2013-2014

DATA QUALITY MANUAL

Houston Independent School District
Houston Independent School District

2013 Board of Education

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INTRODUCTION
INTRODUCTION

The Houston Independent School District (HISD) Data Quality Manual has been compiled by the Federal and State Compliance Department to provide district and campus personnel with a detailed overview of the PEIMS Public Education Information Management System) data collection process, the proper coding to prevent errors, and its impact on state funding, compliance, and accountability.

The requirement that all school districts submit data through the PEIMS is found in Texas Education Code (TEC) § 42.006. (http://www.tea.state.tx.us/)

There are four PEIMS submissions each year. Only three of them contain student data. The mid-year submission contains financial data only.

PEIMS Submission Schedule

Submission 1 (Fall Snapshot) - This submission includes all students enrolled in school by the “as of” date, which is the last Friday in October and their special program participation. It also includes all the students who were enrolled the previous year but who are not enrolled this year (graduates, dropouts, and students who enrolled in some other school system).

Submission 2 (Mid-Year) - This submission includes organizational data and the actual financial data from the previous year, audited.

Submission 3 (End-of-Year/Summer) - This submission is a cumulative record of student attendance and contact hours for special programs, course completion, and disciplinary actions (expulsions and suspensions) for the entire school year. State funding is based on this submission.

Submission 4 (Extended Year) - This submission is a cumulative record of attendance in the summer school provided for students who do not meet promotion standards in the regular school year and/or the students served by special education who are expected to regress over the summer months without continued services (Extended School Year–ESY). In addition, a Bilingual/ESL Summer School program is available for students. To be eligible for enrollment in the Bilingual/ESL Summer Program, a student must be limited English proficient (LEP) and must be eligible for admission to kindergarten or first grade at the beginning of the next school year. Funding for summer school is based on this submission.
PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM (PEIMS)
Public Education Information Management System (PEIMS)

Definition

The submission of Public Education Information Management System (PEIMS) data is required of all Texas school districts. It includes all data collected from schools used for evaluating, monitoring, or auditing public education and it utilizes:

- a standard set of definitions, codes, formats, procedures, and dates;
- standard edit procedures available via the Internet;
- an established database design with approved security measures for access;
- a production system for loading into the TEA’s enterprise database and written documentation of the values stored in the system;
- an established life cycle for changes to the system (two years);
- a standard set of reports available on the Internet;
- a mandated sunset process to review the justification of all data elements every three years.

Types of Data Currently Collected

The PEIMS collection has been expanded to include the following data:

- Organization (district and campus identification)
- Staff data (identification, demographic, responsibility)
- Finance data (budget, actual financial, payroll)
- Student identification and demographics
- Student enrollment and special program participation data, which includes Title I, Career and Technical Education, Bilingual/ESL, Pregnancy Related Services, Lifeskills Program for Student Parents, Migrant, Immigrant, Gifted/Talented, Optional Flexible School Day Program (OFSDP), and Special Education
- Attendance data (Average Daily Attendance for funding) and summer school attendance
- Course completion data (Grades 1-12 only)
School leaver data (graduates, dropouts), and
Disciplinary action data (suspensions, expulsions).
Classroom link information connecting students, teachers, and course completion.

**TEA Utilization of PEIMS Data**

Audits
Legislative Decision-Making
Calculation of Administrative Costs
Determine District and Campus Accountability Ratings
Academic Excellence Indicator System (AEIS)
School Report Card
TEA Portal

**Houston Independent School District Use of PEIMS Data**

Staffing ratios
Campus budgeting
School operations
Enrollment projections
Budget projections
Campus boundary revisions
Transportation routing
Textbook request verification
PEIMS Submission Process

- Campus Input of Data
- Data Edited at Campus and Reviewed for Accuracy
- Errors Corrected and Edited Again at Campus Level
- District Aggregation of Campus Data
- Data Edited at District Level
- Address All Fatal Errors and Warnings
- Data Reviewed and Superintendent's Signature Assigned
- Notify Region IV
- Region IV Edit Process
- Approval forwarded to the TEA by Region IV

PEIMS Submission Schedule

**Submission 1 (Fall Snapshot)** - This submission includes all students enrolled in school by the “as of” date, which is the last Friday in October and their special program participation. It also includes all the students who were enrolled the previous year but who are not enrolled this year (graduates, dropouts, and students who enrolled in some other school system).

**Submission 2 (Mid-Year)** - This submission includes organizational data and the actual financial data from the previous year, audited.

**Submission 3 (End-of-Year/Summer)** - This submission is a cumulative record of student attendance and contact hours for special programs, course completion, and disciplinary actions (expulsions and suspensions) for the entire school year. State funding is based on this submission.

**Submission 4 (Extended Year)** - This submission is a cumulative record of attendance in the summer school provided for students who do not meet promotion standards in the regular school year and/or the students served by special education who are expected to regress over the summer months without continued services (Extended School Year–ESY). In addition, a Bilingual/ESL Summer School program is available for students. To be eligible for enrollment in the Bilingual/ESL Summer Program, a student must be
limited English proficient (LEP) and must be eligible for admission to kindergarten or first grade at the beginning of the next school year. Funding for summer school is based on this submission.

Submission dates are determined by the TEA and may vary by a day or two each year. Provisions for a resubmission exist for each submission approximately three weeks later. In addition, there are separate provisions for year-round-schools. All submission dates and resubmission dates are published in the Data Standards. The district is responsible for delivery of the data to TEA by the specified due dates. Extensions will not be approved unless substantiated by extreme circumstances (e.g., fire in administration building).

The information collected for PEIMS is utilized by TEA in the following ways:

<table>
<thead>
<tr>
<th>Submission 1 SNAPSHOT</th>
<th>Submission 2 Actual Financial Data Prior Year</th>
<th>Submission 3 Summer</th>
<th>Submission 4 End-of-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall data include:</strong></td>
<td><strong>Midyear data include:</strong></td>
<td><strong>Summer data include:</strong></td>
<td><strong>Extended year data include:</strong></td>
</tr>
<tr>
<td>♦ snapshot data – data reflect the status of the district on the last Friday in October. These data include budget, staff, organization, and student data.</td>
<td>actual audited financial data from the previous year</td>
<td>student attendance data, course completion data &amp; Classroom Link information discipline data, restraint data, and Title I, Part A data.</td>
<td>♦ Dual credit courses completed during the summer ♦ extended school year services (ESY) data, and ♦ bilingual/ESL summer school program.</td>
</tr>
<tr>
<td>♦ leaver data – data on graduates, dropouts, and other school leavers identified during the previous school year.</td>
<td>Midyear data are used to:</td>
<td>Summer data are used to:</td>
<td>Extended year data are used to:</td>
</tr>
<tr>
<td>Fall data are used to:</td>
<td>♦ report to the state legislature, ♦ monitor special, program expenditures, ♦ audit districts, and ♦ perform desk audits.</td>
<td>♦ calculate FSP final allotments, ♦ calculate attendance and course completion, ♦ create a portion of the AEIS, ♦ augment the monitoring of special programs, and ♦ perform desk audits.</td>
<td>♦ calculate ESY funding, ♦ calculate BIL/ESL summer school funding, ♦ monitor special programs, and ♦ perform desk audits.</td>
</tr>
<tr>
<td>♦ calculate compensatory entitlement, ♦ monitor special programs, ♦ report to the federal government, ♦ calculate retention, ♦ calculate basic profiles for AEIS, and ♦ perform desk audits.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PEIMS INFORMATION DOCUMENTS
WEBSITES

TEA
http://www.tea.state.tx.us/

PEIMS Data Standards
http://www.tea.state.tx.us/peims/

TEA Student Attendance Accounting Handbook
http://www.tea.state.tx.us/peims/handbook/

Houston ISD
http://www.houstonisd.org

Houston ISD Chancery Student Information Systems
http://sishelp/

Houston ISD School Guidelines
All student and staff data are submitted with a PEIMS number. For staff, this number is a social security number (SSN). School districts may not require a student to provide a social security number. If no social security number is provided, the district assigns the student an alternative number. This number follows the student from school to school and district to district until the student graduates. All of the PEIMS records contain this number. Since the PEIMS data is collected in multiple records for each student or staff member, all of the records for a particular student/staff are aggregated at the state level using this number.

The PID contains specific demographic data and the PEIMS number for every student and staff member who has ever been reported to PEIMS. The PID file is the key against which all students and staff data is edited. Using this file, TEA is able to follow students/staff across years, between districts, and to match up with other databases such as the Texas Assessment of Knowledge and Skills (TAKS) results file provided by the vendor, teacher certification, GED certificates issued, and others.

School districts/schools receive a PID error when discrepancies are identified which must be resolved. A PID error may occur when multiple districts/schools report PEIMS data for the same PEIMS number, or when the demographic data does not match the data previously submitted for that number. If a student is identified as having a PID error, that student is excluded from reports until the error is resolved. TEA has implemented a PID Standard as a part of the accountability system. Districts with excessive PID errors will be cited. When new students are enrolled, school personnel should initiate a PID Search to ensure that students are enrolled with the proper PEIMS number.

PID errors for one school can be created for another school if the PID Search is not utilized in the enrollment process. For this reason, PID Error Reports should be run weekly and all errors corrected.

Access to the PID is a function of the EDIT+ system, and users must meet the security standards of EDIT+ with PID authority. There should be at least one person on every campus with EDIT+ and PID authority.

Correcting PID errors requires training. The TEA requires specific procedures to be followed in the maintenance of the PID. HISD offers PID training classes and PID Open Labs to assist school personnel. It is the responsibility of the principal to assure that staff attend the training and correct the PID errors in order to meet scheduled deadlines.
The Personal Identification Database (PID) Enrollment Tracking (PET) Extension Guidelines

The Personal Identification Database (PID) Enrollment Tracking (PET) is an extension of PID in the Public Education Information Management System (PEIMS) that maintains up-to-date enrollment data for all students in Texas public school districts. Districts submit enrollment data weekly for students in grades prekindergarten (PK) through 12, using familiar EDIT+ and PID applications and processes. The enrollment data required are the same as those required for PID, plus an enrollment date. School districts have the option of submitting enrollment files extracted from their student information systems or entering student records online. The PET database is updated and made available to school districts weekly. Districts can search PET to locate students or view enrollment histories. PET was implemented in school year 2005-2006.

Background

The public education system of Texas includes more than 1,200 school districts and open-enrollment charter schools. Approximately 4.8 million students attend Texas public schools. Data on student enrollments are sent from school districts to TEA twice each year: (1) fall enrollment data is submitted in late January; and (2) attendance data is submitted in late July. Student enrollment data are released by the Texas Education Agency (TEA) twice each year: (1) fall enrollment data are released at the beginning of March; and (2) attendance data are released at the beginning of October.

All Texas public school students are recorded in the highly confidential PID at TEA. The PID maintains a unique entry on each Texas public school student, based on identification number, first name, last name, and date of birth. Schools districts provide the data for PID two or three times a year when they submit student records in PEIMS. Previously enrolled students are matched against PID and newly enrolled students are added to PID at each of the two PEIMS submissions. School district personnel with proper authorization can search for students in PID.

The Texas student database was one of the first and remains one of the most sophisticated in the country. Nevertheless, the infrequency of submissions of PEIMS enrollment data and the lag between data submission and data release mean that districts may not be able to locate students until months after they have left. The public school population in Texas is very mobile—most students move from one school district to another at some time. Texas school districts have become increasingly sophisticated in their use of data over the past decade and have indicated that a more up-to-date state enrollment database is needed to track students for leaver reporting, duplicate enrollment, records exchange, and other purposes.

The PET was implemented in fall 2005 to coincide with changes in leaver and dropout reporting required by Senate Bill (SB) 186, passed by the Texas Legislature in 2003. SB
186 amended the language on the dropout indicator in the Texas public school Academic Excellence Indicator System. The indicator is specified as follows:

“This Dropout rates, including dropout rates and district completion rates for grade levels 9 through 12, computed in accordance with standards and definitions adopted by the National Center for Education Statistics [NCES] of the United States Department of Education” (Texas Education Code (TEC) §39.051(b)(2)).

In the 2005-2006 school year, districts began collecting information according to the new dropout definition and procedures on students in Grades 7-12 who leave a school district. School districts began submitting data using the new definition and procedures in 2006-2007.

Below are two examples of PET Reports in Chancery to assist schools with leavers and dropouts:

- **PET6C001** *PET Potential Leavers Showing Withdrawn*, and
- **PET7C001** *Fall Enrollment Status of Prior School Year PET Potential Leavers.*
Computar Data
COMPUTER DATA
Responsibility for Campus Data

Principals are directly responsible for all records in their schools and must ensure that all data is correct and accurate. It is also the responsibility of principals to assign all data entry and monitoring functions to appropriate personnel and hold them accountable for these activities. The principal must determine the security level at which each staff member may function. Security levels may have to be adjusted during certain time periods to accommodate specific functions, i.e., PEIMS, PID, scheduling, grade reporting, summer school registration and reporting, or in the absence of personnel with security authorization in the impacted area. The principal should perform periodic checks to monitor the quality of data and implement corrective actions, where necessary, to implement an in-house monitoring system.

Importance of Accurate Computer Data

In HISD, all PEIMS data is input at the campus, the PEIMS extracts are processed, and the TEA Editor is run and produces reports. Even if the manual data is correct, if it is not on the computer, it will not be reflected on the reports.

The master schedule file must be accurate and up-to-date, since PEIMS staffing data is derived from matching the personnel file to the courses and number of students assigned to each teacher.

The scheduling and grade reporting data must be accurate and up-to-date, since PEIMS data elements, such as course completion and staff schedules, are derived from these files. Any missing course or grade may result in inaccurate reporting for the school.

Extracurricular eligibility is also dependent on accurate, up-to-date grade reporting data. Any student who receives a grade below 70, an incomplete, or a blank grade is ineligible, not only for UIL sponsored events, but also for all other designated extra curricular activities. If a teacher fails to input grades for a particular class, every student in that class appears on the UIL ineligible report.

All student ID numbers must be unique and accurate. If identical ID numbers are posted at two different schools, a conflict is recorded and funding data is significantly impacted.

The student social security number (if available) or the sending school's nine-digit PEIMS Identification Number must appear on each check-out sheet if a student withdraws. THIS IS A STATE LAW. It is the sending school's responsibility to assist the receiving school in attempting to enroll a student by providing checkout information, especially social security numbers or PEIMS ID numbers. It is the receiving school's
responsibility, during the enrollment process, to get a new student’s social security number or PEIMS ID number and the student's HISD local ID number and enter it correctly in Chancery. If a student is enrolled with a new HISD local ID number, all data on file under the old number is lost and must be reentered into Chancery. The state maintains a PID File that enables school districts throughout the state to research student conflicts. If a check-out sheet is received without the social security or PEIMS number, call the sending HISD school for the number. If a student enrolls from a school outside of HISD without a social security or PEIMS number, make every effort to obtain this number. Using the Chancery Student Management System (Chancery SMS), schools are able to instantly access the HISD and PID files to locate or verify student ID numbers. If all efforts fail to yield a social security number or a PEIMS number from the previous district, assistance may be requested from TEA. **Do not assign a new PEIMS number unless the student has never been enrolled in a Texas public school.**

All student data — demographics, membership (entries and withdrawals), absences, program eligibility, discipline, grades, etc., must be on file. Missing data results in a "Fatal Error" on PEIMS, and the student will not be counted for funding or program enrollment, resulting in a loss of program funds. In the Average Daily Attendance (ADA) system alone, if 10 students are not counted for funding purposes, the district loses significant funding. This does not include funds for special program enrollment, which increases the amount of lost funds.

It is important to recognize the difference between a "fatal error" and a "warning message." All fatal errors must be corrected. A fatal error indicates that the data is not acceptable in its present form. TEA will not accept data with fatal errors. A warning indicates that this is an unusual condition, and TEA would like for the data to be carefully scrutinized to see if it is correct before it is submitted. Most of the time, the warnings can be corrected; however, if the data reflects the truth, no action is required. An example of this might be a student in the 9th grade who is 21 years old. This condition would cause a warning message, but if the student actually is 21 years old and in the 9th grade, the data should not be changed. Excessive numbers of certain warnings are cause for an on-site investigation; therefore, research and correction should continue until all "warnings" are addressed or the resubmission deadline is past.

Although schools must be fatal free by the submission deadline, staff should continue to review the data for accuracy and make corrections until the deadline for resubmission is past.

All corrections to PEIMS data must be made at the campus level prior to the resubmission deadline.

Since all schools are now operating under the Chancery SMS, explicit adherence to all procedures distributed during Chancery training is essential. Any variation from the
specific sequences presented in the Chancery SMS could result in the loss of data, which could have a significant impact on PEIMS reporting for funding.

**Impact of Inaccurate Computer Data**

- Financial - loss of state funds
- Accreditation- lower status
- Compliance-local/state reprimand

**TEA Field Audit Division, Limited Scope Audit (LSA) Queries**

- LSA of Duplicate Attendance
- LSA of Students with Perfect Attendance and No Course Completion Indicator
- LSA of Students Coded '0', '4', or '5' on the “Snapshot” but Coded Eligible for Attendance for the School Year
- LSA of Kindergarten Students Enrolled Under the Age of Five
- LSA of Prekindergarten Eligibility
- LSA of Full Day Prekindergarten Students with a Special Education Setting of Speech Therapy Only
- LSA of Early Education Students with No Special Education Setting or Speech Therapy Only
- LSA of Bilingual/ESL Education Eligibility Coding on the Snapshot
- LSA of 7th and 8th Grade Students Earning Career and Technical Contact Hours
- LSA of Homebound and Hospital Class School Students Earning Career and Technology Contact Hours
- LSA of Pregnancy Related Services
RECORD TAMPERING

It is a third degree felony to tamper with a government record that is a public school record, report, or assessment required under Chapter 39, Texas Education Code. If the intent of the tampering is to defraud or harm another, then the offense is a felony of the second degree.
DATA QUALITY
DATA QUALITY INITIATIVE

Objective

In order to improve the quality of data in HISD, the Federal and State Compliance Department increased and intensified the monitoring of data that impacts funding and compliance. This monitoring focuses on the identification of discrepancies, errors, or omissions of data. Emphasis is placed on the leaver and discipline coding process in order to ensure that there is appropriate and acceptable documentation at the campus level to support all codes submitted to PEIMS.

Process

HISD will continue to address deficiencies reported through the findings and recommendations of Null-Lairson and the TEA leaver investigation team. Deficiencies that require more extensive and individualized attention will be addressed through periodic data reviews at each campus. Components of the plan include periodic status and progress reports to principals, school improvement officers and central office department heads. Another component includes the establishment of a monitoring team to investigate data.

Specially designed training is delivered to all personnel critical to the data quality process. Mandatory HISD School Guidelines training is conducted by the Federal and State Compliance department. The Student Engagement Department provides mandatory training for a five-member dropout team for each campus. Chancery SMS training and training unique to central office departments with responsibility for PEIMS data, such as special education, multilingual, etc., is conducted, as well.

