Summer PEIMS Review

April 16, 2024

SCHOOL BUS

2023-2024
Remaining Submissions

PEIMS

Summer (Submission 3)	
TSDS PEIMS ready for users to complete, approve, and accept submissions	May 20, 2024
Requests to retire Unique IDs due at TEA	June 14, 2024
PEIMS Summer First Submission due date for LEAs	June 20, 2024
Requests to retire Unique IDs for resubmission due at TEA	July 12, 2024
PEIMS Summer Resubmission due date for LEAs	July 18, 2024
PEIMS Summer Data available to customers	September 19, 2024
Extended Year (Submission 4)	
TSDS PEIMS ready for users to complete, approve, and accept submissions	July 29, 2024
PEIMS Extended First Submission due date for LEAs	August 29, 2024
PEIMS Extended Year Resubmission due date for LEAs	September 19, 2024
PEIMS Extended Year Data available to customers	October 17, 2024

CORE

Special Education Language Acquisition (SELA)	
SELA ready for users to promote data	September 11, 2023
SELA ready for users to complete	May 20, 2024
SELA Submission due date for LEAs	June 27, 2024
ECDS—PreKindergarten	
ECDS Prekindergarten ready for users to promote data	November 13, 2023
ECDS PK Submission due date for LEAs and Private PK Organizations	June 27, 2024
Residential Facility Tracker (RF Tracker)	
RF Tracker ready for users to promote data	September 11, 2023
RF Tracker data up to this point must be promoted, validated & fatal free	December 8, 2023
RF Tracker ready for users to complete	May 20, 2024
RF Tracker Submission due date for LEAs	July 18, 2024
Child Find	
Child Find ready for users to promote data	September 11, 2023
Child Find ready for users to complete	May 20, 2024
Child Find Submission due date for LEAs	July 25, 2024

Dyslexia Public Education Information Management System (PEIMS) Coding Overview

E1530-C088 Dyslexia Indicator Code - TEC §48.009

Requires school districts and open enrollment charter schools to indicate the number of students enrolled in the district or charter school who are identified as having dyslexia or a related disorder. The indicator is reported two times each year. First, based on student snapshot (last Friday in October) and is submitted to TEA in the Fall PEIMS submission (due by the first Thursday in December). Second, based on the last day of school (or student's last day of enrollment) and is submitted to TEA in the Summer PEIMS submission (due by the third Thursday in June).

No - 0

Yes - 1

Indicate if the student is participating in special education or receiving assistance under Section 504.

E0794 – C088 Special Education

In TSDS PEIMS Report Student Special Ed Program Association Extension (i.e., primary disability)

E1603 – C088 Section 504

E1650-C224 Dyslexia Services Code - TEC §48.103

This data is submitted to TEA in the Summer PEIMS submission (due by third Thursday June).
Note: A student identified with dyslexia or a related disorder may be coded with multiple services codes.

Services Code 00
Does not receive services for dyslexia or a related disorder

Services Code 01*
Receiving services for dyslexia or a related disorder in accordance with an individualized education program (IEP) developed under Section 29.0005; or a plan developed under Section 504, Rehabilitation Act 1973 (29 U.S.C. Section 794)

Services Code 02*
Receiving instruction that meets applicable dyslexia program criteria established by the State Board of Education (SBOE) provided by a person with specific training in providing that instruction. (See Chapter IV in the Dyslexia Handbook (2021) for program criteria)

Services Code 03*
Permitted, on the basis of having dyslexia or a related disorder to use modifications in the classroom or accommodations on the administration of assessments under TEC §39.023

*Students who are coded as having dyslexia and related disorders and who receive protections under Section 504 or IDEA should have written documentation that outlines the determination of Free Appropriate Public Education (FAPE). Each student's unique, appropriate education should be described in terms of aids, accommodations, and services so that the assigned indicator code is supported by documentation. While Section 504 regulations do not require a written plan, practical requirements such as documentation of evaluation sources, the impairment and substantial limitations, committee discussion and decisions, and accommodations create the necessity of putting the plan in writing. In addition, should a disagreement take place, the written document may provide clear information regarding the intent of the LEA to provide FAPE.

E1644-C222 Dyslexia Risk Code - TEC §38.003(a) Kindergarten (End of Year) and First Grade (January 31st)
This data is submitted to TEA in the Summer PEIMS submission (due by the third Thursday in June).

01
Screened and determined to be not at risk for dyslexia or related disorders

OR

02
Screened and determined to be at risk for dyslexia or related disorders

OR

03
Not screened for dyslexia or related disorders

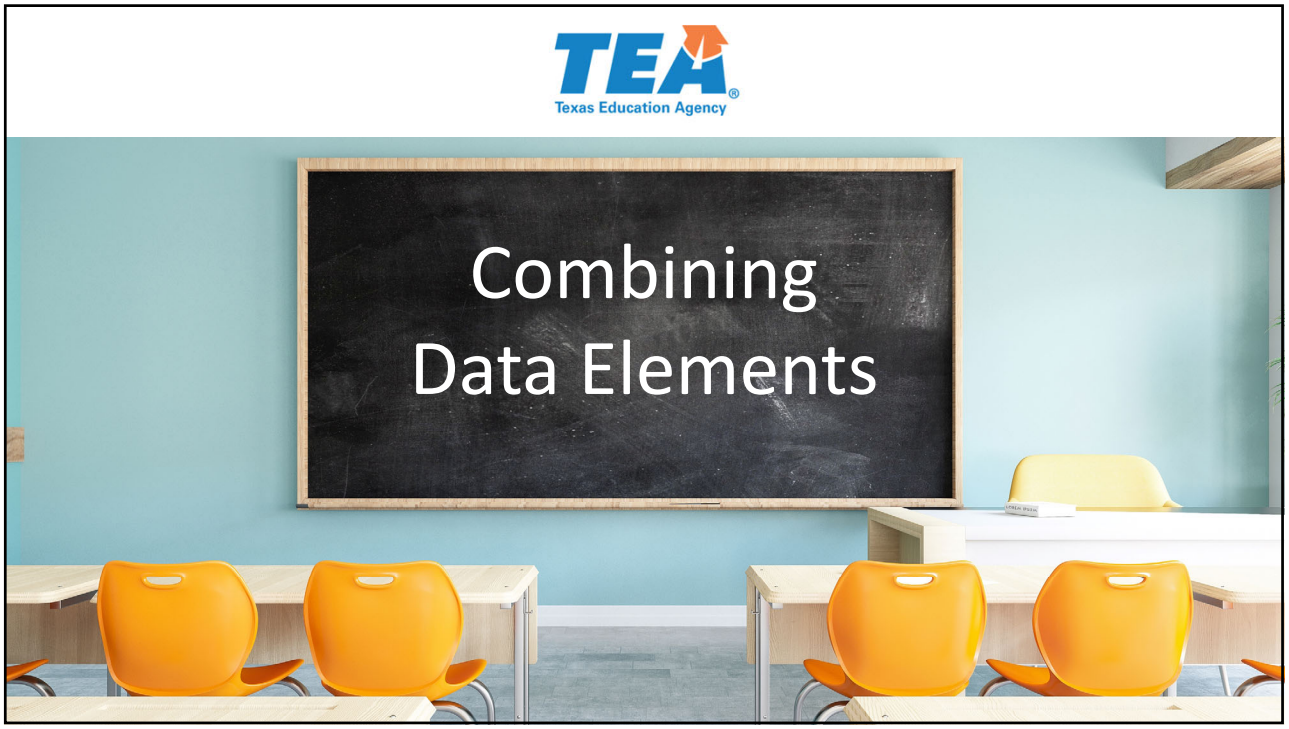
E1732 DYSLEXIA - SCREENING - EXCEPTION REASON
When a student is not screened in Kindergarten or Grade 1 during the required screening window, code 03 is reported along with one of the 12 reasons indicating why dyslexia screening did not occur.

Code Table Id	Name	XML Name	Date Issued	Date Updated
C231	DYSLEXIA-SCREENING-EXCEPTION-REASON-CODE	TX-DyslexiaScreeningExceptionReasonCode	03/01/2022	

Code	Translation
01	Grade 1 Student Withdrew from the LEA On or Before January 31st (Grade 1 Dyslexia Screen Period End Date)
02	Kindergarten Student Withdrew from the LEA On or Before the Last Instructional Day of the School Year (Kindergarten Dyslexia Screening Period End Date)
03	Grade 1 Student Enrolled in the LEA After January 31st (Grade 1 Dyslexia Screening Period End Date)
04	Student Currently Identified and Receives Dyslexia Services
05	Dyslexia Screening Inappropriate for the Child (Documented by ARD or 504 Committee)
06	Dyslexia Screening included in Special Education Evaluation or 504 Evaluation Process (Documented by ARD or 504 Committee)
07	Parent or Child Repeated Refusal for Dyslexia Screening (Documentation Required)
08	Student Absent During the Designated Dyslexia Screening and No Make-Up Provided During Screening Window (Constitutes Non-Compliance)
09	No Appropriately Trained and/or Qualified Individual in the LEA, as Required, to Conduct Dyslexia Screening (Constitutes Non-Compliance)
10	Technology Access or Failure (e.g., Software) Prevented the LEA from Screening the Student for Dyslexia (Constitutes Non-Compliance)
11	No Dyslexia Screening Instrument Available or No Screening Instrument Adopted by District-Level Committee (Constitutes Non-Compliance)
12	Other (Reason Not Listed Above; Documentation Required, Potential Non-Compliance)

KEY CONCEPTS IN THE TSDS UPGRADE PROJECT

1


Combining
Data Elements

2

Combining Data Elements

- Ed-Fi has a descriptor concept that TEA will now use to report student characteristics and services. StudentCharacteristic (E3063) is a descriptor that captures important characteristics of the student's environment or situation. SpecialEducationProgramService (E3058) is a descriptor that defines the services provided by an education organization to populations of students associated with a special education program.
- To align better with Ed-Fi, TEA is also using some Ed-Fi data elements such as Responsibility (E3051), LanguageInstructionProgramService (E3034), and CTEProgramService (E3012) to combine multiple TEA data elements into a corresponding descriptor table.
- Ed-Fi also offers some data elements, such as LanguageUse (E3035) and Language (E3033), where TEA could use two data elements together to replace existing TEA data elements.
- Lastly, TEA created some extended data elements such as Truancy (E3068), EndorsementPursuing (E3022), and EndorsementCompleted (E3021) to combine multiple TEA data elements into a corresponding descriptor table.

3

Combined for StudentCharacteristic

	Data Element Name		Data Element Name
E0919	AT-RISK-INDICATOR-CODE	E0797	IMMIGRANT-INDICATOR-CODE
E0984	MIGRANT-INDICATOR-CODE	E1530	DYSLEXIA-INDICATOR-CODE
E1559	T-STEM-INDICATOR-CODE	E1560	ECHS-INDICATOR-CODE
E1612	P-TECH-INDICATOR-CODE	E1647	NEW-TECH-INDICATOR-CODE
E1564	IEP-CONTINUER-INDICATOR-CODE	E1601	STAR-OF-TEXAS-INDICATOR-CODE
E1649	PK-ELIGIBLE-PREVIOUS-YEAR-INDICATOR-CODE	E1603	SECTION-504-INDICATOR-CODE
E1602	INTERVENTION-STRATEGY-INDICATOR-CODE	E1432	PREGNANCY-RELATED-SERVICES
E1660	ADULT-PREVIOUS-ATTENDANCE-INDICATOR-CODE	E0034	GIFTED-TALENTED-INDICATOR-CODE
E1730	GENERAL-EDUCATION-HOMEBOUND-INDICATOR	E1729	PARENT-REQUEST-RETENTION-INDICATOR
E1028	BILINGUAL/ESL-SUMMER-SCHOOL-INDICATOR-CODE	E1672	ADDITIONAL-DAYS-PROGRAM-PARTICIPATION-INDICATOR-CODE

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Begin and End Dates

- To “effective date” some data elements, TEA will begin collecting the data element combined with a BeginDate and EndDate in a “set.” Some sets will have more than one data element that will be associated with the BeginDate. The BeginDate and EndDate will allow TEA to promote the correct data for snapshot purposes.
- The BeginDate will be specific to one or more data elements and will be required to be reported with the data element.
- The EndDate will only be reported when the data element becomes false. The EndDate will be the first day of non-participation in the program.

Entity	Data Element	Element ID	Data Type	Length	Date Update
.DataElementNameSet					
	DataElementName	EXXXX	Descriptor		
	BeginDate	E3055	Date		
	EndDate	E3056	Date		

6

6

Entity with BeginDate Data Element

	Current School Year Only	Current or Prior School Year
CTEProgramService	X	
StudentTitleIPartAProgramAssociationSet		X
StudentSPEDProgramAssociationSet		X
InstructionalSettingSet		X
DisabilitySet		X
SpecialEducationProgramService		X
StudentResFacAssocSet	X	
ParentalPermissionSet		X

	Current School Year Only	Current or Prior School Year
LanguageInstructionProgramService		X
CampusEnrollmentTypeSet		X
NSLPTypeSet	X	
StudentEducationOrganizationResponsibilityAssociation		X
BudgetExt	X	
PayrollExt		X
ReportingPeriodExt	X	
StaffTypeSet		X

7

7

Entity with BeginDate Data Element

	Current School Year Only	Current or Prior School Year
ParaprofessionalCertificationSet		X
StaffEducationOrganizationAssignmentAssociation		X
StaffServiceSet		X
AuxiliaryRoleIdSet		X
EmploymentPeriod		X
StaffCohortAssociation	X	
StudentCohortAssociation	X	
StudentCensusBlockGroupSet	X	
CrisisEventSet	X	

	Current School Year Only	Current or Prior School Year
EmergentBilingualSet		X
TruancySet	X	
DyslexiaServicesSet	X	
EconomicDisadvantageSet	X	
FosterCareTypeSet	X	
HomelessStatusSet	X	
UnaccompaniedYouthSet	X	
UnschooledAsyleeRefugeeSet		X
EarlyReadingIndicatorSet	X	
MilitaryConnectedStudentSet		X

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Best Practices

- In the TSDS Upgrade Project, the first day of school is defined as the EARLIEST instructional day for the given LEA from the CalendarDate. The first day of school is used in the promotion logic for several of the submissions that collect data for the entire school year, such as the PEIMS Summer Submission and RF Tracker.
  - Best Practice – the LEA must load the Calendar information first so TEA can determine the first day of school.

