronicMail* common 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.

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

**ElectronicMailType (E1242)** indicates the type of e-mail listed for an individual or organization. For example: Home/Personal, Work, etc.

The student, primary, and secondary contact e-mail addresses may use one of the following e-mail types from the *ElectronicMailType* (C302) descriptor table: 01 (Home/Personal), 02 (Organization), 03 (Other), and 04 (Work). In cases where multiple e-mail address types are submitted, the SPPI-14 Collection will promote e-mail addresses using the following order of priority: 01 (Home/Personal), 04 (Work), 02 (Organization), and 03 (Other). Only one e-mail type will be used per student, primary, and secondary contact.

**StudentEducationOrganizationAssociation>Telephone**

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

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

**TelephoneNumberType (E1455)** is the type of communication number listed for an individual or organization.

The student, primary, and secondary contact telephone numbers may use one of the following telephone types from the TelephoneNumberType (C308) descriptor table: 01 (Fax), 02 (Home), 03 (Mobile), 04 (Other), 05 (Unlisted), 06 (Work), 07 (Emergency 1), or 08 (Emergency 2). In cases where multiple phone types are submitted, the SPPI-14 Collection will promote telephone data using the following order of priority: 02 (Home), 03 (Mobile), 06 (Work), 07 (Emergency 1), 08 (Emergency 2), 05 (Unlisted), 01 (Fax), and 04 (Other). Only one telephone type will be used per student, primary, and secondary contact.