Data Quality Staff meets periodically with principals and/or designated campus personnel to review data. Senior Compliance Analysts provide data summaries to central office departments to review campus compliance status and areas of question or concern. Areas of concern will be highlighted on data snapshots so that they will be easily identifiable. The Federal and State Compliance department maintains extensive documentation on all reported findings and notifications. The Senior Manager of Student Data Quality will meet monthly with department heads to review data specific to their area. Failure of a campus to reach compliance in all areas of PEIMS compromises the data quality and integrity of the district and will warrant a higher more stringent level of intervention.
Data Quality: Foundation of Accountability

Data Quality Impact

- Political
  - Accountability Status
    - District
    - Campus
- Social
- Financial

- Compliance
- Funding

- Professional Credibility
- Public Perception

- Student Success
- Decision Making
Documentation

As part of our state-mandated Records Management Plan, each principal must complete the “Campus Records Management Plan for Student Cumulative Records Form,” designating where each record is stored on the campus and the person responsible for maintaining that record.

- Principals must complete, sign and forward the form to Federal and State Compliance.

- Copies of the plan must remain on file at the campus and in the Federal and State Compliance office.

- Any revisions to storage locations or record responsibilities must be submitted by the principal to Federal and State Compliance so that the district file can be updated and remain accurate at all times.

CAMPUS PROCEDURES FOR PROCESSES INVOLVED WITH STUDENT DATA

Processes

- Procedures for Enrolling Students
- Procedures for Withdrawing Students
- Procedures for Posting Absences
- Procedures for Excusing Absences
- Procedures for Leaver Coding
- Procedures for Discipline Coding
- Procedures for Special Education Coding
- Procedures for Multilingual Coding (LEP/Immigrant/Migrant)
- Procedures for Grade Changes
- Procedures for Schedule Changes
Data to be reviewed

Ownership and responsibility must be assigned for all types of data that impacts funding, accreditation, and compliance (department heads, project managers, school principals, etc.).

• AAR – Transcripts
• ADA Attendance Accounting
• At-Risk Student Data
• CTE
• Civil Action 5181 – 66% Audit
• Course and Credit Validation (Course Completion)
• Discipline – Chapter 37, Gun-Free Schools Act, DAEP, JJAEP Placement
• Dropout Initiatives – GED
• Dyslexia
• Economically Disadvantaged
• Enrollment Verification, Membership Data, Tuition, Withdrawals/Leavers
• External Funding – Title I, Title VI, Compensatory Education
• Extracurricular Activities/UIL Eligibility and Co curricular/Extracurricular Data
• Free/Reduced Lunch

Data to be reviewed (continued)

• Gifted and Talented Education
• Grade Reporting – Missing Grades, Grade Books, Grade Change Documentation, Course Completions
• Graduates and Related Data
• Health Services – Immunizations
• Homeless
• Limited English Proficient (LEP) – Immigrants/Migrants
• Master Schedule – Student Scheduling
• Office of Civil Rights (OCR)
• Optional Extended Year Program (OEYP)
• PEIMS
• PEIMS Staff PID – 090 Records
• PEIMS Student PID
  - Life Skills Program for Student Parents
  - Prekindergarten Eligibility
  - Pregnancy Related Services (PRS)
  - Section 504
  - Special Education – Extended School Year (ESY), Early Childhood
• Student Scheduling – For Classroom Link
FEDERAL AND STATE COMPLIANCE DEPARTMENT RESPONSIBILITIES
COMPLIANCE ISSUES
FEDERAL AND STATE COMPLIANCE DEPARTMENT RESPONSIBILITIES

The Federal and State Compliance department has several components in place that are designed to improve data quality and address compliance issues.

**Texas Education Agency (TEA) Liaison**

The Federal and State Compliance department has several components in place that are designed to improve data quality and address compliance issues.

Represent HISD at all State Board of Education meetings and various TEA advisory committees such as the Student Success Initiative Task Force, Information Task Force, and Policy Committee on Public Education Information to insure HISD’s input and influence in issues related to or impacting HISD. Serve as PEIMS Coordinator and on Region IV advisory committees. Facilitate TEA funding audits. Address emergency concerns and issues that fall outside of the parameters of normal responsibilities of the department but which significantly impact the district.

**Information Distribution**

Monitor and report on legislative actions which may impact HISD. Revise, distribute, and train school and district staff on use of the HISD School Guidelines. Provide training for school staff on mandated policies and procedures and monitor response where specific action is required.

**Data Monitoring and Problem Identification**

Monitor data related to funding eligibility, accreditation, and compliance to determine that appropriate documentation is being maintained and to identify discrepancies, errors, or omissions of data that impact these issues. Monitor specialized student-related reporting such as discipline, dropouts, Student Success Initiative, etc. to ensure compliance with all reporting specifications.

**Data Quality**

Improve the quality of student data which impacts funding, accreditation and compliance through increased extensive, on-site campus monitoring. Interface with HISD departments to get input on required documentation for their area of responsibility and identify potential data problems in that area. Implement or initiate standard procedures to verify that student data meets all state requirements. Train and monitor school staff in this process.
Data Accountability

Edit all reports or surveys submitted by HISD to state and federal agencies or requested by other entities, such as the media, to determine if data are compatible with PEIMS data, are reasonable based on trend analysis, and comply with the requirements or instructions designated by the report, survey or request. Approve all reports, surveys, and requests prior to submission or release.

Compliance

Monitor and identify campus and district compliance with local, state, and federal mandates concerning reporting of student data and school operations. Notify principals when school practices are not aligned with policy and state regulations. Provide support for school staff in coding student data for funding and accountability.

Student Records

Maintain microfilm of transcripts and census data for graduates and inactive students in order to provide copies to the public, to colleges and universities, and to businesses, upon request. Supervise and provide training for school record clerks and registrars. Monitor state regulations regarding record management and maintenance of the Academic Achievement Record. Facilitate storage of inactive records for closed schools.

Records Management

Serve as Records Management Office appointed by HISD Board of Education as prescribed by Local Governments Records Act and implement, monitor, and supervise a records management program in the district to ensure compliance with all provisions and mandates of the Act. Facilitate use of the Texas Records Exchange (TREx) by district personnel.

Demographics

Maintain and distribute HISD street directory that lists all schools and indicates to which school a student’s residence is zoned. Prepare and distribute maps of school attendance boundaries for elementary, middle, and high schools. Produce reports requested by HISD departments and the HISD Board of Trustees on demographic data requiring mapping. Prepare reports on enrollment forecasts for use in planning new schools. Provide data and recommendations for boundary adjustments and provide maps and documentation for boundary adjustments submitted to HISD Board of Trustees for approval.
IMPROVING DATA QUALITY
IMPROVING DATA QUALITY

Planning is the key in any project when the goal is to improve the quality of the data reported to state and federal agencies. The senior compliance analysts receive PEIMS-related information and are responsible for disseminating it to other staff in a timely manner. Every staff member who is responsible for information reported to PEIMS must have documentation and training made available to them. A campus administrator will assume the responsibility for verification of the data and implement procedures to address any data quality issues.

TIMELINES

The Federal and State Department has established timelines for all student information and disseminate these timelines to the schools. The department also has a system to verify the completed task. Timelines reflect dates and deadlines for each step of the data quality process. Ultimately, schools are responsible for the delivery of student data on the specified due dates.

DATA ANALYSIS AND VERIFICATION

When schools consistently implement verification procedures within their daily data-generating activities, the efforts result in increased data quality. It is much easier and more efficient to identify and correct mistakes on a current basis rather than on an historical basis. PEIMS reporting is much easier if the information is collected and reviewed regularly rather than all at once before the reporting deadline.

The campus PEIMS coordinator, together with the responsible staff, should devise a list of reasonableness and accuracy tests appropriate for each data element or set of data elements. For example, reasonableness and accuracy tests could consist of comparing current results with results from prior years or establishing allowable ranges for certain items. A school’s goal should be to edit information on an on-going basis rather than only when information is submitted for PEIMS. This process promotes better data for day-to-day school district operations.

The PEIMS reporting process provides several good examples in which day-to-day data review and analysis can be combined with one-time review and editing to provide accurate information. For example, if a school collects and processes attendance information on a daily basis and reviews the attendance data at the end of each six-week reporting period, then the process of attendance reporting for PEIMS is simplified. Problems and inaccuracies are corrected at the end of each six-week period when the personnel who collect the data are more likely to remember what caused the problem. When the information is due, the school completes the final six-week period as usual, edits the data for the year, and reviews each reporting period for reasonableness. This process is more likely to result in fewer errors than a process that attempts to correct attendance data for the year on or near the PEIMS reporting deadline.

DATA RESPONSIBILITIES
CAMPUS PROFESSIONALS AND DATA ENTRY STAFF

Campus Professional

- Oversee the reasonableness and accuracy of data by designing and implementing procedures at the campus to insure the data that affects funding, compliance, or accreditation is complete and correct by identifying areas of concern and determining corrective action.

- Advise the campus principal of the status of data quality on a regular basis.

- Collaborate with principal to designate campus contacts for each data type that impacts, funding, compliance, and accreditation.

- Consult with their FSC Senior Compliance Analyst to schedule appropriate training for campus personnel.

- Compile a list of persons at the campus responsible for special program content knowledge and distribute it to the necessary personnel.

- Identify, document and supply data reporting timelines and procedures to all personnel affected by them.

- Compile regular status reports for the principal regarding data quality at the campuses.

Data Entry Personnel

- Enter data as specified by a campus professional staff member.

- Receive FSC and Chancery training in a timely manner.

- Distribute training materials from the Chancery Content Store that apply to their area of responsibility to the necessary personnel.

- Become familiar with the policies in the Student Attendance Accounting Handbook

- Have copies of the Elementary and Secondary Guidelines available.

- Have copies of the data reporting timelines as well as the list of the personnel responsible for providing them with the data to enter into the computer.

- Provide verification reports to the special program coordinators who should compare them to Chancery for accuracy. These reports must be provided in time to make necessary corrections before the PEIMS submissions.
## FEDERAL AND STATE COMPLIANCE
DATA QUALITY
VERIFICATION REPORTS AND TIMELINES

<table>
<thead>
<tr>
<th>STUDENT PROGRAM</th>
<th>REPORTS RUN FROM CHANCERY/PEIMS</th>
<th>REPORTS RUN FROM EDIT+</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2-3 WEEKS AFTER SCHOOL STARTS</td>
<td>END OF EVERY SIX WEEKS</td>
</tr>
<tr>
<td>At-Risk</td>
<td></td>
<td>X*</td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td>X*</td>
</tr>
<tr>
<td>Bilingual/ESL</td>
<td>X</td>
<td>X*</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td></td>
<td>X*</td>
</tr>
<tr>
<td>Discipline</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Extended School Year Services (ESY)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifted and Talented</td>
<td>X</td>
<td>X*</td>
</tr>
<tr>
<td>Grades</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Course Completion (Grades 9-12)</td>
<td></td>
<td>X**</td>
</tr>
<tr>
<td>Graduates</td>
<td>X</td>
<td>X*</td>
</tr>
<tr>
<td>Leavers/Withdrawals</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Life Skills for Student Parents Program</td>
<td>X</td>
<td>X*</td>
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<tr>
<td>Migrant/Immigrant</td>
<td>X</td>
<td></td>
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<tr>
<td>Master Scheduling/Scheduling</td>
<td>X</td>
<td></td>
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<tr>
<td>Immunizations</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Optional Extended Year Services (OEYP)</td>
<td></td>
<td>X*</td>
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<tr>
<td>PID/PET</td>
<td>X</td>
<td></td>
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<tr>
<td>Pregnancy Related Services (PRS)</td>
<td>X</td>
<td>X*</td>
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<tr>
<td>Prekindergarten</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Special Education</td>
<td>X</td>
<td>X*</td>
</tr>
<tr>
<td>Staff Data</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>125% Rule for Special Ed. State Requirement</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Title I, Part A</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Source: Region IV ESC

*Have a sign off sheet returned affirming verification

**To be checked at the end of each grading period
## Campus PEIMS Coordinator Checklist

<table>
<thead>
<tr>
<th>Task</th>
<th>Person Assigned</th>
<th>Anticipated Completion Date</th>
<th>Actual Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribute documentation to appropriate staff.</td>
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<tr>
<td>Train existing and new staff on all appropriate aspects of PEIMS.</td>
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<tr>
<td>Establish due dates and anticipated completion dates for each step in the process.</td>
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<tr>
<td>Notify staff of the following:</td>
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<tr>
<td>a) specific date needed;</td>
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<tr>
<td>b) dates data must be ready for initial extraction;</td>
<td></td>
<td></td>
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<tr>
<td>c) anticipated dates reports and edits will be returned for staff review;</td>
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<tr>
<td>d) dates by which data must be reviewed and corrected.</td>
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<tr>
<td>Verify that appropriate checks are in place for assigned professional staff.</td>
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<tr>
<td>Verify changes to PEIMS have been assigned.</td>
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<tr>
<td>On PEIMS snapshot date, ensure that data entry is completed and up-to-date.</td>
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<tr>
<td>Extract all appropriate records.</td>
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<tr>
<td>Run edits, reports, and verification checks on data.</td>
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<tr>
<td>Distribute edits and reports to appropriate staff for analysis, verification and correction.</td>
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<td></td>
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<tr>
<td>Extract corrected data or ensure corrections have been made.</td>
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<tr>
<td>Verify sent file to EDIT+ for validation.</td>
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<tr>
<td>Analyze all edit messages.</td>
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<tr>
<td>Correct, re-extract and send for validation as necessary.</td>
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<td></td>
<td></td>
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<tr>
<td>Run reports from EDIT+.</td>
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<td></td>
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<tr>
<td>Distribute reports to appropriate staff for review.</td>
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<tr>
<td>Principal approval for error-free data to Federal and State Compliance.</td>
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</tbody>
</table>

Source: Region IV ESC

**NOTE:** This is a role that is assumed by degreed employees in several classifications. It is not intended as a separate position, but as part of other duties an employee may be assigned.
AT-RISK
AT-RISK
Responsibility

Principal shall designate appropriate campus personnel to whom all At-Risk coding questions should be directed.

The designee and phone number of the Central Administrative Staff member:

Name: Bernadette Cardenas

Phone Number: 713-556-6906

Professional staff should provide data entry/clerical personnel with names and coding information, in writing, of students who are identified as at-risk and those who are being served in the program. **In no case should data entry/clerical personnel be responsible for determining whether a student is At-Risk.**

Principals must ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to campus reports for reasonableness and accuracy.

Eligibility Requirements

Definition

AT-RISK-INDICATOR-CODE indicates whether a student is currently identified at risk of dropping out of school using state-defined criteria only ([TEC §29.081](http://www.tea.state.tx.us/index4.aspx?id=1222)), Compensatory and Accelerated Instruction). Please note that a student with a disability may be considered at-risk of dropping out of school only if the student meets one or more of the state at-risk criteria that is not considered to be part of the student's disability. A student with a disability is **not** automatically coded as being at risk of dropping out of school because of his/her disability. Districts should use the student's individualized education program (IEP) and other appropriate information to make the determination.

Students are **not** identified as at-risk solely because they are on free and/or reduced lunch. They must meet one of the 13 criteria listed on the attached link. [http://www.tea.state.tx.us/index4.aspx?id=1222](http://www.tea.state.tx.us/index4.aspx?id=1222) (Select Module 9, then scroll to pages 12-14 of the document)
Best Practices to Ensure Data Quality for At-Risk Data

It is imperative that at-risk data be correct in Chancery for PEIMS submission. Here are information and guidelines to ensure data quality for at-risk data:

- The at-risk panels in the Chancery Student Management System (SMS) are used to maintain information pertinent to students who are considered at risk of dropping out of school or students who have already dropped out of school.
- Many of the at-risk coding records are triggers from another panel or created by a script report that is run for Chancery at the appropriate time of the year, sometimes at the end of the semester and others at the beginning of a new year.
- **There are also records that will need to be added by the campus.**
  - Schools are responsible for maintaining, verifying and updating all data in their at-risk panels in Chancery. This includes what was populated by Chancery, adding any information that is not populated and adding data for new students.
  - Please be advised that the at-risk contact/coordinator is the person responsible for the at-risk data on their campus.
  - All back-up data for at-risk should be on file. A student should not be coded as at-risk if there is not any documentation for the coding.
  - If a SIMS/Data Entry person is entering the data in the Chancery SIS system, they should receive written and signed coding instructions from the at-risk campus contact/coordinator. They are not to make decisions regarding coding or services. That is the responsibility of the at-risk campus contact/coordinator professional staff member.
  - Services that at-risk students receive will need to be entered on the At Risk Service Panel by campus staff. Services will not be populated automatically.
  - A memorandum and At-risk Coding Chart will be sent to principals in September to assist with coding at-risk students.

Below are some reports that are found in Chancery and can be run in order to assist campuses in verifying data for at-risk.

- **H_Audit Homeless Report** (found under PEIMS reports in Chancery SMS) – this report shows which students are coded Homeless in at-risk. It is imperative that all homeless students are coded Homeless students and information should be coded in the At-Risk Panel in Chancery.
- **H_At-Risk Roster** (found under Special Populations reports in Chancery SMS) – this report lists all students on your campus who are coded as at-risk in Chancery. It lists each student by grade level and in alphabetical order.
- **H_At-Risk Teacher** (found under Special Populations reports in Chancery SMS) – this report lists all students on your campus who are coded as at-risk in Chancery. It lists each student by homeroom teacher. This report is more useful on an elementary campus. On a high school campus it does not list the students by course teachers, only by homeroom.
- **H_At-Risk Services** (found under Special Populations reports in Chancery SMS) – This report lists the services that the at-risk students receive to address their needs. The at-risk services screen must be coded manually by the campus and should include information on what service or services the student receives.
- **Reports on PEIMS Edit +** are available to list students identified as at-risk as well.
Note: All teachers should have, in their possession, the list of the at-risk students they teach. Teachers should be reminded that this list is confidential.
ATTENDANCE
Responsibility

Principals shall designate appropriate campus personnel to whom all attendance coding questions should be directed for resolution.

The designee and phone number of the Central Administrative Staff member:

Name: Wanda Thomas  
Federal and State Compliance

Phone Number: (713) 556-6753

Introduction

Average Daily Attendance (ADA)

Definition

Average Daily Accounting (ADA) is the accounting medium by which state funding is derived.

Average Daily Attendance (ADA) Eligibility Coding

A student must be enrolled for at least two hours of instruction, five days a week to be considered in membership for one-half day and for at least four hours of instruction, five days a week to be considered in membership for one full day. Students who are not scheduled to attend at least two hours, five days a week should be enrolled with an ADA eligibility code of 0 – Enrolled, Not in Membership.

Instructional time in Dual Credit courses does not apply to ADA eligibility.

ADA is based on the number of days of instruction in the school year. Every school must have an instructional day that is a least seven hours in length.

Official ADA time for taking attendance during the second instructional hour of the day must be established at each campus prior to the first day of school. Once a time has been selected, a campus may not change it during the school year. Permission for recording absences in an alternate period, such as for testing days, must be obtained in advance from Federal and State Compliance.

Optional Flexible School Day Program (OFSDP)

Students participating in an OFSDP may attend on a fixed or flexible schedule that does not meet the traditional 180-day, 5-days-per-week requirement.

- Students who are eligible for participation in and are enrolled and provided instruction in an alternative attendance program, such as the Optional Flexible School Day Program (OFSDP) should be enrolled with an ADA eligibility code of 07.
Typical OFSDP instructional arrangements include the following:

- Weekend or night classes
- Extended day classes
- Classes offered throughout the year
- Flexible schedules
- Credit recovery classes (These classes can be offered during the summer recess for students who have not earned a full ADA during the school year. A student cannot earn more than the equivalent of one ADA in a year.)