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Zero Descriptors

- When TEA released the TSDS Upgrade Project data standards, LEAs and vendors asked why the LEA must report a data element when the student was not participating in the program captured by the data element.
- TEA removed certain zero descriptors from the descriptor tables listed on the following slides. The LEA will no longer report the data element with the zero descriptor. The data elements on the next slides will only be reported when there is a valid descriptor for the student.
- Some zero descriptors remained in tables such as EconomicDisadvantage, ADAEligibility, ArmedServicesVocAptBattery, CourseSequence, DisciplineActionLengthDifferenceReason, DyslexiaServices, InstructionalSetting, GiftedTalentedProgram, LevelOfEducation, NonCampusBasedInstruction, NSLPType, ToolOrAssessmentUsed, IncidentLocation, PKProgramEvaluationType, and SpecialEducationProgramService. These zero descriptors provide important information about the student, staff, or campus.

11

HomelessStatus Descriptor Table

Entity	Data Element		Element ID	Data Type	Length	Date Update
.HomelessStatusSet (TX)						
(may have multiple instances)	HomelessStatus	TX	E1082	HomelessStatus C189		
	BeginDate	TX	E3010	Date		
	EndDate	TX	E3020	Date		

Table Identification	Name	Date Issued	Date Updated
C189	HomelessStatus	03/01/2012	09/01/2023
Descriptor	**Short Description**	**Long Description**	
0	~~Student is Not Homeless at Any Time During the Current School Year~~	~~Student is Not Homeless at Any Time During the Current School Year~~	
2	Student Lives Temporarily Doubled-Up During the Current School Year	Student lives temporarily **doubled-up** (sharing residence with a family or individual) at any time during current school year	
3	Student Is Unsheltered At Any Time During The Current School Year	Student is **unsheltered** (i.e., lives on the street, lives in cars, parks, campgrounds, temporary trailers [including FEMA trailers], or abandoned buildings) at any time during current school year	
4	Student Lives In A Motel Or Hotel Any Time During The Current School Year	Student lives in **motel or hotel** at any time during current school year	
5	Student Lives In A Shelter At Any Time During The Current School Year	Student lives in a **shelter**, transitional housing at any time during current school year	

12

PEIMS SUMMER

1

Texas Rural Schools Spring Conference

March 1, 2024

2

Pursuing our vision for Texas students

By **2030**, at least **60%** of Texans will have a degree, certificate, or other postsecondary credential of value.

At K-12 Graduation

Every Child, Prepared for Success in College, a Career, or the Military

Post-Secondary Attainment

Goal: 60%

High school graduates have enlisted in the military, earned an industry certification, 2-year degree, or 4-yr degree from any institution nationally within 6 years of graduation.

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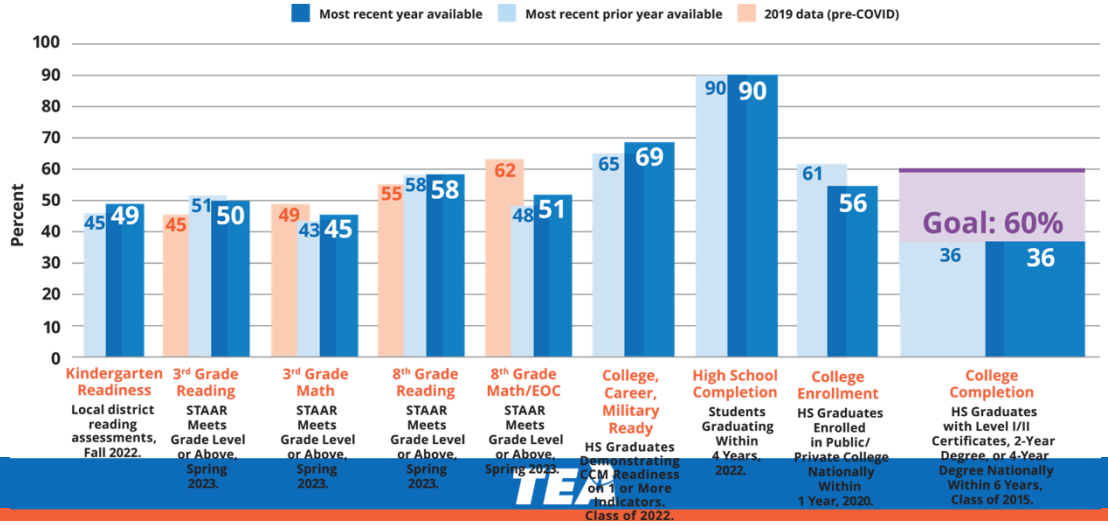
3

Student Outcomes

YEAR-OVER-YEAR STUDENT OUTCOMES



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Rural Pathways in Excellence Partnerships (R-PEP)

The Rural Pathways Excellence Partnership (R-PEP) designation (HB2209, 88th Legislature) aims to increase access to high-quality post-secondary pathways for rural students through an allotment and increased outcomes bonus. An R-PEP is:

Collaborative of districts with fewer than 1,600 students and a wilingness to think creatively

College and Career Pathways open to all eligible students

Coordinating Entity with capacity to operate pathways

Performance Agreement outlining CE and LEA roles, responsibilities, and metrics for success

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R-PEP Allotment

The Rural Pathways Excellence Partnership program (HB2209, 88th Legislature) aims to increase access to high-quality post-secondary pathways for rural students through an allotment and increased outcomes bonus.

R-PEP Allotment

R-PEP Designated Districts earn **additional ADA Allotment** for each student in a postsecondary pathway **& an Outcomes Bonus** for each student that earns a postsecondary credential of value up to 5 years after graduation.

- R-PEP Allotment Example:
  - A high school student who spent 1/3 of their time participating in one of these pathways would generate on average an extra **$2,928 per ADA** if low income, and **$2,546 per ADA** if not.
  - CCMR Outcomes bonuses are also increased.

The average small LEA that ensured all of its students participated in an R-PEP pathway would **increase** M&O funding by **9%**

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R-PEP Example: Rural Schools Innovation Zone

1. Districts with fewer than 1,600 students opt in

AGUA DULCE LONGHORNS | BROOKS COUNTY INDEPENDENT SCHOOL DISTRICT | FREMONT PRIDE EXCELLENCE ISD | FREER BUCKAROOS | BENAVIDES INDEPENDENT SCHOOL DISTRICT

= RSIZ

2. Select a partner and Boards approve a performance agreement with a 3rd party intermediary

3. Intermediary operates pathway programs (CTE, PTECH, or ECHS) aligned with high-wage, high-demand career open to all students in the partnership

Grow Your Own Educator Academy
at Premont High School

Citizen's Battalion Naval JROTC Academy
at Falfurrias High School

Ignite Technical Institute Career and Technical Academy
at Falfurrias High School

Next Generation Medical Academy
at Freer High School

STEM Discovery Zone STEM Academy
at Premont Collegiate High School

4. Districts pool resources and invest in the continued excellence of pathways

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Nearly **300 participating students** across 5 districts.

The RSIZ has **tripled the percentage** of graduating students each year completing an industry-based certification since 2019.

The RSIZ has **outperformed the state and surrounding regions** (Region 1 and Region 2) in CCMR score, graduation rate, and dual credit completion.

The RSIZ has more than **quadrupled the percentage of graduating students earning college credit during high school**.

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8

R-PEP Example: Freer ISD Student Outcomes

Background:

- Freer ISD joined the Rural Schools Innovation Zone (RSIZ) in 2019.
- Freer ISD hosts the Next Generation Medical Academy.

Impact:

- In 2023-2024, nearly 80 Freer ISD students attend an R-PEP pathway in one of the partner districts
- Dramatically increased post-secondary readiness outcomes

	2018	2023	
College Ready Graduates	19.3%	83.1%	+63.8pts
College, Career, Military Readiness	38.6%	91.5%	+52.9pts
Industry-Based Credentials	1.8%	49.3%	+47.5pts
Career/ Military Readiness	24.6%	69.6%	+45pts
Graduation Rate	86.9%	95.5%	+8.6pts
Dual Credit Participation	n/a	60%	+60pts
Dropout Rate	2.2%	0.9%	-1.3pts

Data Source: TAPR

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Thank You

10

11

REGIONAL PROGRAM OF STUDY CALCULATIONS FOR CTE INDICATORS

House Bill 773 (87R) added students who successfully complete a program of study in career and technical education (CTE) to the list of indicators that can be used to calculate college, career, and military readiness (CCMR).
A local education agency (LEA) may offer any approved statewide programs of study. Autocoding is used to calculate the CTE indicators for participants (code 5), explorers (non-downgraded code E), concentrators (code 6), and completers (code 7).

Regional programs of study meet a specialized industry need within a particular region(s). Therefore, regional programs of study are approved for use in regions that apply and successfully show labor market demand. **CTE indicators of students who are enrolled in regional programs of study are calculated based on their campus' address and associated region.** The regional programs of study for the 2023-2024* school year are:

- Printing and Imaging
- Retail Management
- Cosmetology and Personal Care Services
- Industrial Maintenance
- Geospatial Engineering and Land Surveying
- Aviation
- Drone
- Maritime

*Regional programs of study will be updated on the website for the 2024-25 school year.

12

REGIONAL PROGRAM OF STUDY CALCULATIONS FOR CTE INDICATORS

What does this mean for my LEA?

Independent School Districts (ISDs):

- Ensure the campus' physical address is correct in AskTED. ISD TED administrators can update their own campuses.

Charter Schools:

- Charter school administrators should request changes to the campus' physical address by submitting the All-In-One Charter School Update Form or emailing CharterAskTED@tea.texas.gov.

Why is it important to list the correct physical address of the school?

Each school's physical address will be used to link it to the region in which the school is located. Ensuring the correct physical address is listed in AskTED will facilitate the correct autocoding of CTE indicators for students who are enrolled in a regional program of study, potentially affecting CCMR.

13

CODE TABLE UPDATES

- Modified the CAREER-AND-TECHNICAL-ED-IND-CD (C142) translations.

Code Table Id	Name	XML Name	Date Issued	Date Updated
C142	CAREER-AND-TECHNICAL-ED-IND-CD	TX-CareerAndTechnologyEdType	03/03/1993	12/1/2022

Code	Translation
4	Not CTE: A student who never ~~enrolled or who did not~~ completed any high school CTE courses. ~~as defined by 19 TAC Chapter 126 (C), 127 (B) or 130.~~
5	CTE Program Participant: A student who completes~~ing~~ either ~~only~~ one high school CTE course for any number of credits or more than one high school CTE course for less than two credits ~~where a CTE course is defined by 19 TAC Chapter 126 (C), 127 (B), or 130~~ (the student does not have to pass or receive credit).
E	CTE Program Explorer: A student who completes~~ing~~ two or more high school CTE courses for a total of two or more credits ~~defined by 19 TAC Chapter 126 (C), 127 (B) or 130~~ and not a pParticipant, eConcentrator or eCompleter (the student does not have to pass or receive credit) or A student who completes, passes, and receives enough credits to be coded as a Concentrator or Completer in a Regional Program of Study, but completes the year in an unapproved region.
6	CTE Program Concentrator: A student who completes~~ing~~ and passes~~ing~~ two or more ~~19 TAC Chapter 126 (C), 127 (B) or 130~~ high school CTE courses for a total of at least two credits within the same pProgram of sStudy and not a eCompleter.
7	CTE Program Completer: A student who completes~~ing~~ and passes~~ing~~ three or more ~~19 TAC Chapter 126 (C), 127 (B) or 130~~ high school CTE courses for a total of four or more credits ~~within a program of study~~, including one level three or level four course from within the same pProgram of sStudy.
	Note **(1) The values listed in C142 are calculated values and not submitted to TEA.** **(2) Not all high-school CTE program courses are associated to with a Program of Study. Go to Use this link https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/approved-cte-programs-study for a complete listing of those Service IDs associated to with a Program of Study.** **(3) All CTE courses used in autocoding must be eligible for high -school credit, including innovative CTE courses. These CTE courses are listed in the SERVICE-ID (C022) Code Table with an "H" in the "Eligible for State HS Credit" column.**

14

CODE TABLE UPDATES

- C022 SERVICE-ID
  - The following Service IDs have been added:
    - 12700110 Career and College Exploration (First Time Taken)
    - 12700120 Career and College Exploration (Second Time Taken)
    - N1110035 Elements of Data Science
    - N1130030 Ethnic Studies: American Indian/Native Studies
    - N1290062 Multilingual Acculturation Studies for Newcomers

15

CODE TABLE UPDATES

- C022 SERVICE-ID
  - The following Service IDs have been removed:
    - 12700300 College and Career Readiness
    - 12700400 Investigating Careers (First Time Taken)
    - 12700410 Investigating Careers (Second Time Taken)
    - 12700420 Investigating Careers (Third Time Taken)
    - 12700430 Investigating Careers (Fourth Time Taken)
    - N1160011 Functional Fitness

16

CODE TABLE UPDATES

- C022 SERVICE-ID
  - The following Service IDs have been removed (cont.):
    - N1260001 Cyber Citizenship
    - N1303756 Gateway To Technology (PLTW) (First Time Taken)
    - N1303757 Gateway To Technology (PLTW) (Second Time Taken)
    - N1303758 Gateway To Technology (PLTW) (Third Time Taken)
    - N1303759 Gateway To Technology (PLTW) (Fourth Time Taken)
    - N1303752 Texas Pre-Freshman Engineering Program I

17

UPCOMING TSDS DEPLOYMENTS

- There is a TSDS software release scheduled on **Friday, April 26, 2024**.

- This scheduled release will impact the following:

APPLICATION UPDATES	REPORT UPDATES
ECDS	Child Find
Unique ID	ECDS
PEIMS	PEIMS

18

APPLICATION UPDATES

- The **PEIMS Data Mart** is being updated to correct an issue where the current T-STEM, ECHS, P-TECH, and New-Tech designations for an LEA were not being correctly rolled over from the previous year to the new school year.
- The **Converter Tool** will be updated to the latest version for the Private PK education organization campuses.
- The **Unique ID Application** will be updated to accommodate up to 75-characters for the name fields (first, middle, last).