**Utilization**

ADA funds will be awarded for each day present for all eligible students.

Special Program funds awarded for enrollment in each designated program area provided proper documentation is maintained.

In the HISD, attendance will be monitored through the production of periodic attendance reports from which administrative decisions are made. If absences are not posted when these reports are run, greatly inflated percentages of attendance will occur.

**Compulsory Attendance**

Unless specifically exempted by law, those children at least six years of age and those who have not yet reached their 18th birthday are required to attend school. A student enrolled in prekindergarten or kindergarten must attend school. However, if the child has not reached mandatory attendance age (six years old by September 1 of the current school year), the parent/guardian may withdraw the student from school and the child will no longer be in violation of compulsory attendance rule. Also, a person who is age 18 or older and is enrolled in public school is required to attend school each day.

**Texas Education Agency Rules**

Each school must have a copy of the current Student Attendance Accounting Handbook published by the Texas Education Agency. The rules in the State handbook govern the procedures used by all districts. No school officer or any other person in the school district has the authority to change these instructions. At the end of the year, all records must be signed by a certified person and delivered to the superintendent, who is responsible for the safekeeping of all attendance records and reports. Each year, instructions will be sent to schools regarding packaging and delivery of attendance documents. The following personnel must be aware of their responsibilities in following the state rules for attendance accounting: administrators, teachers, special program coordinators, and attendance personnel.
The principal of each campus is responsible for reviewing his or her Campus Summary Reports for completeness and accuracy. Reports from the Texas Education Agency (TEA), which reflect Public Education Information Management System (PEIMS) data, should be compared to locally-produced reports for reasonableness and accuracy. The principals affirm that they have checked, or caused to be checked, the accuracy and authenticity of the attendance data by signing the Campus Summary Report. The principal is ultimately responsible for the accuracy and safekeeping of all attendance records and reports. These records must be available for audit.

The teacher who initially records an absence is responsible for the accuracy of the report and attests to the validity of the data with his or her signature – or, in the case of a paperless attendance accounting system, with his or her entry of those data using the teacher’s logon with a district secret password.

The attendance personnel generating absence summaries and/or transcribing the absences or coding information into the computer are responsible for adhering to all laws and regulations pertaining to student attendance accounting. Each person entering data into the attendance accounting system must sign an affidavit attesting that the data he or she has entered is true and correct to the best of his or her knowledge. In no case should attendance personnel be assigned the responsibility of determining a student’s coding information.

**Important:** In no case should attendance personnel be assigned the responsibility of determining a student's coding information. Special program staff, directors, and/or teachers should provide attendance personnel with names and coding information of students who are eligible, whose documentation is in order, and who are being served in accordance with an individualized education program (IEP). Special program directors and/or staff are responsible for reviewing special program data and totals for accuracy and completeness. They are also responsible for ensuring that attendance personnel are aware of any changes in a student's services and the effective dates of such changes. The attendance personnel are then responsible for entering the changes in the detailed student attendance accounting system (manual or automated). At the end of each six-week reporting period, special program staff should verify the Student Detail Report for any coding errors.

**Taking and Recording Student Attendance**

District personnel must create the original documentation of attendance at the time of attendance. Original documentation may not be created after the fact. Original documentation that is not created at the time of attendance will not be accepted by agency auditors. If auditors determine that original documentation was not created at the time of the attendance it is intended to support, the TEA will retain 100% of your district's FSP allotment for the inappropriately documented attendance for
the school year(s) for which records have been requested. The TEA will either assess an adjustment to subsequent allocations of state funds or require your district to refund the total amount of the adjustment when the audit is finalized.

**Board Policy on Classroom Attendance**

Acceptable excuses for absences and tardiness are personal illness, sickness, or death in the family, quarantine, weather, or road conditions making travel dangerous, participation in school activities with permission of the principal, and emergencies or unusual circumstances recognized by the principal or person designated.

 Supervision of student attendance will be the responsibility of teachers and school administrators.

**The role of the principal (and administrative team) is to:**

- establish a period by period attendance management system;
- design and implement a process for identifying and counseling students with attendance problems;
- communicate with parents about student attendance problems;
- approve credit for excused absences;
- chair the statutorily required School Attendance Committee

**The role of the teacher is to:**

- take attendance at the official time designated and for each class period;
- maintain accurate attendance records in GradeSpeed and verify accuracy of Chancery records;
- send excuse notes from parents to the office in a timely manner;
- notify parents when a student returns from an absence without an excuse or has been absent for three or more days;
- insure that students make up work for excused and unexcused absences;
- complete an attendance referral form for appropriate students, in accordance with district guidelines
First Day Procedures for Teachers

1. Use the Classroom Roster provided by the clerk to take attendance at the designated time. On the first day of school no student is considered absent. **Absences DO NOT start until a student has attended school at least one day.**

2. On the roster mark one single line through the name of any student on the list who is not in the classroom at official attendance time and mark **NS** to the right of the student’s name.

3. Add the names of any students present in your classroom at official attendance time whose names are not on the roster, but whom you accepted into class with documentation from the office.

4. Record the total number of students present and sign and date the roster in blue or black ink (no pencil).

5. Do not “trade” students with another teacher without the knowledge of the principal, who in turn, gives the information to the attendance clerk.

6. Color-Coded Cards (If applicable)
   - Must be completed in ink (NOT PENCIL)
   - No erasures or white out
   - Must be signed by the teacher with whom the student is present with at the time of filling out the color coded card.
   - Must be signed by Student
   - Must include date of student’s first day of attendance in class
   - Grade level should be verified

On the second day of school and any day thereafter, a student entering a teacher’s room must have documentation from the office (ex. Admit slip or class schedule). Verify that the student’s name is in GradeSpeed the day the student enters class and, if not, notify the attendance clerk by e-mail.

- Take attendance at the official ADA time.
- Submit attendance in GradeSpeed each day no later than 20 minutes after designated time of attendance.

Attendance needs to be submitted, even if a class has 100 percent attendance. Notify the attendance clerk in writing by using the Attendance Correction Form in GradeSpeed or by e-mail of any absence corrections are needed.

All manual official attendance documents **(Absentee Slips)** must meet these conditions:
(This also applies when a teacher cannot log into GradeSpeed or there is a substitute in the teacher’s classroom.)

- always use blue or black ink (never record manual entries in pencil, use liquid correction fluid, and never use a signature stamp);
always use the legal names of the students (no nicknames or shortened version of the name);
• always use the correct student ID number;
• Teacher or Substitute Teacher’s Signature in ink;
• If errors are made on any official attendance document, strike one line through the error, enter corrections nearby, and initial in ink.

GradeSpeed Attendance

Process Description – GradeSpeed’s attendance interface can exchange attendance data with Chancery SMS. The interface will:

• Post attendance recorded in GradeSpeed to Chancery SMS.
• Pull attendance corrections made in Chancery SMS into GradeSpeed.

The GradeSpeed process with Chancery SMS interface includes the following:

Calendars:

• Calendars and configurations are pulled from Chancery into GradeSpeed nightly starting at 9:00 p.m.

Schedules:

• Schedule changes for secondary schools are pulled from Chancery into GradeSpeed every 15 minutes.
• Schedule changes for elementary schools are pulled from Chancery into GradeSpeed nightly starting at 9:00 p.m.
• Enrollments/Withdrawals are pulled from Chancery into GradeSpeed nightly starting at 9:00 p.m.

Rosters:

• Attendance rosters are updated immediately, without a need to log off and log back in, after the schedule change is downloaded into GradeSpeed.
• GradeSpeed Monitor is updated immediately, without a need to log off and log back in, after the schedule change is downloaded into GradeSpeed.
• The Grades roster page is updated when the teacher logs out and back in after the schedule change is downloaded into GradeSpeed.

Attendance:

• Attendance records are uploaded from GradeSpeed into Chancery every 15 minutes.
• Attendance corrections are pulled from Chancery into GradeSpeed every 15 minutes.
Grades:

- Grades are exported from GradeSpeed into Chancery when the campus grade clerk/administrator manually performs the **exports grades** function.
- Grade corrections are pulled from Chancery into GradeSpeed **nightly** starting at 9:00 p.m.

**Attendance Clerk**

**Tasks Prior to Opening of School**

1. Post rosters throughout campus for parents to review.
2. Review the updated Membership Reporting procedures and the school district calendars.
3. Distribute Class Rosters to teachers with written instructions on how to document “no show” students.
4. Verify that ADA time is posted in your school. Note: Attendance should be submitted no later than 20 minutes after ADA time in your building.

**First Day Procedures**

1. Distribute first day rosters to teachers to verify attendance (must be signed in ink by teachers).
2. If a student is not present, the teacher should mark a single line through student’s name and mark NS to the right.
3. Be sure that teachers send attendance to the office no later than 30 minutes after official ADA time.
4. Log onto the HISD Portal to Report Manual Membership Figures by 11:00 am.
5. KEEP originals of first day rosters (ELEMENTARY SCHOOLS). These will be collected with the **End of Year Documentation**.
   - Color-Coded Cards (If applicable)
     - Must be completed in ink (NOT PENCIL)
     - No erasures or white out
     - Must be signed by the teacher with whom the student is present with at the time of filling out the color coded card.
     - Must be signed by Student
     - Must include date of student’s first day of attendance in class
     - Grade level should be verified
     - First day cards should have upper right corner cut at an angle to indicate that they were “first day” cards
     - Color-Coded Cards on file first day for all students present
6. NO SHOWS
   - ALL STUDENTS NOT PRESENT FIRST DAY MUST BE NO SHOWED!
Unclaimed schedules retrieved and posted as No Shows
All NO SHOWS must be posted by the end of 1st Day
All NO SHOWS will have an effective date in Chancery of August 23, 2013

7. Prepare new rosters for Day 2
   Teachers should only take attendance for the first day on the first day rosters, second day on second day roster, and so on.

Second Day Procedures
1. Teachers begin taking attendance in GradeSpeed on Day 2.
2. On the second day and any day thereafter, students that are not present the first day should pick up schedules ONLY AFTER being re-activated in Chancery as enrolled.
3. Log onto the HISD Portal to Report Manual Membership Figures by 11:00 am.
   
   Reminder:
   If a student who was marked on the 1st day as a “No Show” reports on the 2nd day or thereafter, the “No Show” should be changed to a “Left” record and a new enrollment status must be created, effective the 1st Day the student is present at ADA time.

Membership Reporting on the HISD Portal
All students who are physically present in school on the first day are to be counted in their respective grade level, even though they may be in a self-contained special education class. Membership figures should be shown by grade level (EE through 12), reflecting a physical count of the student present at official ADA time. Students in the auditorium, library, counselor’s office, nurse’s office, etc. at official ADA time must be documented on a roster with a teacher, counselor or administrator’s signature.

An application is available for reporting membership figures in the schools by grade level. Authorized staff will log in to the HISD Employee Portal by 11:00 am and click on Membership Reporting on the HISD Applications Links list to access the system.

After the first day of school, membership includes all students who have enrolled and attended at least one day during the current school year and who have not withdrawn. Students who enrolled, but have not attended at least one day should not be included in the membership count.

Please refer to the Memo to Principals about Membership Figures for School Year 2013-2014 for all dates on membership reporting on the HISD portal.

Withdrawals
A student can be withdrawn from school by either biological parent if no court action is involved, regardless of who enrolled the student in school, or by the person who signed
the enrollment card and/or has legal custody of the student.

- The SIS Student Withdrawal Record/Transfer Form must be completed with all information requested. After the first week of school, if the student has been in attendance in the school for five days or more, academic grades must be recorded on the check-out sheet. All absences (excused, unexcused, and extracurricular) should be transferred with the student, so they may be recorded at the new school. The student's ID number should be double-checked by utilizing the PET Search PID on Edit+ for accuracy. One copy of the check-out sheet is given to the parent/guardian; one copy is retained by the school; and another copy is sent to the receiving school, if known, together with a copy of the report card. The parent/guardian/student should be given the original report card, and the school should retain a copy in the student's permanent folder. On the top right-hand side of the withdrawal form, write the PEIMS state ID number and highlight.

- In order to track dropouts, a parent signature and the name of the new school in which the student plans to enroll is needed. This is imperative to avoid underreported students.

- The official date of withdrawal depends on the time of day the student withdraws. If a student withdraws from school before the time that ADA is checked at the student's school, the effective date of withdrawal is that same day. If a student completes the withdrawal process after ADA is checked, the effective date of withdrawal must be posted to the student's computer file is the next school day. Parents and legal guardians should be encouraged to give the school a 24-hour notice of withdrawal to allow time for the school staff to process the check-out sheet without disrupting classes.

- A student is not in membership on the withdrawal date.

- Note the effective date of withdrawal and the withdrawal code (see HISD Withdrawal Codes) [https://www.houstonisd.org/FederalStateCompliance/](https://www.houstonisd.org/FederalStateCompliance/) on the top of the student's color coded card if applicable. The color-coded card should then be filed alphabetically by grade level.

- Write the applicable information on the Membership/Transaction Log using the effective date of withdrawal.

- It is critical that withdrawals be posted to the computer files on a daily basis to avoid conflicts with other schools or within the statewide PID file.

**Withdrawal Procedures for Non-Attending Students**

The principal only may withdraw students for non-attendance after specific actions are taken and documented. These actions must include attempting to contact the student to suggest possible interventions or alternative placement to prevent the student’s leaving school.

- For general education students between six and eighteen years of age, compulsory attendance laws apply. A student should not be withdrawn for non-
attendance unless school personnel can document that appropriate procedures have been followed. For students in violation of compulsory attendance, a court case should be filed on the parent and/or student; and the student should be withdrawn using Withdrawal Code 98 - Other. The parent should be notified in writing of this action and informed to re-enroll the student once they regain control.

- On or after the eighteenth birthday, general education students can be withdrawn for nonattendance. If the student has more than five unexcused absences in one semester, a school district may revoke the student’s enrollment for the remainder of the year. Attempts to notify the parent should be documented, and a letter informing the parent and adult student of the withdrawal should be sent. The student will be counted as a dropout.

**School Attendance Committee**

Pursuant to state law, each school campus shall have a School Attendance Committee, the composition of which shall be named by the principal. The principal shall serve as chairperson of the committee. The committee shall review petitions for class credit for students who were in attendance fewer than the number of days required for the semester or year. Also, the committee may review the records of all students whose attendance drops below the number of days required, whether or not a petition is filed.

The School Attendance Committee may grant class credit in those cases where absences are due to extenuating circumstances, and the committee may stipulate additional requirements which a student must meet in order to regain credit in a class. Final decisions about credit or promotion will be made at the end of the semester/year. The decision of the School Attendance Committee may be appealed to the School Improvement Officer, then to the Superintendent of Schools (or designee), and finally to the School Board.

**Average Daily Attendance (ADA) Rules and Exceptions**

Official ADA attendance accounting will continue to be reviewed on a six-week basis with funding determined by ADA over the full instructional year calendar. HISD has designated the second instructional hour (NOT HOMEROOM PERIOD) of each day as the time for ADA attendance. Each campus must have a designated time during the second instructional hour (NOT HOMEROOM PERIOD) for taking attendance. All teachers must take attendance at that time. The time for attendance must be posted throughout the building, or the principal must verify that all staff members can state the time when attendance is taken to an auditor. Absences must be posted daily. Students are either present or absent at the official ADA attendance time. For official attendance accounting, “excused” and/or “unexcused” absences do not exist.
A student not actually on campus at the official ADA attendance time may be considered in attendance for the Foundation School Program (FSP) purpose for the following conditions:

Note: The following codes require documentation that has been signed and dated by the principal or principal’s designee.

<table>
<thead>
<tr>
<th>Chancery Code</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC</td>
<td>The student is enrolled in and attending an off-campus dual credit program course.</td>
</tr>
<tr>
<td>ACT</td>
<td>The student is participating in an activity that is approved by your local school board and is under the direction of a professional staff member of your school district or an adjunct staff member. The adjunct staff member must have a minimum of a bachelor’s degree and be eligible for participation in the Teacher Retirement System of Texas.</td>
</tr>
<tr>
<td>MTR</td>
<td>The student is participating in a mentorship approved by district personnel to serve as one or more of the advanced measure needed to complete the Distinguished Achievement Program outlined in 19 TAC §74.13(a)(3).</td>
</tr>
<tr>
<td>MD</td>
<td>The student is a Medicaid-eligible child participating in the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) programs implemented by the Texas Health and Human Services Commission. Such students may be excused for up to 1 day at a time without loss of ADA. The appointment should be supported by a document, such as a note from the health care professional.</td>
</tr>
<tr>
<td>REL</td>
<td>The student misses school for the purpose of observing religious holy days, including traveling for that purpose. TEC §25.087(b)(1)(A) Travel days for which the student is considered in attendance shall be limited to not more than 1 day for travel to and 1 days for travel from the site where the student will observe the holy days. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.</td>
</tr>
<tr>
<td>TAP</td>
<td>The student is in Grades 6 through 12 and misses school for the purpose of sounding “Taps” at a military honors funeral held in Texas for a deceased veteran. TEC §25.087(c)</td>
</tr>
<tr>
<td>CRT</td>
<td>The student misses school for the purpose of attending a required court appearance, including traveling for that purpose. TEC §25.087(b)(1)(B) Travel days for which the student is considered in attendance shall be limited to not more than 1 day for travel to and 1 day for travel from the site where the student is required to appear in court. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional days for attendance accounting purposes. Absences to meet with probation officers do not qualify for funding but must be excused if they meet the criteria in the TEC §25.087(b)(1)(B).</td>
</tr>
<tr>
<td></td>
<td>The student misses school for the purpose of serving as an election clerk, including traveling for that purpose. TEC §25.087(b)(1)(C) Travel days for which the student is considered in attendance shall be limited to not more than 1 day for travel to and 1 day for travel from the site where the student is serving as an electing clerk. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>ELC</td>
<td>The student misses school for the purpose of appearing at a governmental office to complete paperwork required in connection with the student’s application for United States citizenship, including traveling for that purpose. TEC §25.087(b)(1)(C) Travel days for which the student is considered in attendance shall be limited to not more than 1 day for travel to and 1 day for travel from the site of the government office. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.</td>
</tr>
<tr>
<td>GOV</td>
<td>The student misses school for the purpose of taking part in a United States naturalization oath ceremony, including traveling for that purpose. TEC §25.087(b)(1)(D) Travel days for which the student is considered in attendance shall be limited to not more than 1 day for travel to and 1 day for travel from the site of the ceremony. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.</td>
</tr>
<tr>
<td>NAT</td>
<td>The student is temporarily absent because of a documented appointment for the students or the student’s child with a health care professional licensed to practice in the United States. TEC §25.087(b)(2) A documented appointment with a health care professional includes an appointment of a student diagnosed with autism spectrum disorder with a health care practitioner to receive a generally recognized service for persons with that disorder. TEC §25.087(b-3) To be considered temporarily absent, the student must begin classes or return to school on the same day of the appointment. The appointment should be supported by a document, such as a note from the health care professional. 19 TAC §129.21(k), TEC §25.087(b)(1)(A)</td>
</tr>
<tr>
<td>MD</td>
<td>The student is in his or her junior or senior year of high school and misses school for the purpose of visiting an institution of higher education accredited by a generally recognized accrediting organization to determine the student’s interest in attending the institution. TEC §25.087(b-2) Your district 1) may not excuse for this purpose more than two days during a student’s junior year and two days during a student’s senior year and 2) must adopt a) a policy stating when an absence will be excused for this purpose and b) a procedure for verifying students’ visits to institutions of higher education.</td>
</tr>
</tbody>
</table>
DFPS | Documentation that the student was absent to participate in a court-ordered activity related to child protection or review of placement. The exemption includes a day of travel to and a day of travel back from the location of the activity if it is out of town.

MIL | Documentation that the student was absent to visit with a parent, stepparent, or legal guardian who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or is immediately returned from continuous deployment of at least four months outside the locality where the parent, stepparent, or guardian regularly resides.

Documentation must be provided in all cases where a student is not physically present at ADA time in the classroom and was counted present for FSP ADA purposes. This includes signed and dated rosters used when a student is with other school personnel at ADA time.

### Attendance Best Practices

- Have a current updated Chancery Handbook [http://sishelp](http://sishelp)
- Attend PEIMS training offered – check HISD Portal for updates and training
- Attend training for changes to Elementary/Secondary Guidelines
- Review teachers on first day procedures
- Have all new students entered into Chancery and all No-shows posted by end of the first day
- **After processing No Shows** run the H _ Entry Date Report_ in Chancery at the end of the first day, this will give you a record of all students entered into Chancery on the first day
- Generate a list of students with no homeroom number (if applicable) or schedule and verify status
- Enter Transactions on the Membership Transaction Log on a daily basis
- Enter and check absences on a daily basis
- Verify membership totals on a daily basis
Run and save the **TX Daily Attendance Report** in Chancery daily; it will help you keep an account of absences, attendance changes, student entries and student withdrawals (be sure to use filters) - save it to a folder on your desktop or a memory stick.

Run the **Membership Reconciliation Report** periodically to verify student’s ADA Eligibility.

When balancing Cycle Attendance, reports used should be printed or saved to a file for future reference.

Check Absentee Slips (Manual Teacher/Substitute Attendance Rosters) daily for signatures in ink. *File by Cycle for End of Year Documentation*

An **Attendance Change Form** that has been signed and dated by the principal or principal’s designee must be kept on file when an attendance correction is made, for instance, *when a student is changed from present to absent or absent to present;* and/or when a student is not on campus at the official ADA time but can be considered in attendance for the Foundation School Program (FSP) purpose, the supportive documentation must be attached. *File by Cycle for End of Year Documentation*

Verify leaver codes for No-show students.

Verify that leaver codes are correct for previous year withdrawals and have supportive documentation on file.

**End of Year Manual Attendance Records Collection Required for a TEA Audit**

First Day Rosters (totaled and signed) – Elementary Schools

Membership Transaction Logs – Elementary and Secondary Schools

1st and 4th Cycle ADA Verification Rosters signed and dated in ink – Elementary and Charter Schools CARs; Secondary H Class Roster Report

Any documentation submitted to the Attendance Office for input into Chancery, i.e. Daily Absentee Slips, Teacher or Substitute Rosters, or emails - sorted by cycles

Attendance Change Forms with documentation attached (posted to Chancery) signed and dated in ink – sorted by cycles

Color-Coded Cards signed in ink and in alpha order by grade level

Seven-page Chancery School Attendance Calendar Days Report
Problems Experienced During TEA Funding Audits or Compliance Reviews

• Students were erroneously coded as Ineligible
• Students were erroneously coded as Eligible
• Students who either graduated at mid-term, dropped out of school, or registered and never attended were counted in attendance with either perfect attendance until the end of the year or until the error was discovered
• Ineligible prekindergarten students had been incorrectly coded as Eligible
• Schools showing days with 100 percent attendance (if 100%, must have appropriate documentation and principal’s signature
• Under age (four year Old) students were enrolled in kindergarten
• Over age (five year old) students were enrolled in prekindergarten program
• Manual logs not up-to-date
BILINGUAL/ESL
BILINGUAL/ESL

Responsibility

Campus Bilingual/ESL Program Administrator

Principals shall designate a Bilingual/ESL Program Administrator to whom all questions related to LEP, Bilingual, and ESL coding should be directed.

The designee and phone number of the central administrative staff member:

Name: Terrie Armstrong

Phone Number: 713-556-6961

For additional information regarding Bilingual or ESL programs please see the Bilingual/ESL Program Guideline manual available on the portal on the Multilingual Program website. (https://www.houstonisd.org/portal/site/Multilingual)

The Bilingual/ESL Program Administrator should work collaboratively with the LPAC chairperson (if different) in providing SIS and other data entry staff with names and coding information of LEP and monitored students that reflects LEP status, Program Placement, Home Language, Parent Permission Date/Code, and information regarding eligibility (or ineligibility) for PEIMS LEP funding.

In no case should attendance personnel be responsible for determining a student's PEIMS LEP/Bilingual/ESL Indicator code. The Bilingual/ESL Program Administrator is also responsible for ensuring that attendance personnel are aware of changes in student's services and effective dates of such changes. The attendance personnel are then responsible for entering changes in the detailed student attendance accounting system (manual or automated). At the end of each six-week reporting period, the Bilingual/ESL Program Administrator should verify the Student Detail Report for any coding errors.

Principals shall ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to campus reports (including LEP data on Chancery SMS) and student folder for reasonableness and accuracy.
Data Type

The following chart represents the required data elements and reasonable code combinations required for PEIMS program and funding submission:

Reasonable Combinations for LEP Data on Chancery SMS

In reviewing the PEIMS LEP Funding Panel (or reports) for accuracy, school personnel should:

1) verify data on the LPAC Meeting Log Panel first, such as LEP STATUS and PROG. PLACEMENT, etc.
2) make changes to those fields as necessary.
3) verify changes made in the LPAC panel which will be reflected on the PEIMS Panel.

NOTE: In cases where students change from service to non service or vice-versa, the PEIMS LEP Funding panel will reflect the same pattern when changes are made through LPAC Meeting Log Panel except in the case of Monitored students. There can be no partial year funding for Monitored students.

Reasonable Combinations for LEP Data on SIS

<table>
<thead>
<tr>
<th>LPAC MEETING LOG PANEL</th>
<th>PEIMS LEP FUNDING PANEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LPAC Date</strong></td>
<td><strong>LEP Status</strong></td>
</tr>
<tr>
<td>Current</td>
<td>Y-L*1</td>
</tr>
<tr>
<td>Current</td>
<td>Y-P**</td>
</tr>
<tr>
<td>Current</td>
<td>Y-T</td>
</tr>
<tr>
<td>Current</td>
<td>Y-C</td>
</tr>
<tr>
<td>Current</td>
<td>Y-E</td>
</tr>
<tr>
<td>Current</td>
<td>Y-X***</td>
</tr>
<tr>
<td>Current</td>
<td>I-H****</td>
</tr>
<tr>
<td>Current</td>
<td>I-M****</td>
</tr>
<tr>
<td>Current</td>
<td>W-H*****</td>
</tr>
</tbody>
</table>
* = Must have an entry, but does not need to be current. Whatever was in place at time of change remains valid…do not remove from previous record.
** = New Code to replace bilingual codes Y-D and Y-B
*** = Student is receiving English Reading from a teacher in bilingual education. Can be used only for eligible students in grades 4, 5, 6, and pre-approved for 3.
**** = Temporary Code Only until student is served. ***** = A signed Parent Denial Letter must be on file, does not need to be current.

<table>
<thead>
<tr>
<th>LPAC MEETING LOG PANEL</th>
<th>PEIMS LEP FUNDING PANEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current M-1********</td>
<td>*</td>
</tr>
<tr>
<td>Non-LEP, Monitored TBP or/and ESL Year One</td>
<td>Current M-2********</td>
</tr>
<tr>
<td>Non-LEP, Monitored/DBP Year One</td>
<td>* F******** Non-LEP Student, Former TBP or/and ESL, 2Years +</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>* P-T ****(NEW) Non-LEP (Parent Placement</td>
<td>* T-H ** Non-LEP Tested (did not qualify)</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>N-T Non-LEP TWBIP w/Par Perm</td>
<td>A-H (NEW) Sp/ED-Did not qualify (Unable to test)</td>
</tr>
<tr>
<td>*****UT – Non LEP, Former Parent Placement</td>
<td></td>
</tr>
</tbody>
</table>

* = Must have an entry, but does not need to be current. Whatever was in place at time of change remains valid…do not remove from previous record.
** = This type of student must have OLPT/CAT (when applicable) testing information entered onto the required LEP Identification Assessment Panel.
*** = Parent or guardian has approved placement of recently exited Non-LEP student in a bilingual or ESL special language program.
**** = Non-LEP student placed in a bilingual classroom with parental permission. ***** Non LEP student that was formerly placed on a bilingual program.
******= New Monitored Codes
*******= New Former Student Code

After ALL eligibility requirements have been met for an ELL student, information then is input into Chancery through the LPAC Meeting Log Panel. Once this is accomplished,
the system will automatically update the PEIMS Coding Panel. The sooner documentation is on file, the sooner funds may be earned for serving the student.

As soon as a student withdraws from school or the LPAC reclassifies a student as English proficient according to appropriate tests and recommends the student's exit from the bilingual education or ESL program, the student will no longer have a LEP indicator code of 1. The effective date of this change should be recorded in the attendance accounting system.

At the beginning of each semester, the appropriate bilingual/ESL staff should verify the Student Detail Report to ensure that initial coding is correct. At the end of each six-week reporting period, the appropriate bilingual/ESL staff should verify the Student Detail Report to ensure that coding is correct.

Students in grades PK through eight who are counted for funding in the bilingual/ESL program must be served by bilingual/ESL certified staff. Students in grades nine through twelve may be counted for funding in a bilingual/ESL program if they are served by staff that is bilingual/ESL certified for their Language Arts subjects. English I for Speakers of Other Languages and English II for Speakers of Other Languages must be taught by ESL endorsed teachers. LPAC recommendation of services must be
documented in the student’s permanent record folder. Students not served in a state required program must be served in a program approved by the Agency under an Exception or Waiver.

Students who are counted for funding in the bilingual/ESL program must have all documentation on file.

When a student is exited from the bilingual/ESL program, the LEP and Bilingual or ESL indicator code in the attendance accounting system will be removed automatically after the LPAC Meeting Log Panel has been updated. Not entering the correct coding will result in bilingual/ESL days accumulating when the student has been exited from the program and is no longer being served. At the end of each school year, LPACs must ensure that they are correctly reclassifying students to avert this mistake in the future. If the LPAC did not review the student in the prior year, the district will NOT be able to claim bilingual/ESL funding for the current school year until that LPAC review is conducted and properly documented.

Districts shall conduct only one Home Language Survey for each student. The home language survey shall be administered to each student new to the district and to students previously enrolled in a district in Texas that was not surveyed in the past. Districts shall require that the survey be signed by the student’s parent or guardian for students in grades pre-kindergarten through grade 8 or by the student in grades 9-12. The original copy of the survey shall be kept in the student’s permanent record.

Refer to the Chancery SMS Handbook or the Bilingual/ESL Program Guidelines for more details on LEP data on Chancery SMS.

**Standard Procedures for Data Collection/Eligibility Requirements**

**Step 1: Completion of Home Language Survey**

Upon school enrollment all parents must complete a Home Language Survey. If a language other than English is indicated on any portion of the survey, then that language is considered the student’s home language and the student must be tested to determine if the student is Limited English Proficient (LEP). Students in grades 9-12 may complete the Home Language Survey. The Home Language Survey is completed only upon initial entry, if there is no evidence of prior completion of a Home Language Survey from previous district in Texas.

Data Component: Home Language code on Chancery SMS (Demographics/LPAC Panels) and in LEP folder
Required Documentation in LEP Folder: Home Language Survey, evidence of IPT/CAT testing, evidence of identification as LEP by LPAC

Required Documentation: Home Language Survey in LEP folder

**Step 2: Testing for English Language Proficiency**

Students enrolling in Grades PK-1 whose Home Language indicates another language is spoken or heard in the home must be tested with the Oral Language Proficiency Test (IPT) in English (and also in Spanish for elementary grades if the home language is Spanish). HISD uses the IDEA Proficiency Test for English and Spanish. Testers must be trained and may be either professionals or paraprofessionals who are proficient in the language of the test.

Required Documentation: Evidence of IPT assessment in LEP folder.

Schools have the option now, since last school year 2012-2013, to administer Oral IPT online and print the results as evidence of this particular testing.
Students enrolling in grades 2-12 must complete the IPT in English (and also in Spanish for elementary grades if the home language is Spanish) and an English standardized achievement test, unless there is documented evidence of a previously administered state-approved English achievement test. HISD uses the California Achievement Test 6 – CAT 6. Testers must be specially trained professionals. The standardized achievement test should not be administered if the student's ability in English is so limited that the test is not valid. 19 TAC §89.1225(f).

Data Component on Chancery SMS: Panel – LPAC: Required LEP Identification and Assessment: IPT and CAT data
Required Documentation: Evidence of IPT/CAT assessment in LEP folder. LPAC meeting Log.

Step 3: LPAC Initial Review for Identification as ELL

The LPAC must review the required assessment scores for students whose home language is other than English to determine if they are ELL. The LPAC identifies a student as ELL if he/she meets the following criteria:

a. If entering PK-1, student scores below the cut-off scores established by the exam instrument on the English IPT (Non-English speaker – NES or Limited English speaker – LES).

b. If entering 2-12, a student scores below the cut-off scores on the English IPT (either NES or LES) and below the 40th percentile on the reading and the language arts subtests of the English achievement test. For students entering 2-
12, the English achievement score (Terra Nova CAT 6) overrides the oral English score (IPT).

If the student is identified as ELL, continue to the next enrollment step. If the student is not considered ELL, the student does not qualify for bilingual/ESL services or funding.

Data Component on Chancery SMS: Panel – LPAC: LPAC Meeting Log: Original LPAC review date and appropriate LEP Status/Program Placement code (T-H).

Required Documentation in LEP student folder: Evidence of Original LPAC review (signatures) and appropriate criteria used for identification, and program placement in LEP folder.

Step 4: LEP Program Placement

The Language Proficiency Assessment Committee (LPAC) places the student in either the Bilingual Education Program or the ESL Program depending on the service requirements outlined in Chapter 89. Bilingual Education is required for all majority speakers (greater than >20 rule). HISD currently serves Spanish-speaking and Vietnamese speaking LEPs with Bilingual Education Programming in the elementary grades. ESL is the required program for speakers of other languages in elementary and all ELLs in secondary. (Note: Evidence of Bilingual or ESL instruction must appear on lesson plans and/or class schedules. The teacher’s major duty code should reflect this assignment or if team teaching is utilized, evidence of required instruction through team teaching. Eligible bilingual instruction must be a full-time bilingual instructional program by staff certified or on permit to teach bilingual education. The amount of instruction in
each language (the student’s home language and English) shall be commensurate with the student’s level of proficiency in both languages and the student’s level of academic achievement.)

In Pre-K, eligible ESL instruction may vary from the amount of time accorded to instruction in English language arts in the regular program for non-ELL students to a full-time instructional setting utilizing second language methods. In high school, the ESL program must be consistent with graduation requirements under Chapter 74. The LPAC may recommend appropriate services that may include content courses provided through sheltered instructional approaches by trained teachers, enrollment in ESL courses, additional state elective English courses, and special assistance provided through locally determined programs.

Data Component on Chancery SMS: Panel – LPAC: LPAC Meeting Log: LPAC review date and appropriate Program Placement code

Required Documentation: Evidence of Original LPAC review in LEP folder. LPAC Meeting Log.

Step 5: Parent Approval for Placement into Bilingual or ESL Program

Approval to place the student in the appropriate program is obtained from the parent. HISD uses the “Notification of Enrollment in Bilingual Education” or the “Notification of Enrollment in an ESL Program” forms. Each includes a space for parent signature and date signed. The date of this letter is the parent permission date which will be required on Chancery SMS (LPAC Panel: LPAC Meeting Log.) In HISD, the parent permission letter for the initial program is valid until such time when a change in program is requested by parent or recommended by LPAC, i.e. change from Bilingual to ESL Program. At that time, a new parent permission letter must be obtained to reflect permission for the newly assigned program.

Student must have current LPAC authorization for placement in Bilingual or ESL Program. LPAC dates must be prior to funding eligibility. End of year LPAC reviews conducted beginning May 1 of the previous year allow for immediate eligibility on these criteria provided there is not change in program or campus. Additionally, for all ELL and monitored students, the latest LPAC must be after May 1 of the previous school year, or it will be considered “outdated” or “too old”. Keep in mind that all ELL and monitored students must be reviewed annually by the LPAC.

Required Documentation: Signed parent permission letter in LEP folder

Once eligibility has been confirmed by the campus Bilingual/ESL Program Administrator, the student’s name and date of effective date of eligibility for LEP funding should be communicated to the person responsible for data entry onto Chancery SMS. The effective date of eligibility will be the date in which the student met all criteria above according to the information entered into the LPAC Meeting Information Log panel. Once a date is entered into the LPAC panel, it must be updated as necessary throughout the school year when changes in eligibility occur.

If a bilingual/ESL student transfers between school districts, the receiving district should immediately enroll the student in the bilingual/ESL program, pending receipt of documentation (LPAC records and identification/assessment information) from the sending district. If this documentation is not received within four weeks of transfer, the receiving district must go through the standard identification and assessment procedures in order for the student to be coded as ELL: ESL, and/or bilingual.

Step 6: Complete Data Entry of Eligibility Requirements for LEP Funding

An ELL student who is served in the bilingual education or ESL program must meet all the following requirements in order to be eligible for state PEIMS LEP funding. The student must be identified as ELL, served in a bilingual or ESL program, have documented current LPAC authorization for program placement, and have current parent approval. See Chart of Reasonable Code Combinations listed on page 2 of this section to see all of the required data elements which must be entered in certain combinations to avoid errors.

Step 7: End of Year LPAC Review

All LEP students must be reviewed after May 1st of each school year to determine if students have met criteria to exit from Bilingual or ESL programs. An ELL student
becomes ineligible for PEIMS LEP funding on Chancery SMS: LEP Panel when, during the annual LPAC review, the LPAC re-classifies the student as English proficient (non-LEP) when the student attains the required exit criteria as stated in 19 TAC §89.1225(h).

When the LPAC determines that the ELL student has met the required program exit criteria, the school notifies the student's parent of the student's reclassification as English proficient and his or her exit from the Bilingual Education or ESL Programs. HISD uses the “Notification of Exit from Bilingual/ESL Program to the General Education Program” letter. It includes a space for parent signature and exit date. The date of this letter is the program exit date which will be required on Chancery SMS.

Data Component on Chancery SMS:  Panel – LPAC: LPAC Meeting Log: Latest LPAC date in which exit was determined, date of exit letter, reason for exit, and appropriate LEP Status/Program Placement code (i.e., M-1 and M-2 (New Monitored Codes)

Required Documentation: Evidence of LPAC review, exit date, and reason for exit in LEP folder (all LPAC members must sign when student meets Exit Criteria).

Step 8: ELL Student Becomes Ineligible for LEP Funding

ELL students can become ineligible for funding due to any of the following conditions:

- the parent requests in writing to waive the bilingual or ESL program services and remove his or her child from the program and place the child in a regular English classroom; or

- the student withdraws from the district (not exits from the bilingual/ESL program);

- the student is identified as ELL by the LPAC but no Bilingual or ESL service is provided.