19

APPLICATION UPDATES

- The PEIMS Data Element Summary will be updated to correct an issue where the data element E1039 'DISPLACED-HOMEMAKER-CODE' for the 2021 collection was changed to 'OUT-OF-WORKFORCE-INDIVIDUAL'. This name change should have been updated for the 2022 school year and forward.

20

PEIMS SUMMER SUBMISSION RULE DOWNGRADE

- For the 2023-2024 PEIMS Summer Submission, TEA will downgrade data validations 44425-0047 and 44425-0048 to a Warning. ISS and OSS can both be assigned to the same discipline incident if the LEA's local legal counsel allows this.

44425-0047	For a particular TX-UNIQUE-STUDENT-ID, DISCIPLINARY-INCIDENT-NUMBER and CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY, the sum of OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT for all Disciplinary Actions where DISCIPLINARY-ACTION-CODE is "05", "06", "25", or "26" should not be greater than 3 days.	~~S~~ W
	For a student reported with disciplinary action data, the sum of TX-OfficialLengthOfDisciplinaryAssignment days for "In-School Suspension" or "Out-Of-School Suspension" are limited by law to three days per incident. The exception is when a student is placed in In-School Suspension due to a DAEP being at capacity. Please discuss with your legal counsel.	
44425-0048	For a particular TX-UNIQUE-STUDENT-ID, DISCIPLINARY-INCIDENT-NUMBER and CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY, the sum of ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT for all Disciplinary Actions where DISCIPLINARY-ACTION-CODE is "05", "06", "25", or "26" should not be greater than 3 days.	~~S~~ W
	For a student reported with disciplinary action data, the sum of ActualDisciplineActionLength days for "In-School Suspension" or "Out-Of-School Suspension" are limited by law to three days per incident. The exception is when a student is placed in In-School Suspension due to a DAEP being at capacity. Please discuss with your legal counsel.	

21

PEIMS SUMMER SUBMISSION RULE DOWNGRADE

- For the 2024-2025 PEIMS Summer Submission, TEA will remove data validations 44425-0047 and 44425-0048 and replace them with two new data validations.

44425-new1	For a particular StudentUniqueId, IncidentIdentifier, and ResponsibilitySchool, the sum of ActualLengthOfDisciplinaryAssignment for all DisciplineActions where Discipline is "06" or "26" should not be greater than 3 days.	S
	For a student reported with disciplinary action data, the sum of ActualLengthOfDisciplinaryAssignment days for In-School Suspension are limited by law to three days per incident. The exception is when a student is placed in In-School Suspension due to a DAEP being at capacity. Please discuss with your legal counsel.	

44425-new2	For a particular StudentUniqueId, IncidentIdentifier, and ResponsibilitySchool, the sum of ActualLengthOfDisciplinaryAssignment for all DisciplineActions where Discipline is "05" or "25" should not be greater than 3 days.	S
	For a student reported with disciplinary action data, the sum of ActualLengthOfDisciplinaryAssignment days for Out-Of-School Suspension are limited by law to three days per incident. Please discuss with your legal counsel.	

22

1

Student Discipline

- New DISCIPLINARY-ACTION-REASON-CODE:
  - '62' Possessed, Sold, Gave, Used, Delivered, Or Was Under The Influence Of Marihuana Or Tetrahydrocannabinol – TEC, §37.006(a)(2)(C-1)
  - '63' Possessed, Sold, Gave, Delivered, Or Used E-Cigarette – TEC, §37.006(a)(2)(C-2)
  - '64' Possessed, Sold, Gave, Used, Delivered, Or Was Under The Influence Of Other Controlled Substance – TEC, §37.007(b)
- Disciplinary Action for New DISCIPLINARY-ACTION-REASON-CODE:
  - Mandatory Disciplinary Alternative Education Program (DAEP)

2

Student Discipline

- Revised DISCIPLINARY-ACTION-REASON-CODE:
  - '05' Possessed, Sold, Used, Or Was Under The Influence Of An Alcoholic Beverage – TEC, §37.006(a)(2)(D), and TEC, §37.007(b)
    - Code '05' now includes ALL alcoholic beverage incidents. There is no longer a felony level alcoholic beverage offense with a mandatory expulsion. Engaging in any element of an alcohol beverage is now a mandatory DAEP or discretionary expulsion.
  - '36' Felony Controlled Substance Violation – TEC §37.007(a)(3)
    - This code no longer includes marihuana or THC.

3

Student Discipline

- New DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE:
  - '11' Term Modified By District – Disciplinary Alternative Education Program Capacity
    - TEC, §37.009(a-1): If a disciplinary alternative education program(DAEP) is at capacity at the time a campus behavior coordinator is deciding placement for a student who engaged in conduct described under TEC, §37.006(a)(2)(C-1), (C-2), (D), or (E), the student shall be:

      (1) placed in in-school suspension (ISS); and

      (2) if a position becomes available in the program before the expiration of the period of the placement, transferred to the program for the remainder of the period.

NOTE: TEC, §37.006(a)(2)(C-1), (C-2), (D), or (E), consist of Marihuana/THC, E-Cigarettes, Alcoholic Beverage, and Abusable Volatile Chemical.

4

Student Discipline

- New DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE (CONTINUED):
  - '11' Term Modified By District – Disciplinary Alternative Education Program Capacity
    - TEC, §37.009(a-2): If a DAEP is at capacity at the time a campus behavior coordinator is deciding placement for a student who engaged in conduct described under TEC, §37.007, that constitutes violent conduct, as defined by commissioner rule, a student who has been placed in the program for conduct described under TEC, §37.006(a)(2)(C-1), (C-2), (D), or (E):

      (1) may be removed from the program and placed in ISS to make a position in the program available for the student who engaged in violent conduct; and

      (2) if removed from the DAEP under (1) and a position in the program becomes available before the expiration of the period of the placement, the student shall be returned to the program for the remainder of the period.

NOTE: TEC, §37.006(a)(2)(C-1), (C-2), (D), or (E) consist of Marihuana/THC, E-Cigarettes, Alcohol Beverage, and Abusable Volatile Chemical

5

Student Discipline

- Student Discipline Specialist:
  - Mary Scott
  - Division: Office of Special Populations and Student Supports (OSPSS)
  - Email: StudentDisciplineSupport@tea.texas.gov
  - Phone: (512) 463 – 9128
  - Student Discipline Webpage Link: https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline
    - Located on this page:
      - Link to register for Admin and PEIMS trainings.
      - Technical Assistance and Resources

6

TEA
Texas Education Agency
TEXAS RECORDS EXCHANGE (TREx)

1

TEA
Texas Education Agency
2023-2024
SCHOOL YEAR

2

DATA ELEMENT UPDATES

- Added a new data element TE149 STUDENT-ACCELERATED-EDUCATION-PLAN (HB 1416, 88th Legislative Session)

Common Name	XML Name	Complex Type	Date Issued	Date Updated
STUDENT-ACCELERATED-EDUCATION-PLAN	StudentAcceleratedEducationPlan	StudentDemographicType	9/1/2023	
Definition				
STUDENT-ACCELERATED-EDUCATION-PLAN 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).				
Special Instructions				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE149	TC16	No	0, 1	
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	1	CODED	#	

3

DATA ELEMENT UPDATES

- Added a new data element TE150 ACCELERATED-INSTRUCTION-SUBJECT (HB 1416, 88th Legislative Session)

Common Name	XML Name	Complex Type	Date Issued	Date Updated
ACCELERATED-INSTRUCTION-SUBJECT	AcceleratedInstructionSubject	AcceleratedInstructionType	9/1/2023	
Definition				
ACCELERATED-INSTRUCTION-SUBJECT indicates the subject in which the student is eligible to receive accelerated instruction.				
Special Instructions				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE150	TC49	No		
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	2	CODED	##	

4

DATA ELEMENT UPDATES

- Added a new data element TE151 STUDENT-ACCELERATED-INSTRUCTION-PARTICIPATION (HB 1416, 88th Legislative Session)

Common Name	XML Name	Complex Type	Date Issued	Date Updated
STUDENT-ACCELERATEDINSTRUCTION-PARTICIPATION	StudentAcceleratedInstructionParticipation	AcceleratedInstructionType	9/1/2023	
Definition				
STUDENT-ACCELERATED-INSTRUCTION-PARTICIPATION 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.				
Special Instructions				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE151	TC50	No		
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	2	CODED	##	

5

DATA ELEMENT UPDATES

- Added a new data element TE152 ASSIGNED-HOURS-ACCELERATED-INSTRUCTION (HB 1416, 88th Legislative Session)

Common Name	XML Name	Complex Type	Date Issued	Date Updated
ASSIGNED-HOURS-ACCELERATED-INSTRUCTION	AssignedHoursAcceleratedInstruction	AcceleratedInstructionType	9/1/2023	
Definition				
ASSIGNED-HOURS-ACCELERATED-INSTRUCTION indicates the number of hours of accelerated instruction assigned to the student for a particular subject.				
Special Instructions				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE152		No	00.00-30.00	
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	4	DECIMAL	##.##	

6

DATA ELEMENT UPDATES

- Added a new data element TE153 YTD-NUMBER-HOURS-COMPLETED (HB 1416, 88th Legislative Session)

Common Name	XML Name	Complex Type	Date Issued	Date Updated
YTD-NUMBER-HOURS-COMPLETED	YTDNumberHoursCompleted	AcceleratedInstructionType	9/1/2023	
Definition				
YTD-NUMBER-HOURS-COMPLETED indicates at the time of withdrawal from the school the number of hours of accelerated instruction completed for the subject.				
Special Instructions				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE153		No	00.00-30.00	
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	4	DECIMAL	##.##	

7

DATA ELEMENT UPDATES

- Added a new data element TE148 TEXAS-FIRST-EARLY-HS-GRADUATE (SB 1888, 87th Legislative Session)

Common Name	XML Name	Complex Type	Date Issued	Date Updated
TEXAS-FIRST-EARLY-HS-GRADUATE	TexasFirstEarlyHSGraduate	AcademicStatusType	9/1/2023	
Definition				
TEXAS-FIRST-EARLY-HS-GRADUATE indicates the student graduated early under the Texas First Early High School Completion Program.				
Special Instructions				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE148 (PEIMS: E1736)	TC16 (PEIMS: C233)	No	0, 1	
Applicable Record	**Length**	**Type**	**Pattern**	
AAR – Transcript	1	CODED	#	

8

DATA ELEMENT UPDATES

- REVISED the data element TE119 ASSOCIATE-DEGREE-INDICATOR-CODE (HB 8, 88th Legislative Session)

Common Name	XML Name	Complex Type	Date Issued	Date Updated
ASSOCIATE-DEGREE-INDICATOR-CODE	AssociateDegree	AcademicStatusType		9/1/2023
Definition				
~~ASSOCIATE-DEGREE-INDICATOR-CODE indicates that the student earned an associate degree prior to graduation from high school.~~ ASSOCIATE-DEGREE-INDICATOR-CODE indicates that the student earned an associate degree by August 31, immediately following graduation.				
Special Instructions				
An associate degree is defined as an award that normally requires at least 2 but less than 4 years of full-time equivalent college work in a grouping of courses designed to lead the individual directly to employment in a specific career or to transfer to an upper-level baccalaureate program. This specifically refers to the associate of arts, associate of science, associate of applied arts, associate of applied science, associate of arts in teaching, and associate of occupational studies degrees. The term "applied" in an associate degree name indicates a program in which the content is primarily technical. (Source: Texas Higher Education Coordinating Board Glossary of Terms). A student may be reported as having an associate degree at any point while in 11th or 12th grade, or by August 31 immediately following graduation.				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE119 (PEIMS: E1596)	~~TC16~~ TC48	No		
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	1	CODED	*	

9

CODE TABLE UPDATES

- Added a new code table TC49 ACCELERATED-INSTRUCTION-SUBJECT (HB 1416, 88th Legislative Session)

Code Table ID	Code Table Name	XML Name	Date Issued	Date Updated
TC49	ACCELERATED-INSTRUCTION-SUBJECT	AcceleratedInstructionSubject	9/1/2023	
Code	**Translation**			
01	Reading/English			
02	Math			
03	Science			
04	Social Studies			

10

CODE TABLE UPDATES

- Added a new code table TC50 STUDENT-ACCELERATED-INSTRUCTION-PARTICIPATION (HB 1416, 88th Legislative Session)

Code Table ID	Code Table Name	XML Name	Date Issued	Date Updated
TC50	STUDENT-ACCELERATED-INSTRUCTION-PARTICIPATION	StudentAcceleratedInstructionParticipation	9/1/2023	

Code	Translation
01	Student Participates In Supplemental Accelerated Instruction
02	Student Does Not Participate – Parent Opt Out Of Accelerated Instruction
03	Student Does Not Participate – Assigned TIA Teacher
04	Student Does Not Participate – Assigned Accelerated Instruction In Two Other Subjects
05	Student Does Not Participate – Retained
06	Local Education Agency Exempt From Providing Accelerated Instruction

11

CODE TABLE UPDATES

- Added a new code table TC48 ASSOCIATE-DEGREE-INDICATOR (HB 8, 88th Legislative Session)

Code Table ID	Code Table Name	XML Name	Date Issued	Date Updated
TC48	ASSOCIATE-DEGREE-INDICATOR	AssociateDegreeIndicator	9/1/2023	

Code	Translation
2	Associate of Arts (AA)
3	Associate of Applied Arts (AAA)
4	Associate of Applied Science (AAS)
5	Associate of Arts in Teaching (AAT)
6	Associate of Science (AS)

12

CODE TABLE UPDATES

- Revised the code table TC07 DISCIPLINARY-ACTION-REASON (HB 114, 88th Legislative Session)

Code Table ID	Code Table Name	XML Name	Date Issued	Date Updated
TC 07	DISCIPLINARY-ACTION-REASON	DisciplineActionReason		9/1/2023
Code	**Translation**			
04	Possessed, Sold, Used, Delivered, Or Was Under The Influence Of ~~Marihuana Or~~ Other Controlled Substance – TEC §§37.006(a)(2)(C) and 37.007(b)			
05	Possessed, Sold, Used, Or Was Under The Influence Of An Alcoholic Beverage – TEC §§37.006(a)(2)(D) and 37.007(b)			
06	Abuse Of A Volatile Chemical – TEC §37.006(a)(2)(E)			
…	…			
Codes 62-64, valid beginning September 1, 2023				
62	Possessed, Sold, Gave, Used, Delivered, Or Was Under The Influence Of Marihuana Or Tetrahydrocannabinol – TEC 37.006(a)(2) (C-1)			
63	Possessed, Sold, Gave, Delivered, Or Used An E-Cigarette – TEC 37.006(a)(2)(C-2)			
64	Possessed, Sold, Gave, Used, Delivered, Or Was Under The Influence Of Other Controlled Substance – TEC 37.007(b)			

13

CODE TABLE UPDATES

- Revised the code table TC13 GRADUATION-PROGRAM-TYPE (SB 1888, 87th Legislative Session)

Code Table ID	Code Table Name	XML Name	Date Issued	Date Updated
TC13	GRADUATION-PROGRAM-TYPE	GraduationDiplomaType		9/1/2023
Code	**Translation**			
The following code will apply only to students who graduate by completing the Texas First Early High School Completion Program under Title 19, Part 1, TAC Chapter 21, Subchapter D.				
40	Texas First Early High School Completion Program TAC Chapter 21.52, adopted to be effective August 21, 2022, [47 TexReg 4850].			
…	…			

14

REMINDERS

- **Legislative Updates (HB 3, 88th Legislative Session):**

HB 3 amends TEC §25.002(a) to include in the documents required to be transferred when a student moves from one school to a new school a copy of the child's disciplinary record and any threat assessment involving the child's behavior under §37.115.

TEA has developed a method in TREx to transfer five prior years of student discipline records using the PEIMS Summer discipline records. LEAs also need to send threat assessment information and current year discipline records from one LEA to a new LEA at the time of a student's transfer. TEA has added 11 new, revised three existing and deleted one data element. TEA has also added two new code tables.

15

REMINDERS

- Added a new data element TE154 BEHAVIORAL-THREAT-ASSESSMENT:
  - To indicate the behavior of a student resulted in a review by the Safe and Supportive School Team.

Common Name	XML Name	Complex Type	Date Issued	Date Updated
BEHAVIORAL-THREAT-ASSESSMENT	TX-BehavioralThreatAssessment	StudentDemographic	9/1/2023	
Definition				
BEHAVIORAL-THREAT-ASSESSMENT indicates a student's behavior has resulted or will result in a threat assessment under TEC §37.115.				
Special Instructions				
If the LEA is at any stage in the threat assessment process, all documents must be forwarded to a new school. See TREx Data Standards Section 2.15 Attachments for additional information.				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TEXX1	TC16	No	0, 1	
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	1	CODED	#	

16

REMINDERS

- Added a new data element TE155 DISCIPLINE-SCHOOL-YEAR:
  - To the TREx DisciplineAction complex type to allow an LEA to transmit discipline actions for a student.

Common Name	XML Name	Complex Type	Date Issued	Date Updated
DISCIPLINE-SCHOOL-YEAR	SchoolYear	DisciplineActionType	09/01/2023	
Definition				
DISCIPLINE-SCHOOL-YEAR indicates the school year for the discipline record.				
Special Instructions				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE155		Yes	0-9 and dash (-)	
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	9	TEXT	####-####	

17

REMINDERS

- Added a new data element TE156 DISCIPLINARY-INCIDENT-NUMBER:
  - To the TREx DisciplineAction complex type to allow an LEA to transmit discipline actions for a student.

Common Name	XML Name	Complex Type	Date Issued	Date Updated
DISCIPLINARY-INCIDENT-NUMBER	IncidentIdentifier	DisciplineActionType	09/01/2023	
Definition				
DISCIPLINARY-INCIDENT-NUMBER designates an incident that occurs on a campus and results in one or more disciplinary actions for one or more students.				
Special Instructions				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE156 (PEIMS: E1016)		No	000001- 999999	
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	6	STRING	######	

18

REMINDERS

- Added a new data element TE157 DATE-OF-DISCIPLINARY-ACTION:
  - To the TREx DisciplineAction complex type to allow an LEA to transmit discipline actions for a student.

Common Name	XML Name	Complex Type	Date Issued	Date Updated
DATE-OF-DISCIPLINARY-ACTION	DisciplineDate	DisciplineActionType	09/01/2023	
Definition				
DATE-OF-DISCIPLINARY-ACTION indicates the date on which the disciplinary assignment was ordered. This may or may not reflect the date on which the disciplinary infraction occurred. This date may or may not reflect the date on which the disciplinary assignment begins. For continuation assignments this date reflects the first day of the school year of the continuation.				
Special Instructions				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE157 (PEIMS: E1036)		No	yyyy = 1900-2024 mm = 01-12 dd = 01-31	
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	10	CODED	YYYY-MM-DD	

19

REMINDERS

- Added a new data element TE158 ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT:
  - To the TREx DisciplineAction complex type to allow an LEA to transmit discipline actions for a student.

Common Name	XML Name	Complex Type	Date Issued	Date Updated
ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT	ActualDisciplineActionLength	DisciplineActionType	09/01/2023	
Definition				
ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT indicates the actual length in days of a student's disciplinary assignment.				
Special Instructions				
Include only the actual number of instructional school days that the student was in attendance when calculating this number. Do not include days absent.				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE158 (PEIMS: E1008)		No	0 - 260	
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	3	Numeric	###	

20

REMINDERS

- Added a new data element TE159 CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY:
  - To the TREx DisciplineAction complex type to allow an LEA to transmit discipline actions for a student.

Common Name	XML Name	Complex Type	Date Issued	Date Updated
CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY	StateOrganizationId	DisciplineActionType	09/01/2023	
Definition				
CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY indicates the instructional campus on which the student was enrolled when the student code of conduct was fractured and the disciplinary assignment was made, or for a continuation disciplinary assignment the campus the student would attend under all normal circumstances if not under a disciplinary assignment.				
Special Instructions				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE159 (PEIMS: E1037)		No		
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	9	Coded	#########	

21

REMINDERS

- Added a new data element TE160 OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT:
  - To the TREx DisciplineAction complex type to allow an LEA to transmit discipline actions for a student.

Common Name	XML Name	Complex Type	Date Issued	Date Updated
OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT	TX-OfficialLengthOfDisciplinaryAssignment	DisciplineActionType	09/01/2023	
Definition				
OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT indicates the official length in days of a student's disciplinary assignment.				
Special Instructions				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE160 (PEIMS: E1007)		No	0 – 999	
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	3	NUMERIC	###	

22

REMINDERS

- Added a new data element TE161 DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE:
  - To the TREx DisciplineAction complex type to allow an LEA to transmit discipline actions for a student.

Common Name	XML Name	Complex Type	Date Issued	Date Updated
DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE	TX-DisciplinaryLengthDifferenceReason	DisciplineActionType	09/01/2023	
Definition				
DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE indicates the reason for the difference, if any, between the official and actual lengths of a student's disciplinary assignment.				
Special Instructions				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE161 (PEIMS: E1009)	TC52 (PEIMS: C166)	No		
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	2	CODED	##	

23

REMINDERS

- Added a new data element TE162 INCONSISTENT-CODE-OF-CONDUCT-INDICATOR-CODE:
  - To the TREx DisciplineAction complex type to allow an LEA to transmit discipline actions for a student.

Common Name	XML Name	Complex Type	Date Issued	Date Updated
INCONSISTENT-CODE-OF-CONDUCT-INDICATOR-CODE	TX-InconsistentCodeOfConductIndicator	DisciplineActionType	09/01/2023	
Definition				
INCONSISTENT-CODE-OF-CONDUCT-INDICATOR-CODE indicates whether an out-of-school suspension, disciplinary alternative education program placement, or expulsion action is inconsistent with a local education agency's student code of conduct.				
Special Instructions				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE162 (PEIMS: E1656)	TC16 (PEIMS: C088)	No		
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	1	CODED	#	

24

REMINDERS

- Added a new data element TE163 BEHAVIOR-LOCATION-CODE:
  - To the TREx DisciplineAction complex type to allow an LEA to transmit discipline actions for a student.

Common Name	XML Name	Complex Type	Date Issued	Date Updated
BEHAVIOR-LOCATION-CODE	TX-BehaviorLocation	DisciplineActionType	09/01/2023	
Definition				
BEHAVIOR-LOCATION-CODE indicates where a student committed an applicable offense that is enumerated in Texas Education Code 37.006 or 37.007.				
Special Instructions				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE163 (PEIMS: E1083)	TC51 (PEIMS: C190)	No		
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	2	CODED	##	

25

REMINDERS

- Added a new data element TE143 SAFE-SUPPORTIVE-SCHOOL-PROGRAM-TEAM-REVIEW:
  - To the TREx DisciplineAction complex type to allow an LEA to transmit discipline actions for a student.

Common Name	XML Name	Complex Type	Date Issued	Date Updated
SAFE-SUPPORTIVE-SCHOOL-PROGRAM-TEAM-REVIEW	TX-SafeSupportiveSchool ProgramTeamReview	DisciplineActionType	09/01/2023	
Definition				
SAFE-SUPPORTIVE-SCHOOL-PROGRAM-TEAM-REVIEW indicates whether the Safe and Supportive School Program (SSSP) team conducted a threat assessment related to a reported disciplinary incident.				
Special Instructions				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE143 (PEIMS: E1734)	TC16 (PEIMS: C088)	No		
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	1	CODED	#	

26

REMINDERS

- Added a new code table TC51 BEHAVIOR-LOCATION-CODE:
  - To the TREx DisciplineAction complex type to allow an LEA to transmit discipline actions for a student.

Code Table ID	Code Table Name	XML Name	Date Issued	Date Updated
TC51 (PEIMS: C190)	BEHAVIOR-LOCATION-CODE	TX-BehaviorLocationType	9/1/2023	
Code	**Translation**			
00	Not Applicable			
01	On Campus			
02	Off Campus, but within 300 feet of campus property line			
03	Off Campus, but at a school sponsored or school related activity			
04	Off Campus, and further than 300 feet from the campus boundary (Student was not in attendance at a school sponsored or school related activity)			
05	On campus of another school district, or while in attendance at a school sponsored or school related activity of another school district			

27

REMINDERS

- Added a new code table TC52 DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE:
  - To the TREx DisciplineAction complex type to allow an LEA to transmit discipline actions for a student.

Code Table ID	Code Table Name	XML Name	Date Issued	Date Updated
TC52 (PEIMS: C166)	DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE	TX-DisciplineActionLengthDifferenceReasonType	9/1/2023	
Code	**Translation**			
00	No Difference Between Official And Actual Lengths Of Disciplinary Assignments			
01	Term Modified By District			
02	Term Modified By Court Order			
03	Term Modified By Mutual Agreement Of District, Student, And/Or Parents			
04	Student Completed Term Requirements Sooner Than Expected			
05	Student Incarcerated			
06	Term Decreased Due To Extenuating Health-Related Circumstances			
07	Student Withdrew From School			
08	School Year Ended Before Completion Of Disciplinary Action Assignment			
09	Continuation Of Previous Year's Disciplinary Action Assignment			
10	Term Modified By Placement Program Due To Student Behavior While In The Placement			
99	Other			

28

REMINDERS

- Removed a data element TE031 DISCIPLINARY-ACTION-END-DATE:
  - From the TREx DisciplineAction complex type.

Common Name	XML Name	Complex Type	Date Issued	Date Updated
~~DISCIPLINARY-ACTION-END-DATE~~	~~DisciplineActionDate~~	~~DisciplineActionType~~		9/1/2023
Definition				
~~**DISCIPLINARY-ACTION-END-DATE** indicates the date on which the unexpired disciplinary assignment will end. This must be a valid date occurring after the record transfer (in the future). This disciplinary event must be unexpired, i.e., the event must be applicable to the timeframe in which the student record is being transferred to another district/campus.~~				
Special Instructions				
~~TEC §37.022(b) states "If a district or school takes disciplinary action against a student and the student subsequently enrolls in another district or school before the expiration of the period of disciplinary action, the governing body of the district or school taking the disciplinary action shall provide to the district or school in which the student enrolls, at the same time other records of the student are provided, a copy of the order of disciplinary action."~~				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
~~TE031~~		~~No~~	~~yyyy = 2002-2039 mm = 01-12 dd = 01-31~~	
Applicable Record	**Length**	**Type**	**Pattern**	
~~Student Record~~	~~10~~	~~Date~~	~~yyyy-mm-dd~~	

29

REMINDERS

- Revised the data element TE030 DISCIPLINARY-ACTION-CODE

Common Name	XML Name	Complex Type	Date Issued	Date Updated
DISCIPLINARY-ACTION-CODE	DisciplineActionCode	DisciplineActionType		9/1/2023
Definition				
DISCIPLINARY-ACTION-CODE indicates the type of the ~~unexpired~~ disciplinary action taken for a student. ~~This disciplinary event must be unexpired, i.e., the event must be applicable to the timeframe in which the student record is being transferred to another district/campus.~~				
Special Instructions				
~~TEC §37.022(b) states "If a district or school takes disciplinary action against a student and the student subsequently enrolls in another district or school before the expiration of the period of disciplinary action, the governing body of the district or school taking the disciplinary action shall provide to the district or school in which the student enrolls, at the same time other records of the student are provided, a copy of the order of disciplinary action."~~				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE030 (PEIMS: E1005)	TC06 (PEIMS: C164)	No		
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	2	CODED	##	

30

REMINDERS

- Revised the data element TE032 DISCIPLINARY-ACTION-NUMBER

Common Name	XML Name	Complex Type	Date Issued	Date Updated
DISCIPLINARY-ACTION-NUMBER	DisciplineActionNum	DisciplineActionType		9/1/2023
Definition				
DISCIPLINARY-ACTION-NUMBER indicates the local disciplinary action number used to report an ~~unexpired~~ disciplinary event for a student. ~~This disciplinary event must be unexpired, i.e., the event must be applicable to the timeframe in which the student record is being transferred to another district/campus.~~				
Special Instructions				
~~TEC §37.022(b) states "If a district or school takes disciplinary action against a student and the student subsequently enrolls in another district or school before the expiration of the period of disciplinary action, the governing body of the district or school taking the disciplinary action shall provide to the district or school in which the student enrolls, at the same time other records of the student are provided, a copy of the order of disciplinary action."~~				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE032 (PEIMS: E1004)		No		
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	3	NUMERIC	###	