Data Component on Chancery SMS:  Panel – LPAC: LPAC Meeting Log: Latest LPAC/Coding change showing LEP Status/Program Placement code (i.e., W-H, I-H, I-M, etc.)

Required Documentation: Evidence of LPAC review, reason in LEP folder.

The date a student withdraws from the district or is exited from the bilingual education or ESL program is considered the effective date of change in terms of PEIMS LEP funding on Chancery SMS. The effective date is recorded in the attendance accounting system, and eligible bilingual/ESL days are no longer accumulated from that date forward.
Documentation Required to Support Coding

In order to claim Bilingual/ESL eligible days present for funding, documentation must be complete. All documentation supporting student eligibility must be in the student’s LEP folder (and in the LPAC Documentation Binder when applicable) for every student accumulating eligible bilingual/ESL days present on the Student Detail Report. The documentation requirements are as follows:

- **Home Language Survey**: The home language survey shall be administered in English and Spanish; for students of other language groups, the home language survey shall be translated into the home language whenever possible.

- **Assessment Information**: Proof of a qualifying score on an approved OLPT and/or qualifying scores in the English reading and English language arts sections of an approved student assessment instrument. The official scores must be documented in the student's records.

- **LPAC Recommendation**: Written documentation of the recommendation for placement by the LPAC.
Parent Permission- Signed Parent permission letter to place the ELL student in a bilingual education or ESL program. This record must include the parent's signature and should contain a "date completed by parent" or "date received by district".

Written documentation of the annual review and recommendation of the LPAC.

Proof that a student is:

- served in a full-time bilingual instructional program by staff on permit or certified in bilingual education;

- provided instruction in ESL by staff on permit or certified in ESL or bilingual education for the amount of time accorded to English language arts in the regular instructional program;

- provided instruction as recommended by the LPAC; or

- served in a program approved by the Agency under an Exception from Bilingual Education;

Grade books, teacher lesson plans, students' Academic Achievement Records (AAR) and/or class rosters would be acceptable documentation;

The student's permanent record shall contain documentation of all actions impacting the ELL student. This documentation shall include [19 TAC §89.1220(m)]:

(http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html)

- the identification of the student as ELL;

- the designation of the student's level of language proficiency;

- the recommendation of program placement;

- parental approval of entry or placement into the program;

- parental denial, if applicable;

- the dates of entry into, and placement within, the program;

- the dates of exemptions from the criterion-referenced test, criteria used for this determination in accordance with 19 TAC §101 Subchapter AA. Commissioner's Rules Concerning the Participation of Limited English Proficient Students in State Assessments, and additional instructional interventions provided to students to ensure adequate yearly progress;
• the date of exit from the program and parent notification; and

• the results of monitoring academic success.

The propriety of student eligibility is affirmed by the principal or superintendent when affidavits are signed.

Audit Preparation Including Problems Experienced with Audits

Timelines for Identification and Placement

Within four weeks of his or her initial enrollment in the district, a student shall be identified as ELL and enrolled into the required bilingual or ESL program. 19 TAC §89.1225(g) However, even though the student may be served in the bilingual/ESL program, ELL information for a student should not be entered into Chancery unless all the documentation is on file. Funds for bilingual/ESL students cannot be claimed until all documentation is in place. This is audited through LEP student folder, LPAC minutes, and LPAC meeting logs.

Required Program

Each district that is required to offer bilingual education and special language programs shall offer the following for students of limited English proficiency:

• bilingual education in PK through the elementary grades;
• bilingual education, instruction in English as a second language, or other transitional language instruction approved by the agency in middle school; and
• instruction according to LPAC recommendation.

The student must be placed in a bilingual education or ESL program as soon as the student is identified as LEP (through the home language survey and test scores) and the LPAC has recommended such placement, regardless of whether or not parental approval has been received. The district shall place the student in the bilingual or ESL program on the date the LPAC recommends that service begin however, information should not be entered into the LPAC panel until after a parental approval is received (along with home language survey, test scores, and documentation of LPAC recommendation) 19 TAC §89.1220(k) http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html. If a parental denial is received, then the district must discontinue serving the student. This is audited through review of LEP student folder and LPAC meeting logs.

Program Service Issues for Secondary Programs

For LEP students in grades 9-12 that are immigrants, enrollment in English I for Speakers of Other Languages and/or English II for Speakers of Other Languages is appropriate. For all other LEP students in grades 9-12, LPAC documentation must reflect appropriate services to meet the student’s needs such ESL designated English
Students in grades nine through twelve may be counted for funding in a bilingual/ESL program if they are served by staff that is bilingual/ESL certified for their Language Arts subjects. English I for Speakers of Other Languages and English II for Speakers of Other Languages must be taught by ESL endorsed teachers. LPAC recommendation of services must be documented in the student’s permanent record folder. Students not served in a state required program must be served in a program approved by the Agency under an Exception.

Common Coding Issue for Special Education PPCD LEP Students

Students served only in the Preschool Program for Children with Disabilities (PPCD) cannot generate bilingual/ESL ADA funding. Those students should be coded PE and LEP students who are served in both programs and are 4 years of age as of September 1 are coded PK.

<table>
<thead>
<tr>
<th>Age on September 1</th>
<th>Program Service</th>
<th>LEP?</th>
<th>LEP Code</th>
<th>SIS Grade Level</th>
<th>Special Ed?</th>
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<tbody>
<tr>
<td>3</td>
<td>PPCD</td>
<td></td>
<td>PE</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Bilingual Pre-kindergarten</td>
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<td>YL or YT</td>
<td>PK</td>
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<tr>
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<td>ESL Pre-kindergarten</td>
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<td>YE or YX</td>
<td>PK</td>
<td>N</td>
</tr>
<tr>
<td>4</td>
<td>PPCD (no LEP service)</td>
<td>Y</td>
<td>IM</td>
<td>PE</td>
<td>Y</td>
</tr>
<tr>
<td>4</td>
<td>PPCD + Bilingual Service (No PK)</td>
<td>Y</td>
<td>IM</td>
<td>PE</td>
<td>Y</td>
</tr>
<tr>
<td>4</td>
<td>PPCD + ESL Service (No PK)</td>
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<td>YL or YT</td>
<td>PK</td>
<td>Y</td>
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<tr>
<td>4</td>
<td>PPCD + ESL PK</td>
<td>Y</td>
<td>YE or YX</td>
<td>PK</td>
<td>Y</td>
</tr>
<tr>
<td>4</td>
<td>Bilingual Pre-kindergarten</td>
<td>Y</td>
<td>YL or YT</td>
<td>PK</td>
<td>N</td>
</tr>
</tbody>
</table>
### Common Auditing Problems with PEIMS

- schools want to correct PEIMS errors without examining the important fields on the related LEP screens/panels;
- schools delete important data on related LEP screens/panels in order to be error-free on PEIMS;
- misunderstanding regarding valid “warnings” such as those caused by ELL students who are not served (i.e. I-H, I-M) and monitored (i.e. M-1, M-2).

### Common Auditing Problems Experienced with PEIMS LEP Funding

- PEIMS LEP funding with outdated LPAC dates (before May 1 of previous year is too old);
- PEIMS LEP funding beginning on student’s first day of enrollment when not all eligibility criteria were in place;
- PEIMS LEP funding for PPCD ELLs participating in bilingual or ESL program (effective August 2010, they CAN receive PEIMS LEP funding);
- not adding a record in the LPAC Meeting panel reflecting when changes in eligibility occur.

### Common Auditing Problems Experienced with related LEP screens/panels

- missing or incorrect data on LEP screens/panels;
- parent permission code not matching Program Placement;
- no evidence of parent permission (on related LEP screens/panels);
VI-Bilingual/ESL

- students designated as ELL when they have already met exit criteria
- students identified as ELL with oral/written proficiency testing indicating non-LEP;
- ELL students not served by bilingual or ESL teacher;
- outdated LPAC dates (before 05-01-13);
- students with English as a home language (on the Home Language Survey) identified as ELL;
- inappropriate/unreasonable LEP Status/Program Placement codes;
- outdated LPAC dates for ELL students who are also in Special Education.

Common Auditing Problems Experienced with Documentation in LEP Folder

- no LEP folder available or LEP folder with no documentation or LEP folder with outdated information;
- too many Home Language Surveys in the LEP folder;
- documentation on LEP folder not matching related LEP screens/panels:
  - parent permission letters not signed, dated or missing;
  - no evidence of language proficiency testing
  - no exit letter in folder-or exit form
  - LPAC information not completed or completely missing
  - LPAC signatures missing

Student Detail Reports must contain a Bilingual/ESL indicator code for all students who are being served in the bilingual education or ESL program and are eligible for state funding.

Students Tested for Eligibility/Fluent English Speakers Served in LEP Programs

Students in PK through first grade who score at or above the cut-off on the IPT and students in second through twelfth grade who score at or above the cut-off on the IPT and at or above the 40th percentile on the reading and language arts sections of a standardized achievement test may be served in the bilingual or ESL program and these students are not eligible for bilingual/ESL funds and must not have a bilingual/ESL indicator code recorded on the Student Detail Report. HISD allows bilingual or ESL services for non-ELL students so long as their service does not keep an ELL student from receiving the required services and there is parent permission for such service. Non-ELL students cannot generate LEP funding on Chancery SMS).

Funding Eligibility Requirements

A student should have a bilingual/ESL indicator automatically recorded in Chancery SMS as soon ALL eligibility requirements have been met and a new LEP record is entered into the LPAC Meeting Information Panel. All documentation must be on file before a record is added to the LPAC Meeting Log. The sooner documentation is on file, the sooner funds may be earned for serving the student. Refer to the Chancery SMS Handbook or the Bilingual/ESL Program Guidelines for more details on LEP data on Chancery SMS.
Reclassification/Non-service Due to Withdrawal

As soon as a student withdraws from school or the LPAC reclassifies a student as English proficient according to appropriate tests and recommends the student’s exit from the bilingual education or ESL program, the student no longer have a LEP or Bilingual or ESL indicator code. The effective date of this change should be recorded in the attendance accounting system. At the beginning of each semester, the appropriate bilingual/ESL staff should verify the Student Detail Report to ensure that initial coding is correct. At the end of each six-week reporting period, the appropriate bilingual/ESL staff should verify the Student Detail Report to ensure that coding is correct.

When a student is exited from the bilingual/ESL program changes are made in Chancery by adding a new record to the LPAC Meeting Log with the correct LEP Status/Program Placement, (M-1, M2), etc., and the changes will be reflected in the PEIMS Coding. Not adding this record will result in bilingual/ESL days accumulating when the student has been exited from the program and is no longer being served. At the end of each school year, LPACs must ensure that they are correctly reclassifying students to avert this mistake in the future. If the LPAC did not review the student in the prior year, the district will NOT be able to claim Bilingual/ESL funding for the current school year until that LPAC review is conducted and properly documented.

Home Language Survey

Districts shall conduct only one Home Language Survey for each student. The home language survey shall be administered to each student new to the district and to students previously enrolled in a district in Texas that was not surveyed in the past. Districts shall require that the survey be signed by the student’s parent or guardian for students in grades prekindergarten through grade 8 or by the student in grades 9-12. The original copy of the survey shall be kept in the student’s permanent record.

Eligible Days Present

Students who are being served in the bilingual education or ESL program and are eligible for funding, according to General Rules and Eligibility earlier in this section, will be identified by a bilingual/ESL indicator code of 1 in the attendance accounting system. The total number of eligible bilingual/ESL days present must be recorded for each six-week reporting period in the Student Detail Report for every student eligible for the program.

At the end of each six-week reporting period, a Campus Summary Report (Section II) must be computed. Total eligible bilingual/ESL days present, for every student in the program, must be summarized by grade level on this report. There will be a separate Campus Summary Report for each instructional track for each campus in the district. Total Eligible Bilingual/ESL Days Present for each grade level on that campus, Total Eligible Bilingual/ESL Days Present for all grades, and Campus Bilingual/ESL ADA must be included on the Campus Summary Report.
At the end of each six-week reporting period, a District Summary Report (Section II) must be computed. The information from all Campus Summary Reports for each track in the district would be added to comprise the District Summary Report for each track. This report must include Eligible Bilingual/ESL Days Present for each grade level in that district, Total Eligible Bilingual/ESL Days Present for all grades, and District Bilingual/ESL ADA.
CAREER AND TECHNICAL EDUCATION
CAREER AND TECHNICAL EDUCATION

Responsibility

Principals shall designate a State Board of Education-certified professional (counselor or assistant principal) to whom all Career and Technical Education (CTE) coding questions should be directed. Under no circumstances should the SIMS specialist be responsible for decision-making on issues regarding CTE PEIMS coding.

The designee and phone number of the Central Administrative Staff member:

Name: Mike Webster

Phone number: (713) 556-6981

Because contact hours generate a significant amount of funds for the district, it is important that the district and state rules relative to student attendance in CTE be observed.

Contact Hour Eligibility

The complete rules for reporting contact hour funding for Career and Technical Education courses can be found in Section V of the Student Attendance Accounting Handbook, http://www.tea.state.tx.us/index2.aspx?id=7739&menu_id=645&menu_id2=789, published annually by the TEA. Houston ISD is responsible for ensuring that campuses are eligible for CTE contact hour funding.

1. CTE courses must have an SBEC-certified CTE teacher. (a.) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, or counselor by a school district unless the person holds an appropriate certificate or permit as provided by Subchapter B (TEC§ 21.003 Certification Requirements) and (b) the teacher of record must be the teacher in the classroom responsible for teaching and learning, grades, attendance, etc.

If, for any reason, the teacher of record for a CTE course is not a SBEC-certified CTE teacher, then the campus must add a CareerTech Override Code in Chancery to turn off the weighted funding for each student in the course. The detail box next to the class name on each student’s schedule contains the CTE Override screen from Chancery. Select the Action Menu then choose the Add CareerTech Override Code from the drop-down. The Chancery screen will display fields for dates and an override drop-down. Select VO in the drop-down box. The start date is the first day that an inappropriately certified teacher is the teacher of record. The ending date is the day that a person (holding CTE certification from SBEC) is added as the teacher of record. (See sample screen shot, for adding a Career Tech Override Code, at the end of this chapter)
2. A school may only offer a class once the CTE Department has verified that the appropriate instructional resources, certified personnel, facilities, and technology are in place to teach the essential knowledge and skills intended for that course.

3. CTE student enrollment participation codes must be accurately recorded in the Chancery section labeled CTE coding. (see attached Decision Charts – Fall and Summer).

   Code 0 - not enrolled in CTE courses
   Students who are not enrolled in any CTE class must have their CTE Participation code entered as 0 and the effective date is the first day of school.

   Code 1 – enrolled in a CTE elective (6-12)
   Any student who is enrolled in a CTE class as an elective must have a CTE Participation code of 1 and the effective date is the first day of school or the first day of their enrollment in the CTE class, whichever is later.

   Code 2 – enrolled in a CTE course that is part of coherent sequence
   Any student (grade 9 – 12) who plans to pursue a sequence of related CTE courses leading to a career pathway must have a signed four-year career plan of study on file before their CTE Participation Code can be entered as 2. (See sample of a four year career plan of study at the end of this chapter.) In the event that the student does not enroll in a CTE class during a given semester, that student is still considered as a 2 unless s/he changes their plan of study. If a student's plan of study or Academic Achievement Record does not reflect a coherent sequence of courses then that student may not be coded as a 2.

   Code 3 – enrolled in a Tech Prep or Dual Credit program
   Any student (grade 9 – 12) may be coded as a 3 if (a) the signed career plan of study includes one or more courses for Advanced Technical (ATC) credit and (b) the signed plan of study includes four years of high school and two years of post-secondary courses. In the event that the student does not enroll in a CTE class during one semester, that student is still considered a 3 unless s/he changes their career plan of study. If a student’s plan of study or Academic Achievement Record does not reflect a coherent sequence of courses, then that student may not be coded as a 3.

Students may earn CTE contact hours while they are being served in Pregnancy Related Services (PRS), Compensatory Education Home Instruction (CEHI), special education homebound (01), hospital (02), and/or state school (30) if and only if that student continues to receive the same amount and type (eye-to-eye contact) of CTE service that s/he was receiving before being placed and must be in addition to the hours served in any of these instructional arrangements.
E contact hours may not be claimed when students receiving CTE services are placed in disciplinary settings {i.e., In-School Suspension (ISS) or Disciplinary Alternative Education Program (DAEP)} for more than 5 consecutive days if the same amount and type of CTE services are not provided by the CTE teacher. After 5 consecutive days without CTE services being provided, the student must be removed from the PEIMS 410 record for CTE contact hours effective the first day of placement in the disciplinary setting.

This does not necessarily change the student’s CTE Participation Code but the CTE weighted funding must be turned off. A CTE Override code must be entered in the detail box next to the class name on each student’s schedule. The detail box next to the class name on each student's schedule contains the CTE Override screen from Chancery. Select the Action Menu then choose the Add Career/Tech Override Code from the drop-down. The Chancery screen will display dates and an override drop-down. Select VO in the drop-down box. The start date is the sixth day that the student is removed from face-to-face CTE instruction. The ending date is the day that student returns to face-to-face instruction. This must be done for each CTE class in which the student is enrolled. (See sample screen shot for adding a Career Tech Override Code, at the end of this chapter.)

4. Withdrawn students require special attention to their CTE Participation Codes, depending on whether they are going to another Houston ISD campus or going out-of-district. Mis-coding of CTE students can cause serious PEIMS errors which result in funding losses. In order to maintain data quality, the following rules apply.

   a. If a student is withdrawing from campus A and transferring to campus B in Houston ISD, then campus A must not change the CTE Participation Code at all. The receiving school, campus B, will determine the appropriate code based on the steps below.

   b. If a student is withdrawing from an HISD secondary campus and going out-of-district, then the CTE administrator may change the CTE Participation Code according to the steps below:

   • Run the Texas Counselor’s Report for the student to see what CTE course(s) the student was enrolled in during this school year.
   • Determine if the student will receive an end-of-semester average grade (i.e., a 415 record) for any CTE course in Houston ISD during this school year.
   • If yes, then leave the CTE Participation Code unchanged.

   Only if the student will not receive an end-of-semester average grade for any CTE course in Houston ISD during this school year should his/her CTE Participation Code be changed to 0.
5. When a student misses more than five (5) days of CTE instruction for PRS-CEHI, then documentation must be shared ASAP with the campus CTE decision-maker so that vocational funding can be adjusted. Do not change the student’s CTE Participation Code.

The CTE weighted funding must be turned off. The detail box next to the class name on each student’s schedule contains the CTE Override screen from Chancery. Select the Action Menu then choose the Add Career/Tech Override Code from the drop-down. The Chancery screen will display dates and an override drop-down. Select VO in the drop-down box. The start date is the sixth day that the student is removed from face-to-face CTE instruction. The ending date is the day that student returns to face-to-face instruction. This must be done for each CTE class in which the student is enrolled.
(See sample screen shot for adding a Career Tech Override Code, at the end of this chapter.)

6. A student is **not** eligible to receive any CTE contact hours for participating one hour in a two hour course or for one or two hours in a three-hour course.