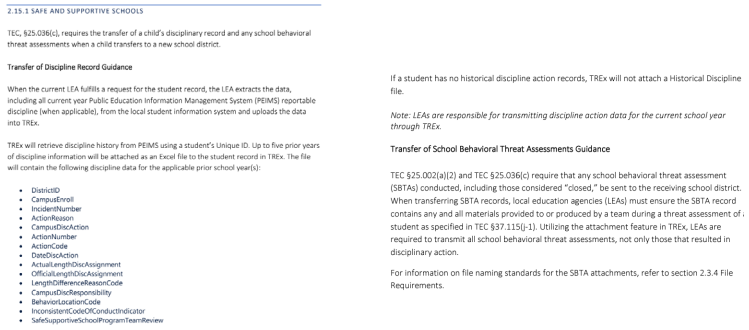
REMINDERS

- Revised the data element TE033 DISCIPLINARY-ACTION-REASON

Common Name	XML Name	Complex Type	Date Issued	Date Updated
DISCIPLINARY-ACTION-REASON	DisciplineActionReason	DisciplineActionType		9/1/2023
Definition				
DISCIPLINARY-ACTION-REASON indicates the reason a student was subject to the ~~unexpired~~ disciplinary action. ~~This disciplinary event must be unexpired, i.e., the event must be applicable to the timeframe in which the student record is being transferred to another district/campus.~~				
Special Instructions				
~~TEC §37.022(b) states "If a district or school takes disciplinary action against a student and the student subsequently enrolls in another district or school before the expiration of the period of disciplinary action, the governing body of the district or school taking the disciplinary action shall provide to the district or school in which the student enrolls, at the same time other records of the student are provided, a copy of the order of disciplinary action."~~				
Data Specifications				
Element ID	**Code Table ID**	**Required**	**Domain of Values**	
TE033 (PEIMS: E1006)	TC07 (PEIMS: C165)	No		
Applicable Record	**Length**	**Type**	**Pattern**	
Student Record	2	Coded	##	

REMINDERS

- New Subsection (v5.5 January 2024)
  - 2.15.1 Safe and Supportive School
    - Transfer of Discipline Record Guidance
    - Transfer of School Behavioral Threat Assessment Guidance



2.15.1 SAFE AND SUPPORTIVE SCHOOLS

TEC, §25.036(c), requires the transfer of a child's disciplinary record and any school behavioral threat assessments when a child transfers to a new school district.

Transfer of Discipline Record Guidance

When the current LEA fulfills a request for the student record, the LEA extracts the data, including all current year Public Education Information Management System (PEIMS) reportable discipline (when applicable), from the local student information system and uploads the data into TREx.

TREx will retrieve discipline history from PEIMS using a student's Unique ID. Up to five prior years of discipline information will be attached as an Excel file to the student record in TREx. The file will contain the following discipline data for the applicable prior school year(s):

- DistrictID
- CampusEnroll
- IncidentNumber
- ActionReason
- CampusDiscAction
- ActionNumber
- ActionCode
- DateDiscAction
- ActualLengthDiscAssignment
- OfficialLengthDiscAssignment
- LengthDifferenceReasonCode
- CampusDiscResponsibility
- BehaviorLocationCode
- InconsistentCodeOfConductIndicator
- SafeSupportiveSchoolProgramTeamReview

If a student has no historical discipline action records, TREx will not attach a Historical Discipline file.

Note: LEAs are responsible for transmitting discipline action data for the current school year through TREx.

Transfer of School Behavioral Threat Assessments Guidance

TEC §25.002(a)(2) and TEC §25.036(c) require that any school behavioral threat assessment (SBTAs) conducted, including those considered "closed," be sent to the receiving school district. When transferring SBTA records, local education agencies (LEAs) must ensure the SBTA record contains any and all materials provided to or produced by a team during a threat assessment of a student as specified in TEC §37.115(j-1). Utilizing the attachment feature in TREx, LEAs are required to transmit all school behavioral threat assessments, not only those that resulted in disciplinary action.

For information on file naming standards for the SBTA attachments, refer to section 2.3.4 File Requirements.

33

REMINDERS

- HB1, Sec 25.002 (a-1) requires each district to transfer student records within **10 working days** of receipt of a request by the receiving district.

34

REMINDERS

- TREx Notifications and Purges are PAUSED over breaks in the school year, such as annual breaks for Winter, Spring, and Summer to allow users additional time to fulfill requests and download records.
- For Spring, retention windows and email notifications in TREx were paused on March 15, 2024, to prevent records and requests from being deleted by the system.
  - TREx will be returning to normal operations on March 29, 2024. TREx users are urged to fulfill and/or download all records on or before that date.
  - Starting on March 29, 2024, all records and requests older than 14 calendar days will be purged from the system and paused email notifications will resume their normal schedule.

35

FREQUENTLY ASKED QUESTIONS

When are the TREx Data Standards published?

The TREx Data Standards are published twice a year. In June/July, TEA publishes for the upcoming school year. In December/January TEA publishes updates for the current school year.

> For example, the initial standards for the 2023-2024 school year were published in August 2023. Due to the 88th Legislative Session, a subsequent version of the standards for the 2023-2024 school year were published in September 2023. Updates for the 2023-2024 school year were published in January 2024. For the 2024-2025 school year, initial standards will be published in June/July 2024.

Additional publications are provided on an ad-hoc basis, depending on legislative changes.

36

TECHNICAL RESOURCES

- Additional information on record transfers can be found in the
  - Student Attendance Accounting Handbook (SAAH) sections:
    - Section 3.4.4 Information and Record of Transfer
    - Section 4.3.3.1 Transfer of Records
  - Texas Records Exchange (TREx) version 5.5 sections:
    - Section 2.9 Student Records
    - Section 2.15.1 Safe and Supportive School
  - Texas Records Exchange (TREx) Training Materials section:
    - Transfer of Disciplinary Record / Behavior Threat Assessment: Tutorial Video

37

Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	**December 14, 2023**
SUBJECT:	**House Bill 3 Transfer of Student Records**
CATEGORY:	**Information**
NEXT STEPS:	**Share with district and campus leaders, district PEIMS coordinators, Safe and Supportive School Program team members, campus behavior coordinators, campus registrars, and campus TREx clerks**

New Record Transfer Requirements

During the 88th Regular Session, the Texas Legislature amended Texas Education Code (TEC), §25.002(a), and added TEC, §25.036(c), in House Bill 3, to require the transfer of a child's disciplinary record and any threat assessments when a child transfers to a new school district. The Texas Education Agency (TEA) has updated the Student Attendance Accounting Handbook (SAAH) and the Texas Records Exchange (TREx) Data Standards to include this new requirement.

TREx Discipline Record

The requirement to transfer a student's discipline record supersedes the previous requirement to transfer only unexpired discipline actions. The discipline record is defined as a student's cumulative record of formal disciplinary actions reported to the Public Education Information Management System (PEIMS) from the date that the student was first enrolled in a public school and that the local education agency (LEA) has retained in accordance with the records retention policy. To assist LEAs with the requirement to transfer discipline records, TEA has added one element to the TREx Discipline Action complex type, and nine existing PEIMS data elements with two corresponding code tables. These new data elements will facilitate transmitting current year PEIMS discipline actions for the student to the receiving school. When a student transfers into a new LEA, the discipline record received is considered part of the cumulative record.

Beginning December 18, 2023, the TREx system will interface with PEIMS and retrieve up to five years of PEIMS discipline data reported for a student and provide the information in a downloadable attachment. This discipline data will be retrieved from PEIMS utilizing the student's Unique ID when fulfilling TREx requests.

LEAs should develop a procedure to collect, review, and store discipline records received when a student transfers into an LEA.

TREx Behavioral Threat Assessment Indicator and Record Transfer

To assist LEAs with the requirement to transfer all student behavior threat assessments, TEA has added a new data element to the TREx Student Record that will indicate a behavioral threat assessment (BTA) exists for a student. When transferring BTA records, LEAs must ensure the BTA record contains any and all materials provided to or produced by a team during a threat assessment of a student as specified in TEC §37.115(j-1). BTA records must be

converted to a compatible file format and attached to the TREx record as an additional attachment.

BTA records are required to be retained until the student's 24th birthday, and all BTAs for the student are subject to the transfer requirement even if the BTA was conducted by a previous LEA. LEAs should develop a procedure to ensure the behavior threat assessment indicator is populated within their local source systems (e.g., student information systems) when a Safe and Supportive School Program (SSSP) team initiates a BTA for a student. If a student transfers before the assessment has been completed, the sending LEA must ensure all records associated with the assessment are transmitted so the assessment may be completed by the receiving LEA.

LEAs should develop a procedure to collect, review, and store BTA records that are received when a student transfers into the LEA. This procedure should include the population of the BTA indicator in their local source system, a review of records by the SSSP team that serves the campus, and the process for storing the transferred BTA records.

Resources
TEA has developed a guidance video to assist LEA PEIMS coordinators, campus registrars, and campus TREx clerks with transferring discipline and BTA records in the TREx system.

The Texas School Safety Center, in collaboration with TEA, has developed a Guidance Checklist to assist school districts in complying with the requirement to transfer BTA records.

TREx Acceptable Formats for BTA Records: • PDF; • MS Word (.doc) files; • MS Excel (.xls) files; and • Data file (such as ASCII data file) in another application.

Additional Supports and Questions

School Safety Questions
If you have any questions on behavior threat assessments or school safety requirements, please email safeschools@tea.texas.gov.

TREx and PEIMS Questions
If you have questions about the PEIMS process or TREx updates, please submit a TSDS Incident Management System (TIMS) ticket within the TSDS Portal.

Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	**October 20, 2022**
SUBJECT:	**Texas First Early High School Completion Program**
CATEGORY:	**Graduation and Scholarship Program**
NEXT STEPS:	**Share with high school counselors, advisors, and administrators**

Senate Bill 1888, 87th Texas Legislature, 2021, establishes the Texas First Early High School Completion Program to allow public high school students who demonstrate early readiness for college to graduate early from high school and earn a scholarship for one or two semesters at certain Texas universities.

Information regarding the Texas First Early High School Completion Program may be accessed at Texas First Early High School Completion Program page.

Action Required

Upon a student's initial enrollment in public high school in a grade level below grade 12 in a school system, the school system must provide to the student and the student's parent or guardian information regarding:

(1) the requirements to earn a high school diploma under the program; and

(2) the Texas First Scholarship Program.

This Texas First Diploma flyer can be used by school systems for this purpose.

Data Collection

Beginning with the 2023-2024 school year, school systems will be required to report in TSDS PEIMS information regarding students who graduate early under this program. Graduates from the 2022-2023 school year who meet the requirements for the Texas First Early High School Completion Program will be reported in the 2023-2024 PEIMS Fall submission. The data collection will be shared with the Texas Higher Education Coordinating Board for verification and award of scholarships.

ECDS PREKINDERGARTEN

1

EC Program Area Updates & Guidance

- ECDS Kindergarten Assessment Guidance
  - Ensure student information is loaded timely
- ECDS Prekindergarten Assessment Update
  - Current Commissioner's list has been extended through SY 23-24
  - New list will be implemented in SY 24-25
- High-Quality Prekindergarten ECDS reporting Update
  - SY 23-24: Family engagement definition, program evaluation moved to LEA level, Pre-K School Type and Child Care Operation number to course section level, PK Teacher Requirement code table updated to align with HB 2729
  - SY 24-25: PK Teacher Requirement code table add'l update to add a "does not meet" code and will generate a fatal error if left blank
- HQPK touchpoints work and takeaways

2

PK School Type Code Table

Code	Description
01 Non-Public Pre-K Head Start	would be reported for a standalone Head Start not associated with a school district.
02 Public Pre-K	would be reported for public school programs implementing prekindergarten programs (excluding partnerships).
05 Non-Public Pre-K Licensed Child Care	would be reported for standalone child care providers not associated with a school district.
07 Public Pre-K Head Start (LEA Grantee)	would be reported for public prekindergarten Head Start classrooms where the LEA is the Head Start grantee. (This school type code will **NOT** require the LEA to submit a Child Care Operation Number.)
08 Public Pre-K Licensed Child Care	would be reported for public prekindergarten programs that partner directly with a licensed child care provider to dually enroll students (includes partnership classrooms where children are dually enrolled in both the LEA and child care provider site). (This school type code **WILL** require the LEA to submit a Child Care Operation Number.)
10 Non-Public Pre-K	would be reported for private prekindergarten providers not associated with a school district.
11 In-District Charter Partnership	would be reported for prekindergarten programs that are operated through an in-district charter partnership. The board of the LEA has authorized a non-profit organization, government entity, institute of higher education, and/or an existing charter as an in-district charter. (This school type code **WILL** require the LEA to submit a Child Care Operation Number.)
12 Public Pre-K Head Start (Non-LEA Grantee)	would be reported for public prekindergarten programs that partner with a Head Start program and the Head Start grantee is not an LEA. (This school type code **WILL** require the LEA to submit a Child Care Operation Number.)
99 Other	would be reported when any of the codes do not describe the program.

3

Texas Education Agency

4

DATA ELEMENT UPDATES

- The following data element E1555 PK-SCHOOL-TYPE definition and reporting requirements were **updated**:
  - From: "PK-SCHOOL-TYPE indicates the PK program that is offered at the campus/course/section level."
  - To: "PK-SCHOOL-TYPE indicates the **type of prekindergarten program that is offered**."

5

CODE TABLE UPDATES

- The following DC152 PK-SCHOOL-TYPE code value description has been **updated**:
  - From**: 07** – Public Pre-K Head Start
  - To: **07** – Public Pre-K Head Start **(LEA Grantee)**
- The DC154 ASSESSMENT-TITLE-CODE has been updated for the 2023-2024 school year for ECDS PK assessments:
  - Refer to: ECDS Assessment Specifications

6

CODE TABLE UPDATES

- The following C207 PK-TEACHER-REQUIREMENT code table values have been **deleted**:
  - **02** – At least eight years' experience of teaching in a nationally accredited child care program
  - **04** – A graduate or undergraduate degree in early childhood education or early childhood special education

7

CODE TABLE UPDATES

- The following C207 PK-TEACHER-REQUIREMENT code table values have been **added**:
  - **Subheading above code 01**: For teachers in a LEA-provided Prekindergarten Classroom
  - **07** – An associate or baccalaureate degree in early childhood education or a related field
  - **08** – At least eight years' experience of teaching in a nationally accredited child care program or Texas Rising Star Program

8

CODE TABLE UPDATES

- The following C207 PK-TEACHER-REQUIREMENT code table values have been **added**:
  - **Subheading above code 09**: For teachers in a Prekindergarten Classroom provided by an entity with which a school district contracts to provide a Prekindergarten program (29.167) (b-1)
  - **09 – Contract Entity** - At least two years' experience of teaching in a nationally accredited child care program or Texas Rising Star Program and a Child Development Associate (CDA) credential or another early childhood education credential approved by the agency
  - **10 – Contract Entity** - At least two years' experience of teaching in a nationally accredited child care program or Texas Rising Star Program and a certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education

9

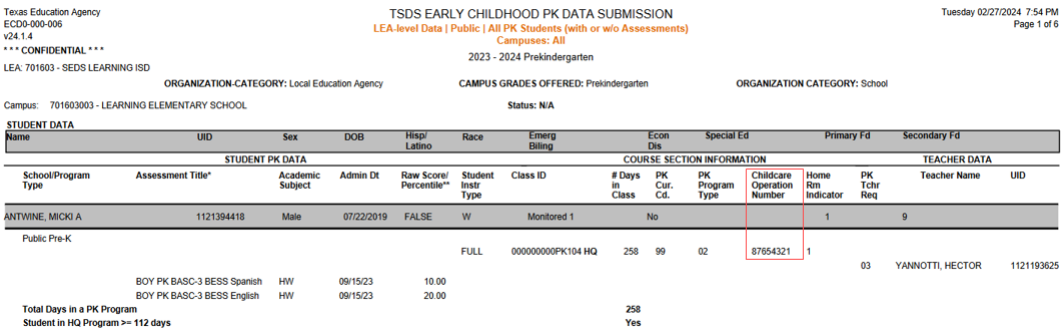
CODE TABLE UPDATES

- The following C207 PK-TEACHER-REQUIREMENT code table values have been **added**:
  - **11 – Contract Entity** - Been employed as a prekindergarten teacher in a school district that has ensured specific prekindergarten professional development requirements have been me
  - **12 – Contract Entity** - An associate or baccalaureate degree in early childhood or a related field
  - **13 – Contract Entity** - At least eight years' experience of teaching in a nationally accredited child care program or Texas Rising Star Program

10

REPORT UPDATES

- ECD0-000-006 *Early Childhood PK Data Submission:*
  - Removal of PROGRAM-EVALUATION-TYPE
  - Add CHILD-CARE-OPERATION-NUMBER



Texas Education Agency
ECD0-000-006
v24.1.4
* * * CONFIDENTIAL * * *
LEA: 701603 - SEDS LEARNING ISD

TSDS EARLY CHILDHOOD PK DATA SUBMISSION
LEA-level Data | Public | All PK Students (with or w/o Assessments)
Campuses: All
2023 - 2024 Prekindergarten

Tuesday 02/27/2024 7:54 PM
Page 1 of 6

ORGANIZATION-CATEGORY: Local Education Agency **CAMPUS GRADES OFFERED:** Prekindergarten **ORGANIZATION CATEGORY:** School

Campus: 701603003 - LEARNING ELEMENTARY SCHOOL **Status: N/A**

STUDENT DATA

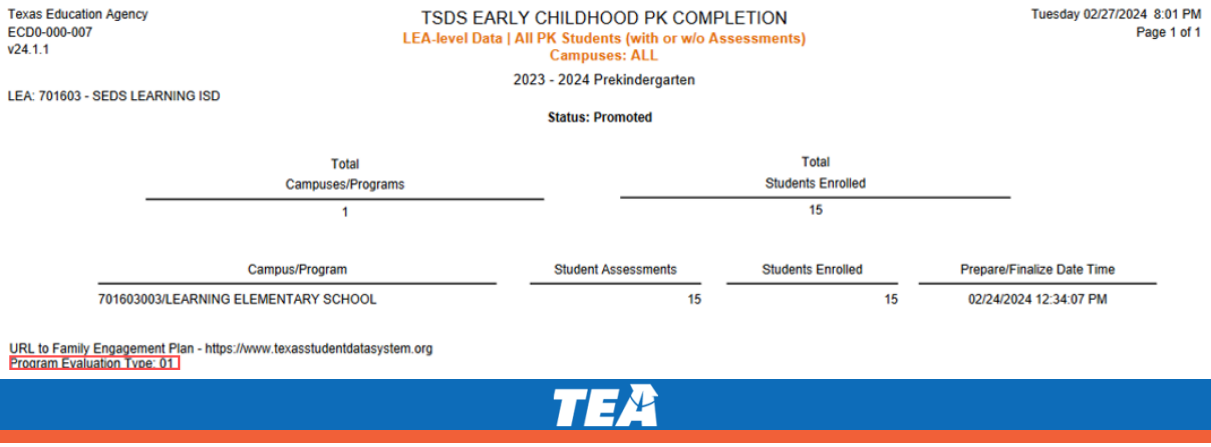
Name	UID	Sex	DOB	Hisp/ Latino	Race	Emerg Billing	Econ Dis	Special Ed	Primary Fd	Secondary Fd
ANTWINE, MICKI A	1121394418	Male	07/22/2019	FALSE	W	Monitored 1	No		1	9

STUDENT PK DATA					COURSE SECTION INFORMATION							TEACHER DATA	
School/Program Type	Assessment Title*	Academic Subject	Admin Dt	Raw Score/ Percentile**	Student Instr Type	Class ID	# Days in Class	PK Cur. Cd.	PK Program Type	Childcare Operation Number	Home Rm Indicator	PK Tchr Req	Teacher Name	UID
Public Pre-K					FULL	000000000PK104 HQ	258	99	02	87654321	1	03	YANNOTTI, HECTOR	1121193625
	BOY PK BASC-3 BESS Spanish	HW	09/15/23	10.00										
	BOY PK BASC-3 BESS English	HW	09/15/23	20.00										
Total Days in a PK Program							258							
Student in HQ Program >= 112 days							Yes							

11

REPORT UPDATES

- ECD0-000-007 *Early Childhood PK Completion:*
  - Removal of CHILD-CARE-OPERATION-NUMBER
  - Add of PROGRAM-EVALUATION-TYPE



Texas Education Agency
ECD0-000-007
v24.1.1

LEA: 701603 - SEDS LEARNING ISD

TSDS EARLY CHILDHOOD PK COMPLETION
LEA-level Data | All PK Students (with or w/o Assessments)
Campuses: ALL
2023 - 2024 Prekindergarten

Tuesday 02/27/2024 8:01 PM
Page 1 of 1

Status: Promoted

Total Campuses/Programs	Total Students Enrolled
1	15

Campus/Program	Student Assessments	Students Enrolled	Prepare/Finalize Date Time
701603003/LEARNING ELEMENTARY SCHOOL	15	15	02/24/2024 12:34:07 PM

URL to Family Engagement Plan - https://www.texasstudentdatasystem.org
Program Evaluation Type: 01

12

REPORT UPDATES

- The ECDS PK report **ECD0-000-003 Early Childhood Assessment With PK Sources** will receive several updates:
  - The readiness columns will be updated to display a dagger if the 'KG Assessments Entered' is 0 or null.
  - A new column will be added to the total row of the report that displays 'Total KG Student Assessments Entered'.
  - Two new section headers will be added that display 'PK Enrollment Information' and 'KG Readiness Assessment Information'.

13

REPORT UPDATES

- The ECDS PK report **ECD0-000-003 Early Childhood Assessment With PK Sources** updates, **continued**:
  - The '% Students KG Match' column is calculated by dividing the number of KG students matched in the current year by the number of PK students from the prior year and multiply times 100. Matching is done by Unique-ID comparison.
    - For example, 8 KG students (current year) / 10 PK students (prior year) X 100 = 80% Students KG Match.
  - When the 'KG Assessments Entered' dagger is displayed, the following text will be shown:
    - 'There must be KG Assessments entered in the current school year in order to display KG readiness information'.

14

REPORT UPDATES

- The ECDS PK report **ECD0-000-006 Early Childhood PK Data Submission** is being updated to correct an issue where the Total Students by Teacher summary box was being split across two pages.

15

REMINDERS

- Prekindergarten Assessment Data:
  - LEAs will need to obtain their BOY/EOY PK assessment data directly from their ECDS pre-K assessment vendor and load into the ODS, as they have done in prior years.
  - LEAs must load their Student Parent Extension xml from their SIS before the LEA loads their Prekindergarten Assessment Metadata and Student Assessment Data into the ODS.
  - LEAs are encouraged to work as soon as possible with their ECDS PK assessment vendors to resolve any issues with their BOY/EOY assessment data related to missing or incorrect student UIDs.

16

REMINDERS

- Prekindergarten Reports:
  - LEAs should run all their ECDS PK reports and verify the student, staff, course/section, High Quality PK Data and assessment information and counts before completing their ECDS PK submission:
    - ECD0-000-006 Early Childhood PK Data Submission
    - ECD0-000-007 Early Childhood PK Completion
    - ECD0-000-008 Early Childhood PK Proficiency Summary
    - ECD0-000-009 Early Childhood Public PK Missing Assessment Data

17

FREQUENTLY ASKED QUESTIONS

Are PK Classroom Aides reported for the ECDS PK Submission?

PK Aides are required to be reported for the PK ECDS submission if they provide instructional services for a particular class. 'PK Educational Aide' code is listed in the TEDS Code table DC143 CLASSROOM-POSITON-TYPE-CODE.

18

1

TSDS Child Find Data Entry and Validation

2

Data validation via SPPI Clarification

- After the State Performance Plan Indicator collection period each year, the Texas Education Agency (TEA) offers local education agencies (LEAs) who reported less than 100% compliance the opportunity to submit updated data for Compliance Indicators 11a, 11b, 12, and 13.
- LEAs have the opportunity to correct **data entry errors** and/or to document correction of any potential noncompliance found in the State's database for these indicators prior to the State issuing a finding of noncompliance.
- LEA participation in the clarification period is voluntary.

3

State Performance Indicators (SPPI) 11, 12 & 13

- SPPI 11: Child Find- Timely Evaluation (11a) and Eligibility Determination (11b)
  - Data collection period: July 1, 2023-June 30, 2024
  - Submission due: July 25, 2024
  - TEAL TSDS Application
- SPPI 12: Early Childhood Transition
  - Data collection period: July 1, 2023-June 30, 2024
  - Submission due: July 25, 2024
  - TEAL TSDS Application
- SPPI 13: Secondary Transition
  - Data collection period: July 1, 2023-June 30, 2024
  - Submission due: August 9, 2024
  - TEAL SPP Application

4

Data Validation Process Steps

- LEAs who choose to participate in the SPPI Clarification process must submit the following for review:
  - Procedures related to the indicator identified noncompliant
  - Training Evidence of procedures
  - Self-Monitoring Plan to prevent additional noncompliance
  - SPPI Verification Workbook & Attestation of Compliance showing child-specific corrections
  - School Calendar(s)

5

Data Validation Process Steps

- TEA Monitoring, Review and Support team review these items to determine if
  - All child-specific noncompliance has been corrected AND
  - All systemic noncompliance has been corrected
- If the LEA can demonstrate correction of both child-specific and systemic noncompliance then the LEA is considered post-clarification compliant and their SPPI 11a, SPPI 11b, 12 and/or 13 SPPI compliance rating will reflect Compliant/ 100%
- If correction of child-specific and/or systemic noncompliance is not demonstrated, the LEA will remain noncompliant and engage in the CAP process.

6

Data Entry Errors

7

Most Common Data Entry Errors

- Attendance
- Calendar issues
- Human error
- Transfer Students

8

Attendance and Full Individual and Initial Evaluation (FIIE)

§89.1011. Full Individual and Initial Evaluation

- If a parent submits a written request to a school district's director of special education services or to a district administrative employee for a full individual and initial evaluation of a student, the school district must…
- **§89.1011** (c) Except as otherwise provided in this section, a written report of a full individual and initial evaluation of a student must be completed as follows:
  - (1) not later than the 45th school day following the date on which the school district receives written consent for the evaluation from the student's parent, **except that if a student has been absent from school during that period on three or more school days, that period must be extended by a number of school days equal to the number of school days during that period on which the student has been absent**; …

9

FIIE Absence Definition

§89.1011 (h) For purposes of subsections (c)(1) and (e) of this section, **a student is considered absent for the school day if the student is not in attendance at the school's official attendance taking time or at the alternate attendance taking time set for that student.** A student is considered in attendance if the student is off campus participating in an activity that is approved by the school board and is under the direction of a professional staff member of the school district, or an adjunct staff member who has a minimum of a bachelor's degree and is eligible for participation in the Teacher Retirement System of Texas…

10

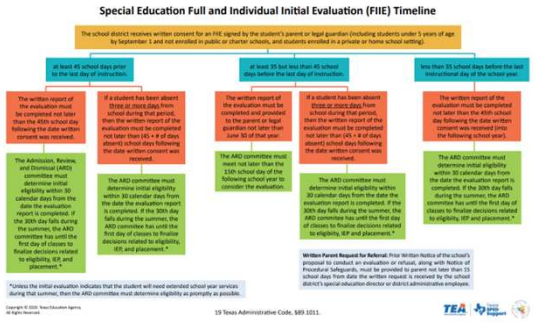
FIIE Absence Example

- Consent signed 2/1/2024. Official attendance taking period is 2nd period. On 2/5 the student is not present and is marked absent. Student is still not present when the evaluator comes to pull the student for their evaluation. Evaluator marks the student as absent in the electronic IEP system/evaluation log. Student returns in 4th period with a doctor's note. Absence in TSDS is changed to present. Student is absent again 2/20 and 3/8 which are captured by TSDS as absences. The evaluator shows 3 absences and extends the evaluation due date by the number of absences. The LEA submits their SPPI 11 data and is found to be noncompliant for this student. Why?
- The evaluator and TSDS have competing data as the evaluator shows 3 absences for each time the student was not present at the official attendance taking period, but TSDS only shows 2 as the student returned to school in the first instance. Both are accurate however, not all systems capture the attendance taking absences when submitting the data for TSDS Child Find submissions.
- **Solution:** LEAs should review TSDS data routinely to ensure absences as defined in §89.1011 (h) are accurately captured to avoid data entry errors and inaccurate noncompliance findings

11

Calendar issues

- FIIE compliance (11a) relies on the accurate calculation of school days.
- School closures and changes to instructional days impact this calculation.
- LEAs present updated calendars showing school closures and other calendar revisions during the clarification process.
- **Solution:** Ensure the correct calendar is uploaded in the TSDS Child Find submission in July.