7. State approved CTE courses are listed in Section 4, Code Table CO22 of the PEIMS Data Standards. Courses with two or five asterisk service ID notation(s) have not been approved for the additional state CTE funding weight and should not be coded in the attendance accounting system as V1, V2, V3
   a. Districts that offer instruction in CTE courses that are not approved for the additional state CTE funding weight do not report students served in these courses on the 410 Record (CTE-Student). However, these courses are reported on the student’s PEIMS 170 record on the Fall Snapshot date. Students enrolled in grade 9-12 courses that are not approved for weighted funding must be reported on the 415 Record in Submission 3
   b. CTE courses not approved for weighted funding are reported as PEIMS Program Intent Code 11 (Program Intent Code 22 is reserved for CTE courses eligible for weighted funding.)

8. If the campus obtains CTE department approval and the community college meets all Texas Administrative Code requirements for dual credit courses then the campus may offer Dual Credit courses. The secondary course syllabus and textbook must correspond to the college syllabus and textbook. All students enrolled in a course resulting in dual credit for both a college course and an approved secondary CTE course are eligible to be counted for CTE contact hour funding.

9. If the CTE teacher holds a valid certificate for Advanced Technical Credit (ATC) then the campus may offer an ATC course under a separate PEIMS number. All students enrolled in a course resulting in banked college credit thru an approved secondary CTE course are eligible to be counted for CTE contact hour funding.

10. Each career preparation class utilizing the work-based learning delivery arrangement must consist of student participation in work based training appropriate to the instructional program plus participation in related CTE classroom instruction. Time spent at the training site is instructionally engaged time. Up to 120 minutes per day required time at the training stations counts towards meeting full-time and half-time attendance requirement.

    The career preparation course must span the **entire** school year and classroom instruction must average one class period each day for every school week. Career preparation is a full year course; students are expected to be enrolled the entire school year. However, if a student transfers in at mid-year from a different campus
where s/he was enrolled in career preparation, then that student may enter the course.

11. All CTE courses that include a paid or unpaid work-based learning (WBL) experience (out-of school environment) must be coded with the *** (teacher) Career Preparation code and **** (student) WBL training station code. The student’s WBL training station code must be entered into Chancery. Go through the detail box next to the Career Preparation class name on each student’s schedule. PEIMS pulls the WBL training station code from the TEA Service ID Override code. (See attached screen shot.)

12. An approved, written training agreement must be on file for each student participating in work-based learning, whether paid or unpaid. A student in paid work-based instruction may be counted for contact hours on the first day of enrollment, provided that an approved training plan is on file within 15 instructional days of the student’s enrollment date.

A student participating in unpaid work-based experiences may be counted for contact hours on the first day of enrollment; a written training agreement must be approved and on-file before the student begins participating in training at the work-based learning site.

13. For a student participating in paid work-based learning experiences, employment must begin within 15 instructional days of the student’s enrollment date. If a student’s employment at an approved work site does not begin by the 16th instructional day after enrollment, the student may be placed at an unpaid work site. That unpaid training station may be at the student’s school, a nearby school, or at a public library.

If a student’s employment ends prior to the end of the school year, contact hours may be counted without interruption provided the student’s paid work-based training resumes within 15 instructional days and a written training agreement is on file within 15 instructional days of employment.

14. Teachers assigned to career preparation work-based learning experience, both paid and unpaid, must visit each student training site at least six times each school year. The teacher of record must be provided time within their schedules to visit the training sites. The training sites visits may not be conducted during the teacher’s planning and preparation period {TEC§ 21.404}. Whether the school is using 6-week or 9-week grading periods, at least one training site visit during each student grading period is required in order to earn contact hours for that reporting period.

For auditing purposes, verification of the one visit per six weeks to each training
station by the supervising instructor must be maintained by the Career and Technology Department.

15. Campuses that plan to offer CTE content through the Problems and Solutions course should first seek approval from the CTE department which will refer to rules governing such instructional delivery as outlined in Section V, of the Student Attendance Accounting Handbook.

19. Documentation - In order to claim CTE contact hours for funding, documentation must be complete. All documents supporting students’ eligibility must be on file for every student accumulating CTE eligibility days present on the Student Detail Report. Documentation requirements include but are not limited to:
   a. adequate documentation of a student’s entry into the program, services in the program, and withdrawal from the program must be available;
   b. an approved form from TEA or authorized approval entity for magnet courses or innovative courses must be on file in order to obtain CTE funding for these courses;
   c. signed affidavits (by the principal or designee) affirming student eligibility;
   d. four year plans or coherent sequence of courses signed by the student listing specific CTE courses by name and number; or
   e. documentation of a student’s temporary removal from CTE (such as discipline records and CEHI records) to warrant turning off the weighted funding.
Sample Screen Shot (Chancery) CTE Override Screen
Sample Screen Shot (Chancery) CTE Override Screen (continued)

Use the fields below to override the V Hours course value if the student is ineligible for the regular contact hours (student lost WBL job, CBE, etc.). From the Actions menu, choose "Add Career/Tech Override Code".

### Career/Tech Override Code

<table>
<thead>
<tr>
<th>Selected:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Date</td>
<td>To Date</td>
</tr>
</tbody>
</table>

No records match the search criteria.

#### TEA Service ID Overrides

Use the field below to override the normal TEA Service ID for students requiring a WBL workstation code, or for other scheduling exceptions.

- **Service ID Override:**

#### AAR Special Explanation Code Overrides

Use the field below to override the AAR Special Explanations Code(s) for this class on the student's transcript. Enter up to 8 valid TEA alpha codes.

- **AAR Special Exp Override:**

#### SAEP/SEA Supervised Project Information

Complete the following fields for Ag, Family & Consumer Sciences classes only.

- **Supervised Project:**

---

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

On the fall snapshot date, was the student currently enrolled in a career and technical education (CTE) course?

YES

Does the student have a 4-year plan to take a coherent sequence of CTE courses on the fall snapshot date?

YES

(Choose one option)

Option A

Does the student's 4-year plan include taking 2 or more CTE courses for 3 or more credits?

Code the student --2

Option B

Does the student's 4-year plan include the following:

• a state approved Tech Prep program of study including 2 or more CTE courses for 3 or more credits

and

• lead to postsecondary education and training?

Code the student --3

NO

Code the student --0

NO

Code the student --1

Does the student have a 4-year plan to take a coherent sequence of CTE courses on the fall snapshot date?

NO

Does the student have a 4-year plan to take a coherent sequence of CTE courses on the fall snapshot date?

YES

Has the student completed at least one semester of a CTE course which is part of their CTE coherent sequence?

YES

(Choose one option)

Option A

Does the student's 4-year plan include taking 2 or more CTE courses for 3 or more credits?

Code the student --2

Option B

Does the student's 4-year plan include the following:

• a state approved Tech Prep program of study including 2 or more CTE courses for 3 or more credits

and

• lead to postsecondary education and training?

Code the student --3

NO

Code the student --0

NO

Code the student --1

Code the student --2

Code the student --3

PEIMS Data Standards
Career and Technical Education Indicator Code
Summer Decision Chart (E0031)

At any time during the year, was the student enrolled in a career and technical education (CTE) course?

YES

Does the student have a 4-year plan to take a coherent sequence of CTE courses?

YES

(Choose one option)

Option A

Does the student complete a CTE course during the year?

YES

Code the student --1

No

Code the student --0

Option B

Does the student's 4-year plan include the following:
- a state approved Tech Prep program of study including 2 or more CTE courses for 3 or more credits
- lead to postsecondary education and training?

Code the student --3

NO

Code the student --2

NO

Has the student completed at least one CTE course which is part of their CTE coherent sequence?

YES

Code the student --0

NO

(Choose one option)

Option A

Does the student's 4-year plan include taking 2 or more CTE courses for 3 or more credits?

YES

Code the student --2

NO

Code the student --3

Option B

Does the student's 4-year plan include the following:
- a state approved Tech Prep program of study including 2 or more CTE courses for 3 or more credits
- lead to postsecondary education and training?
## Career and Technical Education Plan of Study: Cluster - Manufacturing

**Student Name:** ___________________________  **Date:** _____________________________________

**Student Signature:** ________________________  **CTE Teacher/Administrator Signature:** ______________________________________

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
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</tr>
<tr>
<td>Other Electives:</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### CTE Sequence 1 - Manufacturing Engineering

| Principles of Manufacturing | Manufacturing Engineering | Approved Elective | Practicum in Manufacturing |

### CTE Sequence 2 - Flexible Manufacturing

| Principles of Manufacturing | Flexible Manufacturing | Advanced Flexible Manufacturing | Practicum in Manufacturing |

### CTE Sequence 3 - Welding

| Principles of Manufacturing | Welding | Advanced Welding | Practicum in Manufacturing |

### CTE Sequence 4 - Metal Manufacturing

| Principles of Manufacturing | Precision Metal Manufacturing | Advanced Precision Metal Manufacturing | Practicum in Manufacturing |
COURSE COMPLETION
### Description
The 415 Course Completion record is used to capture the course activity for students. This information is also used to link to the 300 Course Section record in order to identify the classroom information associated with a student's respective class assignments.

### 415 COURSE COMPLETION DATA - STUDENT

<table>
<thead>
<tr>
<th>Input Record Type Code</th>
<th>District ID</th>
<th>Student ID</th>
<th>Campus ID of Enrollment</th>
<th>Service ID</th>
<th>Course Sequence Code</th>
<th>Pass/Fail Credit Indicator Code</th>
<th>Dual Credit Indicator Code</th>
<th>ATC Indicator Code</th>
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<tr>
<td>E0755</td>
<td>E0212</td>
<td>E0001</td>
<td>E0782</td>
<td>E0724</td>
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<td>C022</td>
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<td>Columns 4 - 9</td>
<td>Columns 10 - 18</td>
<td>Columns 19 - 27</td>
<td>Columns 28 - 35</td>
<td>Column 36</td>
<td>Column 37 - 38</td>
<td>Columns 39</td>
<td>Column 40</td>
</tr>
</tbody>
</table>

415

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<tr>
<th>Class ID Number</th>
<th>Student Begin Date</th>
<th>Student End Date</th>
<th>Course Completion Indicator</th>
<th>College Credit Hours</th>
<th>Filler</th>
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<tbody>
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<td>E1056</td>
<td>E1069</td>
<td>E1070</td>
<td>E1068</td>
<td>E1081</td>
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<tr>
<td>Columns 41 - 54</td>
<td>Columns 55 - 62</td>
<td>Columns 63 - 70</td>
<td>Column 71</td>
<td>Column 78</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C088</td>
</tr>
</tbody>
</table>
Chancery SMS

The 415 Course Completion record can be found in the student’s historical file.

Business Rules

Business Rules are a glossary of terms and codes used to interpret 415 course completion data.

**INPUT-RECORD-TYPE-CODE** *(E0755)* identifies the type of data on a PEIMS data submission record.

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

DISTRICT-ID on the 415 Course Completion records must match the value for DISTRICT-ID on the LEA 010 District record.

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

When available, the student's Social Security number should be reported. If this number is not available, follow the instructions under the 100 Student Identification record for the assignment of an alternate identification number.

The first character of STUDENT-ID must be "S" or "0"-"8".

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

The last three characters of CAMPUS-ID-OF-ENROLLMENT must be in the range of 001-698.

CAMPUS-ID-OF-ENROLLMENT must match CAMPUS-ID on a 020 Campus record.

CAMPUS-ID-OF-ENROLLMENT must match CAMPUS-ID-OF-ENROLLMENT on a 400 Student - Basic Attendance record and/or 500 Student - Flexible Attendance record with a matching STUDENT-ID.

For submission 3, CAMPUS-ID-OF-ENROLLMENT identifies the campus that scheduled the student for a particular course section and where the student was enrolled while taking the course.

For submission 4, CAMPUS-ID-OF-ENROLLMENT identifies the campus that scheduled and/or awarded the high school credit for the dual credit course the student attempted in the summer between school years.

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

For the 415 Course Completion record, do not include courses with SERVICE-IDs that begin with SA, SE, SR, SS, 01, 8, or 9. Additionally the SERVICE-IDs for Prekindergarten and Kindergarten that begin with "02" cannot be reported on the 415 Course Completion record. This rule is enforced by a fatal edit.
For students that are assigned to an in-district DAEP program, the 415 Course Completion records should reflect the course sections that are associated with the student's "teacher of record" based upon the definition of "teacher of record" (CLASS-ROLE “01”) from PEIMS code table C180. If it is determined that the teaching staff at the DAEP program are not the “teacher(s) of record" for the student(s) assigned to the DAEP, then the students should continue to be assigned to the home campus course sections they were assigned to prior to being removed to the DAEP program.

Short term homebound students should remain in the course section with the "teacher of record" prior to moving into the homebound setting. For long term homebound students (full grading period/semester), the district should determine the "teacher of record" and report the 415 Course Completion records for the student(s) based on the definition of "teacher of record" (CLASS-ROLE “01”) from PEIMS code table C180.

**COURSE-SEQUENCE-CODE (E0948)** indicates which portion of a course that is more than one semester in length is being reported.

The COURSE-SEQUENCE-CODE identifies the order in which the course was scheduled in the class scheduling system.

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

The 415 Course Completion record must reflect the PASS/FAIL-CREDIT-INDICATOR-CODE determined at the end of the course. For example: A student completes the first half of Chemistry, a two-semester course. The course was failed, no credit was received (Code “02”). The second semester, this student completed the second half of Chemistry. The course was passed and credit was received (Code “01”). The district averages the grades earned in each half of the course to determine if course credit should be received. In this example, the average grade was passing. The 415 Student - Course Completion record should reflect a PASS/FAIL-CREDIT-INDICATOR-CODE of “08” (course was failed but credit was received) for the first half of Chemistry. Therefore, the Code “02” originally recorded must be changed to Code “08”.

If a student leaves and returns to the same course section for a particular class during the school year, the student will have a 415 Course Completion record for each of those class assignments. As a result, only one of the 415 Course Completion records for that student for that course section may be reported with a Pass Fail Credit Indicator Code other than “00”. This rule is enforced by a fatal edit.

**DUAL-CREDIT-INDICATOR-CODE (E1011)** indicates whether the student was eligible to receive both high school and college credit for a college course.

Advanced Placement courses reported on the 415 Course Completion record cannot be reported as dual credit unless the course has been approved as an AP® course by the College Board through the AP® Course Audit. A College Board-approved AP® course must adhere to the AP® course descriptions and be approved through the AP® Course Audit. This means the college instructor must have submitted his/her course syllabus and have received approval in advance.

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

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

Additional information regarding Career and Technical Education Advanced Technical Credit is located at [http://www.atctexas.org](http://www.atctexas.org).

For submission 4, the ATC-INDICATOR-CODE must be “0”.

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

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

The CLASS-ID-NUMBER and SERVICE-ID reported on the 415 Course Completion record must be unique for a particular course section at the campus level and must match an entry on the 300 Course Section record. (CAMPUS-ID, SERVICE-ID, CLASS-ID-NUMBER, and COURSE-SEQUENCE-CODE)
students reported on the 415 Course Completion Record to be linked to the particular 305 Teacher Assignment records. The union of these three data records creates the classroom link.

**STUDENT-BEGIN-DATE (E1069)** identifies the date(s) a student was assigned, or reassigned, to a particular course section in the current school year.

If a student is assigned to a class, withdraws from that class, and then returns to that class at a later date, there must be a 415 course completion record for each of these STUDENT-BEGIN-DATES.

For submission 4, STUDENT-BEGIN-DATE identifies the date the dual credit course began.

**STUDENT-END-DATE (E1070)** identifies the last date(s) a student was assigned, or reassigned to a particular course section in the current school year.

The student(s) that are assigned to a particular course section on the last date the course section meets must be reported on their 415 Course Completion record with a STUDENT-END-DATE that reflects the last date the class met.

If a student withdraws from a class, returns to that class, and then withdraws from class at a later date, there must be a 415 course completion record for each of these STUDENT-END-DATES.

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

For submission 4, STUDENT-END-DATE identifies the date the dual credit course ended.

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

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

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

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

In submission 4, one 415 Student - Course Completion record must be submitted for each unique class (course section) that was attended during the summer (between school years) for the purpose of a student attempting to earn dual credit.

**Type of Instruction/Situation**

<table>
<thead>
<tr>
<th>Type of Instruction/Situation</th>
<th>415 Record Required?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit by examination</td>
<td>YES, if credit was received</td>
</tr>
<tr>
<td>Correspondence course</td>
<td>YES</td>
</tr>
<tr>
<td>Contracted instruction</td>
<td>YES</td>
</tr>
<tr>
<td>Local credit/locally developed course</td>
<td>NO</td>
</tr>
<tr>
<td>Special education locally developed course</td>
<td>NO</td>
</tr>
<tr>
<td>Summer school course other than dual credit course</td>
<td>NO</td>
</tr>
<tr>
<td>9-12 course taken in grade below 9</td>
<td>YES</td>
</tr>
<tr>
<td>Audited course</td>
<td>NO</td>
</tr>
<tr>
<td>Night school (district student earning high school credit)</td>
<td>YES</td>
</tr>
<tr>
<td>Night school (out of district student; tuition paid by another district)</td>
<td>NO</td>
</tr>
<tr>
<td>Course taken at a college (student also receives high school graduation credit)</td>
<td>YES</td>
</tr>
<tr>
<td>College Course taken at a college or high school during the summer (between school years) for dual credit</td>
<td>YES, submission 4 only</td>
</tr>
<tr>
<td>Course completed at another district</td>
<td>NO</td>
</tr>
<tr>
<td>Course completed at another district during current district enrollment</td>
<td>YES</td>
</tr>
</tbody>
</table>
Course completed during the year, but student is no longer in this district  YES

**Reporting Requirements**

In submission 3, there must be one 415 Course Completion record for each reportable course from PEIMS code table C022 that was attempted or completed by each student in membership in grades 1 through 12. The LEA must begin tracking these classes for reporting purposes as of the PEIMS fall snapshot date and for any courses that were completed prior to the PEIMS fall snapshot date. (Each campus that enrolls and serves students should report 415 Course Completion records.)

In submission 3, a 415 Course Completion record is required for all student courses that were completed prior to the PEIMS fall snapshot date. Any reportable course from PEIMS code table C022 that was attempted but not completed prior to the PEIMS fall snapshot date is not required to be reported on the 415 Course Completion record. However, a LEA may choose to report these courses that were attempted but not completed prior to the PEIMS fall snapshot date.

The 415 Course Completion data must reflect the campus where the student was enrolled while assigned to a particular course section. In the case of a JJAEP assignment, a student is withdrawn from their home campus and enrolled on the JJAEP campus for the duration of the JJAEP assignment. Students who are assigned to a course section while enrolled in a JJAEP campus must be reported with 415 Course Completion records that reflect the campus in which they were enrolled while attending the JJAEP. Additionally, the 415 Course Completion records for the JJAEP students must match the 300 Course Section records that the students were assigned to while enrolled in the JJAEP.

In submission 4, **all and only** the dual credit courses attempted and/or completed, by students during the summer (between school years), must be reported with a 415 Course Completion record. This reporting requirement is based on the assumption that the LEA has knowledge of the dual credit courses attempted by the Submission 4 due dates published in Section 1 of the PEIMS Data Standards.

Given the course participation restrictions placed on students enrolling in college summer school programs, there must not be more than six (6) 415 Course Completion records for a particular STUDENT-ID in Submission 4.

In submission 3, for each 415 Course Completion record reported, there must be a 400 Student Basic Attendance and/or 500 Flexible Attendance record with a matching STUDENT-ID where GRADE-LEVEL-CODE is “01”-“12”. This rule is enforced by a fatal edit.

In submission 3, for each 415 Course Completion record reported, there must be a corresponding 300 Course Section record with a matching CAMPUS-ID, SERVICE-ID, CLASS-ID-NUMBER, and COURSE-SEQUENCE-CODE. This rule is enforced by a fatal edit.

For submission 4, the 300 Course Section and 305 Teacher Class Assignments are not reported.

**Special Reporting Requirements**

Texas School for the Deaf (TSD) and Texas School for the Blind and Visually Impaired (TSBVI), and Texas Juvenile Justice Department (TJJD) (formerly TYC) must report the 415 Course Completion record.
DISCIPLINE
DISCIPLINE

Responsibility

Principal shall designate appropriate campus personnel to whom all Discipline coding questions should be directed:

The designee and phone number of the Central Administrative Staff member:

**Contact:** Pablo Martinez  
Federal & State Compliance  
Phone Number: (713) 556-6760

Teachers may provide student names and information to a campus administrator trained in discipline procedures for purpose of coding and recording discipline. A trained administrator will determine the correct codes and may forward that information to data-entry personnel. **In no case should data entry/clerical personnel be responsible for determining disciplinary coding.**

Principals must ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to locally-produced reports for reasonableness and accuracy.

Under TEC 37.008(m-1), **failure to report all disciplinary removals and truancy actions as required by state and federal law may result in a review by the commissioner of education and notice to the local school board of any problems noted in the district’s data, or a violation of a law or other rule. This review may also result in a notification to the county attorney, district attorney, criminal district attorney, as appropriate, and the attorney general. This provision can apply to missing, inaccurate, and/or falsified information/data.**

Required Notification to CPS

TEA requires school district’s to provide notice to a foster child’s educational decision-maker and caseworker regarding certain events that may significantly impact the child’s education (HB 2619). Be sure to notify the student’s caregiver and case manager if he/she is removed from class due to suspension, in-school suspension, DAEP referral or JJAEP referral. List the case manager's contact information on the student's Chancery Contacts screen.

Disciplinary Action Data – Student

Discipline records are reported to PEIMS at the end of the current school year and are a part of PEIMS Submission 3.
The Annual DAEP Evaluation and the Performance-Based Monitoring Analysis System (PBMAS) are both dependent on the accuracy of the PEIMS discipline record data.

Discipline record data is required by TEC, Chapter 37, P.L. 107-110 - No Child Left Behind, and IDEA ’97, which includes students who are receiving special education and related services. Portions of this data are the foundation for the annual evaluation of disciplinary alternative education programs (DAEPs), as required by TEC, Chapter 37.008(m). TEA will maintain the privacy of this personally identifiable information in accordance with FERPA.

A discipline record is required for each disciplinary action taken against any student which results in the removal from his regular classroom for any part of a day or when truancy charges have been filed against a student and/or his parent. A single student will have multiple discipline records if removed from his classroom more than once and will be categorized in one of the following general categories: In-School Suspension (ISS), Out-of-School Suspension (OSS), Disciplinary Alternative Education Program (DAEP), or expulsion to Juvenile Justice Alternative Education Program (JJAEP).

Multiple violations are sometimes committed in the course of one disciplinary event. When completing a discipline record only the offense code representing the most serious violation should be entered on a discipline record. **NOTE: DO NOT MAKE MULTIPLE ENTRIES FOR THE DISCIPLINE REASON (OFFENSE) CODE.**

If a student is involved in a reportable disciplinary incident and the parent/student attempts to withdraw the student from school before the final disposition of the case, the district/school should complete the due process proceedings that result in a disciplinary assignment. At the time of withdrawal, the parent should be notified of the date for a hearing and should be advised that the district will continue the due-process proceedings whether or not the student and parent attend the hearing. The district is required to report the discipline record reflecting that assignment in order to remain in compliance with TEC §37.009.

The Offenses-Consequences chart provides a summary of PEIMS discipline coding, appropriate options and reminders regarding required documentation. This chart should be referred to when determining appropriate PEIMS discipline coding and appropriate disciplinary actions (consequences).

Schools should use a discipline referral form with all required PEIMS elements (See “HISD Referral Form") to document administrative designations of discipline coding. **Administrators should be cognizant that they—not clerical staff—are responsible for documenting the coding.** Designations of discipline coding should include either the local coding or two-digit PEIMS discipline offense, consequence, and appropriate dates. (See “Preparing Documentation for a Discipline Audit” guidelines.)
Local Bullying Event/Concern

With the exception of the Local Bullying Event/Concern, PEIMS codes and Local discipline codes should not be mixed. In the case of Bullying, a new local discipline code BB has been defined. This code should be used in all cases determined to be bullying. When the discipline action taken for the bullying incident removes the student from his regularly scheduled classroom, you must use a PEIMS code such as 21-Code of Conduct Violation or 28-Assault under Penal Code to explain the reason for the removal. You should also assign the local code BB to indicate that this event involves bullying. If the event did not result in removal from class, the local code for bullying will be used with a local Action Code such as ASCO-Adm Stu or Parent Conf.

When you open a student’s demographic record the left navigation bar looks like this:

![Chancery SMS™](image)

The Bullying Allegations panel looks like this:
Open the panel entry and the screen looks like this.

Guidelines Regarding Offenses

Permanent removal by a teacher from class (discipline-action-reason-code 01) under TEC §37.002(b) is a serious offense and is limited for use in those situations where the teacher has refused re-admittance of the student to that teacher’s class. Otherwise, if the teacher allows re-admittance of the student to the class, then PEIMS offense code 21-Violation of Student Code of Conduct should be used. This code is not meant to be used to send students to DAEP or JJAEP.
All discipline-actions (consequences) that have discipline-action-reason (offense) codes 02, 04-12, 16-19, 22, 26-32, 34-37, 46, and 48-54 as a cause for action must be supported by documentation from a law enforcement agency substantiating the administrator’s reasonable belief that the behavior identified has occurred. If the school district is unable to obtain documentation from a law enforcement agency, and a "good faith effort" has been made to obtain documentation from law enforcement, then the district must have some other documentation that includes a description of the behavior/event and a request for documentation from a law enforcement agency. Rumors, hearsay, and gossip are not sufficient information/documentation for taking a disciplinary action for the above reasons. Without documentation from a law enforcement agency, or documentation substantiating the administrator’s reasonable belief that the behavior occurred, no action may be taken for the above mentioned disciplinary reasons. If acceptable documentation cannot be obtained, then an alternate discipline code (such as 21-Violation of Student Code of Conduct) should be used since there is no acceptable documentation to support the belief that a crime, or other conduct for which an Expulsion or DAEP Placement is mandatory, was committed.

Disciplinary-Action-Codes 17, 18, 19, 28, 30, 32 and 46 are offenses associated with violent crime victims. Under provisions of No Child Left Behind legislation, the school is required to send a Violent Crime Victim Letter to the parents of the student who was the victim within 14 calendar days of the incident, advising them of procedures for transfer to another school.

NOTE: With regards to the documentation requirements mentioned above, “TEC §37.017 Destruction of Certain Records” states information received by a school district under Article 15.27, Code of Criminal Procedure, may not be attached to the permanent academic file of the student who is the subject of the report. The school district shall destroy the information at the end of the school year in which the report was filed. In light of this requirement to destroy information received under Article 15.27, Code of Criminal Procedure, the district must retain documentation other than the information received under Article 15.27, Code of Criminal Procedure to support the discipline data submitted on the 425 record for a period of 5 years.

Please refer to Appendix E, PEIMS Data Standards, for additional information concerning this documentation requirement. (http://www.tea.state.tx.us/peims/)

Guidelines Regarding Consequences

In-School Suspension (06 - Full Day; 26 – Partial Day)

In accordance with HISD administrative directives, students may be assigned to an alternative classroom, such as the Student Referral Center (SRC), Student Assignment Center (SAC), or other in-school suspension center, for no longer than five (5) days. The only exception to this limit is for students who have been referred to
a disciplinary alternative education program (DAEP) or a juvenile alternative education program (JJAEP). Such students may remain assigned to an in-school suspension center until the placement process is complete, even if that assignment exceeds the five-day limit.

If a student receives in-school suspension for a partial school day (even if for only one class period), that partial day is considered one full day’s in-school suspension.

When using code “06” or “26”, enter the following data in Chancery:

<table>
<thead>
<tr>
<th>Appropriate PEIMS consequence code</th>
<th>06 – Full Day or 26 – Partial Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Time Required</td>
<td>Number of days assigned (note “days”, not “hours”)</td>
</tr>
</tbody>
</table>
| Previously Completed              | Number of days completed  
  • This does not mean the number of days completed in the previous school year.  
  • Number of days must not be more than remaining number of days from beginning of current cycle through the end of the school year |
| Discrepancy Reason                | Explains the comparison of Total Time Required vs. Previously Completed (Code choices available in Chancery pull-down display) |
| Campus of Assignment              | Campus name |
| Campus of Responsibility          | N/A |
| Date Action Assigned              | Enter the date that the administrator decided what consequence was to be administered.  
  • Date must be prior to student’s withdrawal. A date equal to the withdrawal or later will result in an error. |

Out-Of-School Suspension (05 – Full Day; 25 – Partial Day)

In accordance with TEC §37.005, under no circumstance may an out-of-school suspension exceed three (3) days. If a student receives out-of-school suspension for a partial school day (even if for one class period), that partial day is considered one of the three total allowable out-of-school suspension days.

When using code “05” or “25”, enter the following data in Chancery:

<table>
<thead>
<tr>
<th>Appropriate PEIMS consequence code</th>
<th>05 – Full Day or 25 – Partial Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Time Required</td>
<td>Number of days assigned (note “days”, not “hours”)</td>
</tr>
</tbody>
</table>
| Previously Completed              | Number of days completed  
  • This does not mean the number of days completed in the previous school year. |
• Number of days must not be more than remaining number of days from beginning of current cycle through the end of the school year

Discrepancy Reason
Explains the comparison of Total Time Required vs. Previously Completed (Code choices available in Chancery pull-down display)

Campus of Assignment
Enter "N/A" because the student is not to be on any campus.

Campus of Responsibility
N/A

Date Action Assigned
• Enter the date that the administrator decided what consequence was to be administered.
• Date must be prior to student’s withdrawal. A date equal to the withdrawal or later will result in an error.

Placement in a DAEP (07)

The Offenses–Consequences chart indicates options available. DAEP placement MUST be selected if "Mandatory" is indicated for the offense. DAEP placement MAY be selected if "Discretionary" indicated. DAEP placement MUST NOT be selected if "Do NOT Use" is indicated.

DAEP placements are to be assigned to an HISD approved DAEP campus through a referral process that can be documented.

Students who are younger than 6 years of age at the time they commit an offense that requires a mandatory placement to a DAEP may not be placed at the DAEP.

Senate Bill No. 49 Section 37.008
(1-1) A school district shall provide the parents of a high school student removed to a disciplinary alternative education program with written notice of the district’s obligation under Subsection (1) to provide the student with an opportunity to complete coursework required for graduation. The notice must:
(1) include information regarding all methods available for completing coursework; and
(2) state that the methods are available at no cost to the student.

When using code “07”, enter the following data in Chancery:

<table>
<thead>
<tr>
<th>Appropriate PEIMS consequence code</th>
<th>07 - DAEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Time Required</td>
<td>Number of days assigned (note “days”, not “hours”)</td>
</tr>
</tbody>
</table>
| Previously Completed              | Number of days completed
  • This does not mean the number of days completed in the previous school year. |
• Number of days must not be more than remaining number of days from beginning of current cycle through the end of the school year
• At the end of the school year, the DAEP will notify the school of the actual days attended for each student. The sending campus should enter this data in Chancery, replacing any previous data.

<table>
<thead>
<tr>
<th>Discrepancy Reason</th>
<th>Explains the comparison of Total Time Required vs. Previously Completed (Code choices available in Chancery pull-down display)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus of Assignment</td>
<td>Beechnut Academy or another discipline alternative campus to which the student has been assigned</td>
</tr>
<tr>
<td>Campus of Responsibility</td>
<td>Campus name (The campus is still accountable for the student’s dropout status and TAKS scores.)</td>
</tr>
</tbody>
</table>
| Date Action Assigned | • Enter the date that the administrator decided what consequence was to be administered.  
• Date must be prior to student’s withdrawal. A date equal to the withdrawal or later will result in an error. |

**Expulsion to a JJAEP (02)**

The Offenses–Consequences chart indicates options available. Expulsion to a JJAEP MUST be selected if “Mandatory” is indicated for the offense. Expulsion to a JJAEP may be selected if “Discretionary” is indicated. Expulsion to a JJAEP may NOT be selected if “Do NOT Use” is indicated.

JJAEP placements must be assigned to HISD (101912) JJAEP campus 320 through a referral process which can be documented.

Students who are younger than 10 years of age at the time they commit an expellable offense may not be expelled to a JJAEP. They must be expelled to a DAEP.

**When using code “02”, enter the following data in Chancery:**

<table>
<thead>
<tr>
<th>Appropriate PEIMS consequence code</th>
<th>02 – Harris County JJAEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Time Required</td>
<td>Number of days assigned (note “days”, not “hours”)</td>
</tr>
</tbody>
</table>
| Previously Completed              | Number of days completed  
• This does not mean the number of days completed in the previous school year.  
• Number of days must not be more than remaining number of days from beginning of current cycle through the end of the school year |
### Discrepancy Reason
Explain the comparison of Total Time Required vs. Previously Completed (Code choices available in Chancery pull-down display)

<table>
<thead>
<tr>
<th>Campus of Assignment</th>
<th>Harris County JJAEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus of Responsibility</td>
<td>Campus name (The campus is still accountable for the student’s dropout status and TAKS scores.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Action Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enter the date that the administrator decided what consequence was to be administered.</td>
</tr>
<tr>
<td>• Date must be prior to student’s withdrawal. A date equal to the withdrawal or later will result in an error.</td>
</tr>
</tbody>
</table>

If the administrator determines that a mandatory placement or a mandatory expulsion is not warranted based on the Student Code of Conduct, a code “28” may be entered into Chancery to show that a mandatory offense occurred with no action taken.

The Discipline Data Management tab on the FSC website contains information and all required forms and documents for DAEP/JJAEP placements. [https://www2.houstonisd.org/portal/site/FederalStateCompliance/menuitem](https://www2.houstonisd.org/portal/site/FederalStateCompliance/menuitem)

**Code 28 - Mandatory disciplinary action not taken** – (TEC §37.001(a)(4)) - The mandatory disciplinary action was not taken because the district’s Student Code of Conduct includes one or more of the TEC, §37.001(a)(4) provisions that allows the district to consider self defense, intent or lack of intent, student's disciplinary history, or disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student’s conduct as a factor in a decision to order suspension, removal to a disciplinary alternative education program, or expulsion.

When using code “28”, enter the following data in Chancery:

<table>
<thead>
<tr>
<th>Note – Schools must keep the DAEP/JJAEP action in Chancery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate PEIMS consequence code</td>
</tr>
<tr>
<td>Total Time Required</td>
</tr>
<tr>
<td>Previously Completed</td>
</tr>
<tr>
<td>Discrepancy Reason</td>
</tr>
<tr>
<td>Campus of Assignment</td>
</tr>
<tr>
<td>Campus of Responsibility</td>
</tr>
<tr>
<td>Date Action Assigned</td>
</tr>
</tbody>
</table>
• Date must be prior to student’s withdrawal, if the student has subsequently withdrawn. A date equal to the withdrawal or later will result in an error.

Special Education Considerations

Special education student behavior management or behavior adjustment classes are not considered In-School-Suspension programs as established by the ARD committee.

Assignments of special education students to DAEP and JJAEP are to be reviewed by ARD Committee manifestation hearings. Documentation of the committee’s findings is to be included in the student’s discipline folder. If the committee determines that DAEP or JJAEP placement is not supported by the student’s special education status, a discipline action code “27” is to be entered in Chancery and will negate the DAEP or JJAEP placement.

When using code “27”, enter the following data in Chancery:

<table>
<thead>
<tr>
<th>Note – Schools must keep the DAEP/JJAEP action in Chancery.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appropriate PEIMS consequence code</strong></td>
</tr>
<tr>
<td><strong>Total Time Required</strong></td>
</tr>
<tr>
<td><strong>Previously Completed</strong></td>
</tr>
<tr>
<td><strong>Discrepancy Reason</strong></td>
</tr>
<tr>
<td><strong>Campus of Assignment</strong></td>
</tr>
<tr>
<td><strong>Campus of Responsibility</strong></td>
</tr>
</tbody>
</table>
| **Date Action Assigned** | • Enter the date that the administrator decided what consequence was to be administered.  
• Date must be prior to student’s withdrawal, if the student has subsequently withdrawn. A date equal to the withdrawal or later will result in an error. |

For disciplinary removals of a student who is receiving special education and related services from the student’s current educational placement, a change of placement occurs if the removal is for more than 10 consecutive days (CFR §300.519 - §300.529). The ARD committee that deals with the change of placement must review the student’s IEP to detail the special education and related services to be administered to the student while he is removed for discipline reasons. Be careful not to confuse the 10-day change of placement requirement for special education purposes with the 1-day removal requirement for discipline record reporting purposes. A discipline record is required for all students who are receiving special education and related services and are removed from their regularly scheduled classes for one day or more. A change of placement occurs when the removal is for more than 10 **consecutive** days, and a
VI-Discipline

change of placement may occur when the removal is for more than 10 cumulative days in a school year based on factors such as the length of each removal, the total amount of the time the child is removed, and the proximity of the removals to one another. An ARD committee must be involved when the removal or series of removals constitute a change in placement.

Code “16”, “17” Truancy – Court Decisions

Truancy can only be generated after the court has made a finding of truancy. If the court hearing does not occur during the school year (summer months) in which the truancy charges were filed a truancy entry should not be made in the system for the current school year. A truancy record should be filed the following school year only if the student enrolls and is in attendance in the district the following year with the first day of enrollment as the date of disciplinary action. If a student withdraws from the district or campus and a court ruling is made during the current school year, then a truancy record should be entered into Chancery using the date the student was last in attendance as the date of disciplinary action. If the court makes a finding against both the parent and the student two (2) separate incidences should be entered into the system.