12

Human Errors

- Since the TSDS Child Find collection pulls from 3rd party systems there is a possibility of data entry errors.
- Most LEAs hand enter data into an electronic IEP data system that uploads into the LEA's SIS and from there the upload to TSDS is generated.
- **Solution:** LEAs should build a routine of checking their TSDS Child Find data reports to ensure all data is accurate and compliance checks are correct

13

Transfer Students §89.1011 (f)

§89.1011 (f) states:

- If a student was in the process of being evaluated for special education eligibility by a school district and enrolls in another school district before the previous school district completed the full individual and initial evaluation, the new school district must coordinate with the previous school district as necessary and as expeditiously as possible to ensure a prompt completion of the evaluation in accordance with 34 CFR, §300.301(d)(2) and (e) and §300.304(c)(5). The timelines in subsections (c) and (e) of this section do not apply in such a situation if:
  - (1) the new school district is making sufficient progress to ensure a prompt completion of the evaluation; and
  - (2) the parent and the new school district agree to a specific time when the evaluation will be completed
- LEAs provide the code 09 (other) to explain the delay for the student's FIIE. During the clarification process, the LEA provides evidence that the student transferred during the evaluation process.

Solution: LEAs should use the delay reason codes 06 or 07 for transfer students when the elements of §89.1011 (f) are met by the LEA.

14

15

SUBMISSION UPDATES

- The following code value has been **removed** as an acceptable ELIGIBILITY-DELAY-REASON for SPPI-11 Eligibility Determination **compliance calculations**:
  - **05** – *Parent Delay (Detailed Records Maintained by LEA Regarding a Parent of a Child who Repeatedly Fails or Refuses to Produce the Child for the Evaluation or Eligibility Determination)*

- ELIGIBILITY-DELAY-REASON code **'05'** can still be reported but will **no longer** automatically mark the student as **compliant** for their eligibility determination.

16

SUBMISSION UPDATES

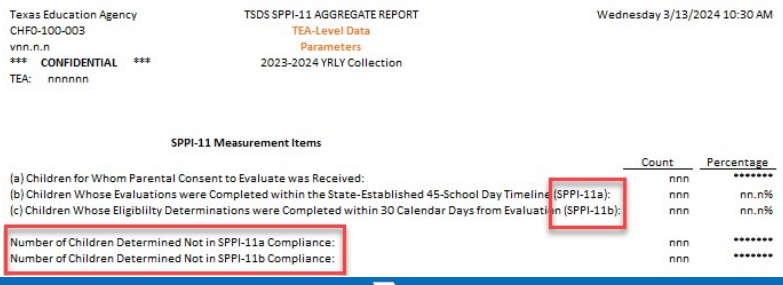
- LEAs that reported an ELIGIBILITY-DELAY-REASON code '05' for any of their students prior to **March 23, 2024**, must **re-promote** their Child Find data prior to marking the submission as 'Complete'.
  - TEA will be reaching out to LEAs who have reported this value and have not re-promoted their data.

- This change **does not affect** the **SPPI-11 initial evaluation** compliance, **nor** the compliance calculated for **SPPI-12.** Code '05' is still considered an acceptable delay reason for those compliance calculations.
  - Additionally, ELIGIBILITY-DELAY-REASON code **'07'** is still considered an acceptable delay reason for SPPI-11 Eligibility Determination compliance calculations.

17

REPORT UPDATES

- CHF0-100-003 *SPPI-11 Aggregate Report* – tentatively scheduled for the **April 26, 2024,** software release.
  - **SPPI-11 Measurement Items**
    - Row (b) label will be updated to indicate the measurement is for SPPI-11a.
    - Row (c) label will be updated to indicate the measurement is for SPPI-11b.
    - Number of Children Not in SPPI-11 Compliance will be split into two pieces – SPPI-11a and SPPI-11b.



Texas Education Agency
CHF0-100-003
vnn.n.n
*** CONFIDENTIAL ***
TEA: nnnnnn

TSDS SPPI-11 AGGREGATE REPORT
TEA-Level Data
Parameters
2023-2024 YRLY Collection

Wednesday 3/13/2024 10:30 AM

SPPI-11 Measurement Items

	Count	Percentage
(a) Children for Whom Parental Consent to Evaluate was Received:	nnn	*******
(b) Children Whose Evaluations were Completed within the State-Established 45-School Day Timeline (SPPI-11a):	nnn	nn.n%
(c) Children Whose Eligiblilty Determinations were Completed within 30 Calendar Days from Evaluation (SPPI-11b):	nnn	nn.n%
Number of Children Determined Not in SPPI-11a Compliance:	nnn	*******
Number of Children Determined Not in SPPI-11b Compliance:	nnn	*******

18

REPORT UPDATES

- **Delay Reasons** will be split into two sections
  - Evaluation Delay Reasons (SPPI-11a)
  - Eligibility Delay Reasons (SPPI-11b)
- The **Total** row will be split into two pieces for each section:
  - Total (In Compliance)
    - For **SPPI-11a**, this will include EVALUATION-DELAY-REASON codes equal to **'05' and '07'**.
    - For **SPPI-11b**, this will include ELIGIBILITY-DELAY-REASON code equal to **'07'** only.
  - Total (Out of Compliance)

Evaluation Delay Reasons (SPPI-11a)

	Number of Children	Percentage of Children
Lack of Available Personnel	nnnn	nnn.n%
Scheduling Delay	nnnn	nnn.n%
Contracted Personnel	nnnn	nnn.n%
Parent Delay (no Detailed Record)	nnnn	nnn.n%
Parent Delay (with Detailed Record)	nnnn	nnn.n%
Delay Agreement Transfer/Enroll (no Detailed Record)	nnnn	nnn.n%
Delay Agreement Transfer/Enroll (with Detailed Record)	nnnn	nnn.n%
Other	nnnn	nnn.n%
Total (In Compliance):	nnnnnn	nnn.n%
Total (Out of Compliance):	nnnnnn	nnn.n%

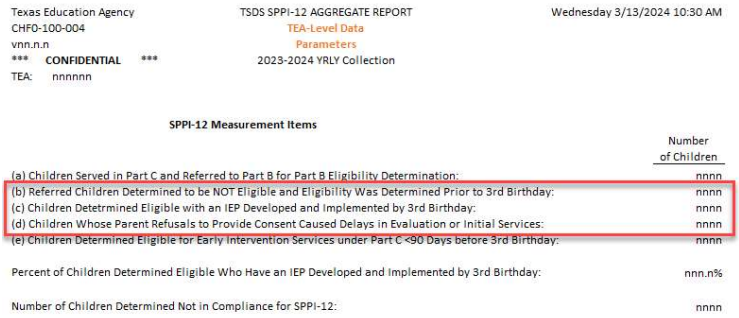
Eligibility Delay Reasons (SPPI-11b)

	Number of Children	Percentage of Children
Lack of Available Personnel	nnnn	nnn.n%
Scheduling Delay	nnnn	nnn.n%
Contracted Personnel	nnnn	nnn.n%
Parent Delay (no Detailed Record)	nnnn	nnn.n%
Parent Delay (with Detailed Record)	nnnn	nnn.n%
Delay Agreement Transfer/Enroll (no Detailed Record)	nnnn	nnn.n%
Delay Agreement Transfer/Enroll (with Detailed Record)	nnnn	nnn.n%
Other	nnnn	nnn.n%
Total (In Compliance):	nnnnnn	nnn.n%
Total (Out of Compliance):	nnnnnn	nnn.n%

19

REPORT UPDATES

- CHF0-100-004 *SPPI-12 Aggregate Report* – tentatively scheduled for the **April 26, 2024,** software release.
  - **SPPI-12 Measurement Items**
    - Row (b), (c), and (d) calculations will be updated to include ELIGIBILITY-DELAY-REASON.



Texas Education Agency | TSDS SPPI-12 AGGREGATE REPORT | Wednesday 3/13/2024 10:30 AM
CHF0-100-004 | TEA-Level Data
vnn.n.n | Parameters
*** CONFIDENTIAL *** | 2023-2024 YRLY Collection
TEA: nnnnnn

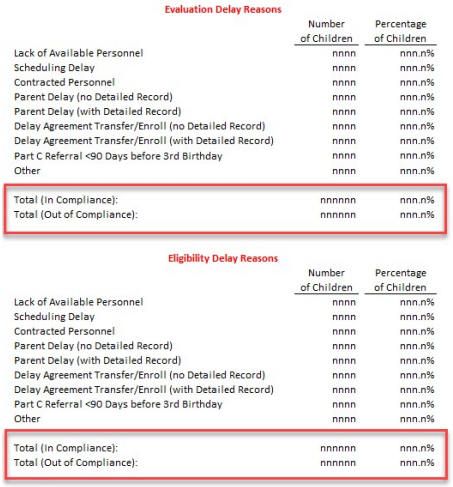
SPPI-12 Measurement Items

	Number of Children
(a) Children Served in Part C and Referred to Part B for Part B Eligibility Determination:	nnnn
(b) Referred Children Determined to be NOT Eligible and Eligibility Was Determined Prior to 3rd Birthday:	nnnn
(c) Children Detetrmined Eligible with an IEP Developed and Implemented by 3rd Birthday:	nnnn
(d) Children Whose Parent Refusals to Provide Consent Caused Delays in Evaluation or Initial Services:	nnnn
(e) Children Determined Eligible for Early Intervention Services under Part C <90 Days before 3rd Birthday:	nnnn
Percent of Children Determined Eligible Who Have an IEP Developed and Implemented by 3rd Birthday:	nnn.n%
Number of Children Determined Not in Compliance for SPPI-12:	nnnn

20

REPORT UPDATES

- **Delay Reasons** will be split into two sections
  - Evaluation Delay Reasons
  - Eligibility Delay Reasons
- The **Total** row will be split into two pieces for each section:
  - Total (In Compliance)
    - For **Evaluation Delay Reasons**, this will include EVALUATION-DELAY-REASON codes equal to **'05' and '07'**.
    - For **Eligibility Delay Reasons**, this will include ELIGIBILITY-DELAY-REASON codes equal to **'05 and '07'**.
  - Total (Out of Compliance)



Evaluation Delay Reasons

	Number of Children	Percentage of Children
Lack of Available Personnel	nnnn	nnn.n%
Scheduling Delay	nnnn	nnn.n%
Contracted Personnel	nnnn	nnn.n%
Parent Delay (no Detailed Record)	nnnn	nnn.n%
Parent Delay (with Detailed Record)	nnnn	nnn.n%
Delay Agreement Transfer/Enroll (no Detailed Record)	nnnn	nnn.n%
Delay Agreement Transfer/Enroll (with Detailed Record)	nnnn	nnn.n%
Part C Referral <90 Days before 3rd Birthday	nnnn	nnn.n%
Other	nnnn	nnn.n%
Total (In Compliance):	nnnnnn	nnn.n%
Total (Out of Compliance):	nnnnnn	nnn.n%

Eligibility Delay Reasons

	Number of Children	Percentage of Children
Lack of Available Personnel	nnnn	nnn.n%
Scheduling Delay	nnnn	nnn.n%
Contracted Personnel	nnnn	nnn.n%
Parent Delay (no Detailed Record)	nnnn	nnn.n%
Parent Delay (with Detailed Record)	nnnn	nnn.n%
Delay Agreement Transfer/Enroll (no Detailed Record)	nnnn	nnn.n%
Delay Agreement Transfer/Enroll (with Detailed Record)	nnnn	nnn.n%
Part C Referral <90 Days before 3rd Birthday	nnnn	nnn.n%
Other	nnnn	nnn.n%
Total (In Compliance):	nnnnnn	nnn.n%
Total (Out of Compliance):	nnnnnn	nnn.n%

21

BUSINESS RULE UPDATES

- The following validation rules will be updated in the Core application on **March 22, 2024**, to account for the SPPI-11 Eligibility Determination calculation change:
  - **41163-0089** – If SPPI-11 Eligibility Determination Compliance (calculated value) is "Y", then ELIGIBILITY-DELAY-REASON must be either not reported~~, "05",~~ or "07".
  - **41163-0090** – If SPPI-11 Eligibility Determination Compliance (calculated value) is "N", then ELIGIBILITY-DELAY-REASON must be reported and must not be ~~"05" or~~ "07".
- These changes will be updated in TEDS for the **2024-2025** school year.

22

REMINDERS

- 2023-2024 Data Element Changes
  - **ORIGINAL-ECI-SERVICES-DATE (E1737)**
    - Replaced EFFECTIVE-DATE and EARLY-CHILDHOOD-INTERV-IND-CODE.
    - Only reported for children receiving early childhood intervention (ECI) services.
      - Date must come **before child's 3rd birthday**.
      - Memorandum of Understanding (MOU) between ECI providers and LEAs has been updated to where this date **must be supplied** by the ECI provider.
    - Children reported with a date **less than 90 days** before their 3rd birthday will have their compliance calculated through the **SPPI-11** timeline.
      - CHF0-100-002 *SPPI-12 Student Compliance Report* – review the 'Calc Days Til 3rd Bday Count' column on this report.
      - These children will show up on both the CHF0-100-001 and CHF0-100-002 reports and will also be counted in both the CHF0-100-003 and CHF0-100-004 reports.

23

REMINDERS

- **CONSENT-TO-EVALUATION-RECEIVED-DATE (E1738)**
  - Replaced PARENTAL-CONSENT-DATE
  - Guidance changes
    - Report the **actual date** the written consent was received by the LEA, not the next instructional date as was the guidance with the previous data element.
    - No longer need to back-date consent received during the summer months.
- **ECI-TRANSITION-CONFERENCE-DATE (E1713)**
  - Only reported for children receiving ECI services.
  - **No longer mandatory.** This does not need to be reported if the parent opted out of the transition conference.

24

REMINDERS

- 2023-2024 Rule Changes

Rule Type	Rule #	Rule Text / Business Meaning	Error Level	TSDS	PEIMS Sub	ESC	LEA	Campus	Charter
Business Context	41163-0097	The INITIAL-EVALUATION-DATE must not be before the CONSENT-TO-EVALUATION-RECEIVED-DATE. For students reported for the Child Find collection, the TX-InitialEvaluationDate must not be before the TX-ConsentToEvaluationReceivedDate.	F	Y			Y		Y
Business Context	41163-0098	If ORIGINAL-ECI-SERVICES-DATE is not blank, then it must be before the student's third birthday. For students reported for the Child Find collection, if TX-OriginalECIServicesDate is reported, then it must be before the student's third birthday.	F	Y			Y		Y
Business Context	41163-0099	If ORIGINAL-ECI-SERVICES-DATE is not reported or is less than 90 days before the student's third birthday, then EVALUATION-DELAY-REASON must not be "08" and ELIGIBILITY-DELAY-REASON must not be "08". A student reported for the Child Find collection with no TX-OriginalECIServicesDate or TX-OriginalECIServicesDate is less than 90 days before their third birthday (SPPI-11 timeframe) must not be reported with TX-EvaluationDelayReason or TX-EligibilityDelayReason of "Part C (ECI) Did Not Notify/Refer Child to Part B at Least 90 Days Prior to the Child's Third Birthday" (08).	F	Y			Y		Y
Business Context	41163-0100	For a student reported for the Child Find collection for SPPI-12, the ECI-TRANSITION-CONFERENCE-DATE should not be blank. For a student reported for the Child Find collection for SPPI-12, the TX-ECITransitionConferenceDate should be reported.	S	Y			Y		Y

25

REMINDERS

- CHF0-100-005 *SPPI-11 Calculations Report*
  - The report is available to LEA users in **CSV** format only.
  - It displays all the intermediate **calculations** performed by the Core application that go into determining the SPPI-11 compliance.
  - Users can utilize the report in conjunction with the SPPI-11 compliance flowchart for troubleshooting student non-compliance issues.

26

REMINDERS

- Important columns to pay attention to:
  - *Calc Days After Consent Count* – indicates the number of instructional days remaining in the school year starting on the parental consent date. This is the first step in determining the compliance timeframe.
  - *Calc Init Eval Cutoff Date* – indicates the calculated compliance cutoff date (i.e., due date) for the initial evaluation. An evaluation reported after this date results in non-compliance.
  - *Calc Day 30 After Init Eval Date* – indicates the 30th calendar date after the initial evaluation. Under most scenarios, this acts as the cutoff date for the eligibility determination (unless it falls during the summer).

27

CURRENT KNOWN ISSUES

- The following issues are tentatively scheduled to be resolved in the software release on **March 22, 2024**:
  - For the SPPI-11 Eligibility Determination compliance calculation, the system is calculating a compliance value of 'Y' when ELIGIBILITY-DELAY-REASON code '05' is reported. This code is no longer considered an acceptable delay reason for SPPI-11 Eligibility Determination compliance calculations. LEAs who have reported this value will need to re-promote their data to Child Find once a fix has been released.
  - The following validation rules are misfiring when ELIGIBILITY-DELAY-REASON code '05' is reported.
    - 41163-0089
    - 41163-0090

28

CURRENT KNOWN ISSUES

- The following issue will be resolved with an upcoming software release:
  - For the CHF0-100-004 *SPPI-12 Aggregate Report*, SPPI-12 Measurement Items (b), (c), and (d) do not include checks for ELIGIBILITY-DELAY-REASON codes. This caused the report to display incorrect counts for these three items, as well as an inaccurate measure of the 'Percent of Children Determined Eligible Who Have an IEP Developed and Implemented by 3rd Birthday' and 'Number of Children Determined Not in Compliance for SPPI-12'.

29

TIMELINE

Child Find	Date
TSDS ready to load data to eDM	August 7, 2023
Child Find ready for users to promote data	September 11, 2023
Child Find ready for users to complete	May 20, 2024
Child Find Submission due date for LEAs	July 25, 2024
Child Find data available to customers	August 8, 2024

30

FREQUENTLY ASKED QUESTIONS

What date should the LEA report for the CONSENT-TO-EVALUATION-RECEIVED-DATE (E1738) if it occurs on the last day of school or over the summer before the new school year begins?

With the removal of PARENTAL-CONSENT-DATE and addition of CONSENT-TO-EVALUATION-RECEIVED-DATE in the 2023-2024 school year, LEAs should now report the date that the written consent was received. This is unlike the guidance from previous years where the next instructional date was to be reported. Additionally, there are no longer any workarounds needed when the date occurs on the last day of school or over the summer.

31

FREQUENTLY ASKED QUESTIONS

Which days should be counted for a student for the STUDENT-ABSENCES-WITHIN-TIMEFRAME (E1711) data element?

A student is considered absent for the school day if the student is not in attendance at the school's official attendance taking time or at the alternate attendance taking time set for that student. A student is considered in attendance if the student is off campus participating in an activity that is approved by the school board and is under the direction of a professional staff member of the school district, or an adjunct staff member who has a minimum of a bachelor's degree and is eligible for participation in the Teacher Retirement System of Texas.

32

FREQUENTLY ASKED QUESTIONS

I have a child to report for SPPI-12. The ECI provider is not supplying my LEA with the date that the child began receiving ECI services. What should be reported for the child's ORIGINAL-ECI-SERVICES-DATE (E1737)?

LEAs should make every effort to obtain the exact date the child began receiving ECI services. The Memorandum of Understanding (MOU) with the ECI provider(s) has been updated to where they must supply this date to an LEA reporting a child for the Child Find data collection. In the event the exact date cannot be obtained, LEAs may use a "proxy" date. For example, LEAs could report the same date being reported for the ECI-NOTIFICATION-DATE (E1712). As always, LEAs should maintain local documentation in this scenario.

33

PEIMS EXTENDED YEAR

MARCH 19-21, 2024

1

PROGRAM AREA UPDATES & GUIDANCE

- College, Career, and Military Preparation Division
  - **Lacy Freeman** - Statewide Career and Technical Education Coordinator
    - Lacy.Freeman@tea.texas.gov

2

3

CODE TABLE UPDATES

- Modified the CAREER-AND-TECHNICAL-ED-IND-CD (C142) translations.

Code Table Id	Name	XML Name	Date Issued	Date Updated
C142	CAREER-AND-TECHNICAL-ED-IND-CD	TX-CareerAndTechnologyEdType	03/03/1993	12/1/2022

Code	Translation
4	Not CTE: A student who never ~~enrolled or who did not~~ completed any high school CTE courses. ~~as defined by 19 TAC Chapter 126 (C), 127 (B) or 130.~~
5	CTE Program Participant: A student who completes~~ing~~ either ~~only~~ one high school CTE course for any number of credits or more than one high school CTE course for less than two credits ~~where a CTE course is defined by 19 TAC Chapter 126 (C), 127 (B), or 130~~ (the student does not have to pass or receive credit).
E	CTE Program Explorer: A student who completes~~ing~~ two or more high school CTE courses for a total of two or more credits ~~defined by 19 TAC Chapter 126 (C), 127 (B) or 130~~ and not a pParticipant, eConcentrator or eCompleter (the student does not have to pass or receive credit) or A student who completes, passes, and receives enough credits to be coded as a Concentrator or Completer in a Regional Program of Study, but completes the year in an unapproved region.
6	CTE Program Concentrator: A student who completes~~ing~~ and passes~~ing~~ two or more ~~19 TAC Chapter 126 (C), 127 (B) or 130~~ high school CTE courses for a total of at least two credits within the same pProgram of sStudy and not a eCompleter.
7	CTE Program Completer: A student who completes~~ing~~ and passes~~ing~~ three or more ~~19 TAC Chapter 126 (C), 127 (B) or 130~~ high school CTE courses for a total of four or more credits ~~within a program of study~~, including one level three or level four course from within the same pProgram of sStudy.
	Note **(1) The values listed in C142 are calculated values and not submitted to TEA.** **(2) Not all high-school CTE program courses are associated to with a Program of Study. Go to Use this link https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/approved-cte-programs-study for a complete listing of those Service IDs associated to with a Program of Study.** **(3) All CTE courses used in autocoding must be eligible for high -school credit, including Innovative CTE courses. These CTE courses are listed in the SERVICE-ID (C022) Code Table with an "H" in the "Eligible for State HS Credit" column.**

4

CODE TABLE UPDATES

- C022 SERVICE-ID
  - The following Service IDs have been added:
    - 12700110 Career and College Exploration (First Time Taken)
    - 12700120 Career and College Exploration (Second Time Taken)
    - N1110035 Elements of Data Science
    - N1130030 Ethnic Studies: American Indian/Native Studies
    - N1290062 Multilingual Acculturation Studies for Newcomers

5

CODE TABLE UPDATES

- C022 SERVICE-ID
  - The following Service IDs have been removed:
    - 12700300 College and Career Readiness
    - 12700400 Investigating Careers (First Time Taken)
    - 12700410 Investigating Careers (Second Time Taken)
    - 12700420 Investigating Careers (Third Time Taken)
    - 12700430 Investigating Careers (Fourth Time Taken)
    - N1160011 Functional Fitness

6

CODE TABLE UPDATES

- C022 SERVICE-ID
  - The following Service IDs have been removed (cont.):
    - N1260001 Cyber Citizenship
    - N1303756 Gateway To Technology (PLTW) (First Time Taken)
    - N1303757 Gateway To Technology (PLTW) (Second Time Taken)
    - N1303758 Gateway To Technology (PLTW) (Third Time Taken)
    - N1303759 Gateway To Technology (PLTW) (Fourth Time Taken)
    - N1303752 Texas Pre-Freshman Engineering Program I

7

BUSINESS RULE UPDATES

- Added Data Validation Rule 42400-0094

Rule Type	Rule #	Rule Text / Business Meaning	Error Level	TSDS	PEIMS Sub	Rule Applies To			
						ESC	LEA	Campus	Charter
Business Context	42400-0094	RA-TOTAL-ELIGIBLE-DAYS-PRESENT must be 0.0. Senate Bill 15 (87th legislative session), which allowed certain LEAs to offer virtual education outside of the Texas Virtual School Network (TXVSN), expired September 1, 2023. Therefore, for 2023-2024, TX-RATotalEligibleDaysPresent must only be reported as 0.0.	F		3, 4		Y	Y	Y

8

BUSINESS RULE UPDATES

- Added Data Validation Rule 42400-0095

Rule Type	Rule #	Rule Text / Business Meaning	Error Level	TSDS	PEIMS Sub	Rule Applies To			
						ESC	LEA	Campus	Charter
Business Context	42400-0095	RS-TOTAL-ELIGIBLE-DAYS-PRESENT should be 0.0. For 2023-2024, TX-RSTotalEligibleDaysPresent should only be reported as 0.0 for most students. Regular education student remote synchronous attendance should only be reported when instruction is provided through remote conferencing, with the approval of a waiver request.	S		3, 4		Y	Y	Y

9

TIMELINE

PEIMS Extended Year Submission (Submission 4)	Date
TSDS PEIMS ready to load data to eDM	August 7, 2023
PEIMS Extended Year Submission ready for users to promote data	March 25, 2024
TSDS PEIMS Extended Year ready for users to complete, approve, and accept submissions	July 29, 2024
Requests to retire Unique IDs due at TEA for PEIMS Extended Year First Submission	August 23, 2024
PEIMS Extended Year First Submission due date for LEAs	August 29, 2024
Requests to retire Unique IDs due at TEA for PEIMS Extended Year Resubmission	September 13, 2024
PEIMS Extended Year Resubmission due date for LEAs	September 19, 2024

10

SPECIAL EDUCATION LANGUAGE ACQUISITION (SELA)

1

PROGRAM AREA UPDATES & GUIDANCE

- Special Education Programs Division
  - **Emily Robinson** – Director, Deaf & Hard of Hearing Program Admin. and State Director of Regional Day School Program for the Deaf
  - Program-related questions can be submitted to SELA@tea.texas.gov

2

3

REMINDERS

- Students may only be reported with each code value once for the following data elements:
  - LANG-ACQ-SERVICES-PROVIDED (E1662)
  - HEARING-AMPLIFICATION-TYPE (E1666)
  - TOOL-OR-ASSESSMENT-USED (E1668)
- Loading multiple records for a single student with the same code value for the above data elements will result in data loading errors or one record overwriting the other.

4

TIMELINE

Special Education Language Acquisition Collection	Date
TSDS ready to load data to eDM	August 7, 2023
Special Education Language Acquisition ready for users to promote data	September 11, 2023
Special Education Language Acquisition ready for users to complete	May 20, 2024
Special Education Language Acquisition Submission due date for LEAs	June 27, 2024
Special Education Language Acquisition data available to customers	July 11, 2024

5

FREQUENTLY ASKED QUESTIONS

When a student is being reported with two DISABILITY (E1220) codes ('Deaf And Hard Of Hearing' and 'Developmental Delay'), does ELIGIBILITY-DATE (E1723) need to be reported for both disabilities? What about the EFFECTIVE-DATE (E1632)??

ELIGIBILITY-DATE (E1723) shall only be reported with the 'Deaf And Hard Of Hearing' disability code. It does not need to be reported with 'Developmental Delay'. EFFECTIVE-DATE (E1632) will need to be reported for both disabilities. However, this date is not promoted to the SELA data mart for either. It is only required to load the data to the ODS.

6