When using code “16” or “17”, enter the following data in Chancery:

<table>
<thead>
<tr>
<th>Description box</th>
<th>Enter the court findings (i.e. fined $210, community service, actual court date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate PEIMS consequence code</td>
<td>16 – TRFA, Truancy Charges/Fined, or 17 – TRNF, Truancy Charge/No Fine</td>
</tr>
<tr>
<td>Total Time Required</td>
<td>Blank days</td>
</tr>
<tr>
<td>Previously Completed</td>
<td>Blank days</td>
</tr>
<tr>
<td>Discrepancy Reason</td>
<td>NA</td>
</tr>
<tr>
<td>Campus of Assignment</td>
<td>Blank</td>
</tr>
<tr>
<td>Campus of Responsibility</td>
<td>Blank</td>
</tr>
</tbody>
</table>
| Date Action Assigned | • Enter the date that the court decision was made. (Note - The date must be within the current school year).
  • Date must be prior to student’s withdrawal, if the student has subsequently withdrawn. |

Additional information concerning TEC Chapter 37 may be found in the TEA publication entitled Guide to Chapter 37-Discipline, Law, and Order. It may also be found at http://www.tea.state.tx.us/safe/ch37/index.htm.
### Disciplinary Action Reason Codes (C165)

**Disciplinary Action Reason Codes (C165) Code and Translation**

<table>
<thead>
<tr>
<th>Discipline Action Reason Code (C165)</th>
<th>Behavior Location Code (C190)</th>
<th>Behavior Location Code Key:</th>
<th>On campus (01)</th>
<th>Off Campus, within 300 ft (02)</th>
<th>School Related/Sponsored Activity Off Campus (03)</th>
<th>Off Campus, no School Related/Sponsored activity (04)</th>
<th>On school property, or at school related/sponsored activity, of another school district (05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Permanent removal by a teacher from class (Teacher has removed the student from classroom and denied the student the right to return. TEC §37.003 has been invoked.) – TEC §37.002(c)</td>
<td>01 NO</td>
<td></td>
<td>DO NOT USE</td>
<td>D</td>
<td>DO NOT USE</td>
<td>DO NOT USE</td>
<td></td>
</tr>
<tr>
<td>02 Conduct punishable as a felony-TEC §37.006(a)(2)(A)</td>
<td>01 YES</td>
<td></td>
<td>M</td>
<td>DO NOT USE</td>
<td>DO NOT USE</td>
<td>DO NOT USE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>02</td>
<td></td>
<td>M</td>
<td>DO NOT USE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>03</td>
<td></td>
<td>M</td>
<td>DO NOT USE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>04</td>
<td></td>
<td>DO NOT USE</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>05</td>
<td></td>
<td>DO NOT USE</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04 Possessed, sold, or used marihuana or other controlled substance-TEC §37.006(a)(2)(C) and 37.007(b) for under the influence</td>
<td>01 YES</td>
<td></td>
<td>M</td>
<td>DO NOT USE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>02</td>
<td></td>
<td>M</td>
<td>DO NOT USE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>03</td>
<td></td>
<td>M</td>
<td>DO NOT USE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05 Possessed, sold, used, or was under the influence of an alcoholic beverage-TEC §37.006(a)(2)(D) and 37.007(b) Code 37 Felony alcohol violation-TEC §37.007(a)(3)</td>
<td>01 YES</td>
<td></td>
<td>M</td>
<td>DO NOT USE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>02</td>
<td></td>
<td>M</td>
<td>DO NOT USE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>03</td>
<td></td>
<td>M</td>
<td>DO NOT USE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06 Abuse of a volatile chemical-TEC §37.006(a)(2)(E)</td>
<td>01 YES</td>
<td></td>
<td>M</td>
<td>DO NOT USE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>02</td>
<td></td>
<td>M</td>
<td>DO NOT USE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>03</td>
<td></td>
<td>M</td>
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<td>07 Public lewdness or indecent exposure-TEC §37.006(a)(2)(F)</td>
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**DO NOT USE** - Not allowed by TEC Chapter 37

**SCOC - Not specified by TEC Chapter 37. Action for these items must be authorized by the local Student Code of Conduct**
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<td>Retaliation against school employee- TEC §37.006(b) and 37.007(d)</td>
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<td>Based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity for felony offenses in Title 5, Penal Code-TEC §37.006(c), TEC §37.007(b)(4), and TEC §37.0081</td>
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<td>Based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity for felony offenses not in Title 5, Penal Code-TEC §37.006(d) and TEC §37.007(b)(4)</td>
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<td>Used, exhibited, or possessed a firearm-TEC §37.007(a)(1)(A) and/or 37.007(e) brings a firearm to school.</td>
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<td>Used, exhibited, or possessed an illegal knife-TEC §37.007(a)(1)(B)</td>
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<td>Used, exhibited, or possessed an illegal Club-TEC §37.007(a)(1)(C)</td>
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<td>Used exhibited, or possessed a Prohibited weapon under Penal Code Section 46.05-TEC §37.007(a)(1)(D)</td>
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<td>Murder, capital murder, criminal attempt to commit murder, or capital murder-TEC §37.007(a)(2)(C)</td>
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<td>Indecency with a child-TEC §37.007(a)(2)(D)</td>
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<td>Aggravated kidnapping-TEC §37.007(a)(2)(E)</td>
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### Data Quality Manual 2013-2014
#### VI-Discipline

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<td>Violation of student code of conduct not included under TEC §37.006, 37.007, or 37.002(c)</td>
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<td>Criminal mischief (felony violation)-TEC §37.007(f)</td>
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<td>Emergency Placement/Expulsion-TEC §37.019</td>
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<td>Terroristic threat-TEC §37.006(a)(1) or 37.007(b)(1)</td>
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<td>Assault under Penal Code Section 22.01(a)(1) against a school district employee or volunteer-TEC §37.007(b)(2)(C)</td>
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<td>Assault under Penal Code Section 22.01(a)(1) against someone other than a school district employee or volunteer-TEC §37.006(a)(2)(B)</td>
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<td>Sexual assault under Penal Code Section 22.011 or aggravated sexual assault under 22.021 against a school district employee or volunteer-TEC §37.007(d)</td>
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<td>Sexual assault under Penal Code Section 22.011 or aggravated sexual assault under 22.021 against someone other than a school district employee or volunteer-TEC §37.007(a)(2)(A)</td>
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<td>Possessed, purchased, used or accepted a cigarette or tobacco product as defined in the Health and Safety Code, Section 3.01, chapter 161.252</td>
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<td>School-related gang violence</td>
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<td>False Alarm/False Report—TEC §§37.006(a)(1) and 37.007(b)</td>
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<td>Felony Controlled Substance Violation—TEC §37.007(a)(3)</td>
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<td>Felony alcohol violation—TEC §37.007(a)(3)</td>
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<td>Fighting/Mutual Combat-Excludes all offenses under Penal Code §22.01</td>
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<td>Truancy (failure to attend school)-Parent contributing to truancy-TEC §25.093(a)</td>
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<td>Truancy (failure to attend school)-Student with at least 3 unexcused absences-TEC §25.094</td>
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<td>Truancy (failure to attend school)-Student with 10 unexcused absences-TEC §25.094</td>
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<td>Aggravated Robbery-TEC §37.007(a)(2)(F), TEC §37.006(C)-(D) (HB 9680)</td>
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<td>Manslaughter – TEC §37.007(a)(2)(G)</td>
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<td>Used, Exhibited, Or Possessed A Non-Illegal Knife As Defined By Student Code Of Conduct And As Allowed Under TEC §37.007. (Knife blade equal to or less than 5.5 inches)</td>
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<td>Student Is Required To Register As A Sex Offender Under Chapter 62 Of The Code Of Criminal Procedure And Is Under Court Supervision - TEC §37.304. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007</td>
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<td>Student Is Required To Register As A Sex Offender Under Chapter 62 Of The Code Of Criminal Procedure And Is Not Under Court Supervision - TEC §37.305. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007</td>
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<td>Continuous Sexual Abuse Of Young Child Or Children Under Penal Code §21.02 Occurring on school property or while attending a school-sponsored or school-related activity on or off school property – TEC §37.007(a) (2) (I)</td>
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<td>Breach of Computer Security – TEC §37.007(b)(5)</td>
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<td>Serious Misbehavior, as defined by TEC §37.007(c), while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)</td>
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## LOCAL CONSEQUENCES

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<td>2</td>
<td>EXCL</td>
<td>Exclusion from extracurricular activities</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>PCON</td>
<td>Parent conference</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>ASPC</td>
<td>Administrator/student/parent conference</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>BUSS</td>
<td>Removal of transportation services</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>REST</td>
<td>Restitution or restoration</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>COUN</td>
<td>Referral to drug-free schools counselor and/or appropriate agency</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>HPD</td>
<td>Referral to HPD</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>HPOL</td>
<td>Referral to HISD Police Department</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>JUV</td>
<td>Referral to law enforcement agency and local juvenile board for legal action</td>
<td></td>
</tr>
</tbody>
</table>
## PEIMS CONSEQUENCES

<table>
<thead>
<tr>
<th>Reported to PEIMS?</th>
<th>Level</th>
<th>Code</th>
<th>Disposition</th>
<th>Translation</th>
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<tr>
<td><strong>Truancy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>None</td>
<td>17</td>
<td>TRNF</td>
<td>Truancy charges filed in juvenile municipal or justice of the peace court and no fine was assessed</td>
</tr>
<tr>
<td>Yes</td>
<td>None</td>
<td>16</td>
<td>TRFA</td>
<td>Truancy charges filed in juvenile municipal or justice of the peace court and a fine was assessed</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>26</td>
<td>PTIS</td>
<td>Partial day in-school suspension</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>STIS</td>
<td></td>
<td>In-school suspension</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>06</td>
<td>LTIS</td>
<td>In-school suspension</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>REMV</td>
<td></td>
<td>Partial out-of-school suspension</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>25</td>
<td>PUSP</td>
<td>Out-of-school suspension</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>05</td>
<td>SUSP</td>
<td>Out-of-school suspension</td>
</tr>
<tr>
<td><strong>Suspension</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>None</td>
<td>10</td>
<td>CAEP</td>
<td>Continuation of the district's DAEP placement from the prior school year</td>
</tr>
<tr>
<td>Yes</td>
<td>None</td>
<td>57</td>
<td>CAHO</td>
<td>Continuation of the district's DAEP placement as a result of a determination by a non-HISD special education hearing officer</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>08</td>
<td>COAE</td>
<td>Continuation of other district's DAEP placement</td>
</tr>
<tr>
<td>Yes</td>
<td>None</td>
<td>55</td>
<td>COHO</td>
<td>Continuation of other district's DAEP placement as a result of a special education determination of a non-HISD hearing officer</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>07</td>
<td>ALTR</td>
<td>Placement in an DAEP program established under section 37.008</td>
</tr>
<tr>
<td>Yes</td>
<td>4</td>
<td>EALT</td>
<td></td>
<td>Placement in an on-campus or off-campus DAEP as a result of conference, not expulsion hearing</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>03</td>
<td>EALF</td>
<td>Placement in on-campus DAEP as result of formal expulsion hearing (Do not use if student was expelled)</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>04</td>
<td>EAOE</td>
<td>Placement in off-campus DAEP as result of formal expulsion hearing</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>14</td>
<td>PAEP</td>
<td>Placement in a DAEP by court order</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>11</td>
<td>CEXP</td>
<td>Continuation of the district's expulsion order placement from the prior school year</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>12</td>
<td>CJJA</td>
<td>Continuation of the district's JJAEP placement from the prior school year</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>15</td>
<td>COEO</td>
<td>Continuation of another district's expulsion to JJAEP</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>09</td>
<td>EJJA</td>
<td>Continuation of another district's expulsion order</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>02</td>
<td>EJJA</td>
<td>Expulsion to JJAEP</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>13</td>
<td>PJJA</td>
<td>Placement in a JJAEP by court order</td>
</tr>
</tbody>
</table>
## Discipline Difference Reason Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>No difference between official and actual lengths of disciplinary assignments</td>
</tr>
<tr>
<td>01</td>
<td>Term modified by district</td>
</tr>
<tr>
<td>02</td>
<td>Term modified by court order</td>
</tr>
<tr>
<td>03</td>
<td>Term modified by mutual agreement of district, student, and/or parents</td>
</tr>
<tr>
<td>04</td>
<td>Student completed term requirements sooner than expected</td>
</tr>
<tr>
<td>05</td>
<td>Student incarcerated</td>
</tr>
<tr>
<td>06</td>
<td>Term decreased due to extenuating health-related circumstances</td>
</tr>
<tr>
<td>07</td>
<td>Student withdrew from school</td>
</tr>
<tr>
<td>08</td>
<td>School year ended before completion of disciplinary action assignment</td>
</tr>
<tr>
<td>09</td>
<td>Continuation of previous year's disciplinary action assignment (DAEP use only)</td>
</tr>
<tr>
<td>10</td>
<td>Term modified by placement program due to student behavior while in placement</td>
</tr>
<tr>
<td>99</td>
<td>Other</td>
</tr>
</tbody>
</table>
PREPARING DOCUMENTATION FOR A DISCIPLINE COMPLIANCE REVIEW

Discipline Folder – Required
Every student with a PEIMS reportable discipline removal should have a discipline folder labeled with student’s full name, ID and Grade Level.

Discipline Referral Form – Required Information
- Student’s name, ID number, grade and gender
- Referral Date
- Incident Date
- Reason for Referral/Description of Incident
- Chancery Incident Number
- Reason/Offense Code (numeric code assigned by administrator)
- Action/Consequence Code (numeric code assigned by administrator)
- Infraction Location Code (if applicable)
- Category of Incident for Bullying (if applicable)
- ISS/OSS/DAEP/JJAEP Begin and End Date
- ISS/OSS/DAEP/JJAEP Days Assigned and Days Completed
- Discrepancy Reason
- Campus Assigned
- Campus Responsible
- ARMS/Police Incident Number (if required)
- Victim of Violent Crime Letter (if required)
- Code 27 (if applicable, check the appropriate box on the Discipline Referral Template indicating the reason for the mandatory action not taken)
- Code 28 (if applicable, check the appropriate box on the Discipline Referral Template indicating the reason for the mandatory action not taken)
- Administrator’s signature and date (in ink)

In-School/Out-of-School Suspensions – Required Folder Documentation
- Copy of the in-school/out-of-school suspension letter sent to the parent (describe the offense(s) and action(s) taken, including the dates and the number of days assigned)

NOTE: Out-of-School Suspensions must not exceed three (3) days and In-School Suspensions should rarely exceed five (5) days for each offense. A student awaiting placement in a DAEP or JJAEP may be assigned In-School Suspensions exceeding five (5) days.

DAEP Placements – Required Folder Documentation
- Copy of the DAEP Placement Letter that was sent to the parent stating the beginning and end date of the placement and a description of the appeals process. (Student is at least 6 Years Old)
- Copy of the DAEP on-line referral document (if applicable)
- Copy of the approval/rejection email from the DAEP administrator regarding the student’s placement

JJAEP Placements – Required Folder Documentation
- Copy of Letter of Recommended Expulsion sent to the parent (state the reason for the expulsion, the recommended beginning and end date of the expulsion, and a date for the expulsion hearing. (Student is at least 10 Years Old)
- Copy of the expulsion letter sent to the parents (include the beginning date and end date of the expulsion).
- An accurate record of the expulsion hearing must be in the student’s folder for any student who has committed an expellable offense.
- When an expulsion hearing is waived, the supporting documentation must be in writing and signed by the student and parent.
- Copy of the final written order expelling the student (if student is expelled)
- Documentation of an MDR’s findings and signature page(s) (for special education students)
- Copy of the victim parental letter must be on file with the appropriate signatures; Action Reason Code is 17, 18, 19, 28, 30 or 32. (if required)

NOTE: If the student withdraws prior to the discipline disposition, the action (due process) must be completed in the student’s absence and filed in the student’s folder. All subsequent dates in Chancery must be dated on or before the actual date of the student’s withdrawal from school.

Truancy - Required Folder Documentation
- Documentation of Court Action with a verdict of truancy (Not required until after court verdict).

It is imperative that the first page of documentation in the folder is the completed Discipline Referral Form. All other documentation for the offense must be attached to the referral form.
Houston Independent School District
Discipline Referral Template

<table>
<thead>
<tr>
<th>Campus Name:</th>
<th>Date of Referral:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID:</td>
<td>Name:</td>
</tr>
<tr>
<td>Grade:</td>
<td>Gender:</td>
</tr>
<tr>
<td>Referred by:</td>
<td>Name:</td>
</tr>
<tr>
<td>Location of Infraction:</td>
<td></td>
</tr>
<tr>
<td>Incident Date:</td>
<td>Incident Time:</td>
</tr>
<tr>
<td>Reason for Referral:</td>
<td>Action</td>
</tr>
</tbody>
</table>

For Administrative Use Only

CHANCERY INCIDENT NUMBER: ____________________________

Severity Level: [ ] Level 1 [ ] Level 2 [ ] Level 3 [ ] Level 4 [ ] Level 5

Local Reason (Offense) Code: ____________________________

Local Action (Consequence) Code: ____________________________

Complete the information below for Bullying Allegations:

Category of Incident: [ ] Sex [ ] Racio/Color/ National Origin [ ] Disability [ ] Other: ____________________________

PEIMS Reason (Offense) Code: [ ] 21 [ ] 41 [ ] Other: ____________________________

PEIMS Action (Consequence) Code: [ ] 05 [ ] 06 [ ] 07 [ ] Other: ____________________________

Infract Location Codes: [ ] 01 (On Campus) [ ] 02 (Off Campus, within 300 ft) [ ] 03 (School Related/Sponsored Activity, Off Campus)

PEIMS Action (Consequence) Code(s): Begin Date: ____________________________

Days Assigned: ____________________________

Days Completed: ____________________________

Discrepancy Reason: ____________________________

Campus Assigned: ____________________________

Campus Responsible: ____________________________

OTHER ACTIONS: ARMS/Police Incident Number (if police notified) Victim of Violent Crime Letter: [ ] Y [ ] N

NOTE: Use one of the following when a Mandatory Action Code is not taken:

[ ] 27 Special Ed. Student: [ ] Y [ ] N

[ ] 28 Reason for use of Mandatory Action Not Taken

Administrator’s Comments: ____________________________

Administrator’s Signature: ____________________________

Date: ____________________________

Student’s Signature: ____________________________

Date: ____________________________

Parent’s Signature: ____________________________

Date: ____________________________

<Revised 9/14/2013>

<ATTACH PERTINENT DOCUMENTATION TO THIS FORM>
The Discipline Data Management tab on the FSC website contains information and all required forms and documents for disciplinary action.

https://www2.houstonisd.org/portal/site/FederalStateCompliance/menuitem

**RESOURCES**

- School Guidelines
- HISD Offenses and Consequences Chart
- PEIMS Appendix E

**Chancery SMS Reports and EDIT+ Reports = Zero Errors**

Schools should review their Chancery discipline rosters and TX 425 PEIMS Edit reports every two weeks throughout the school year and correct errors in order to promote quality data.

Schools should run the Edit+ Disciplinary Action Reports during the Spring semester after being notified that Edit+ data has been updated.
PROBLEMS EXPERIENCED DURING TEA FUNDING OR COMPLIANCE AUDITS

All discipline actions for any part of a day or more are to be posted on Chancery.

- **Incomplete data on Chancery:**
  - Incident severity should not be “N/A”, unless associated with a court-related truancy incident, or the incident has a consequence that was overruled by a special education MDR action.
  - Student names, offenses, and consequences **should not** be left blank.
  - The number of days assigned and completed by the student should be entered.
  - An appropriate discrepancy code should indicate the relationship between the number of days assigned and completed.
  - Incidents of fighting/mutual combat should have at least two “fighters”.

- Students who are reported with conduct requiring expulsion must be expelled to JJAEP.

- Students who are reported with conduct requiring DAEP placement must be sent to a DAEP.

- Offenses that require DAEP placement or mandatory expulsion must have documentation of the alleged behavior as provided by a law enforcement agency.

- Students reported with in-school and out-of-school suspension for actions requiring DAEP placement must be reported as having a referral to a DAEP or Code 28/27.

- Students reported with in-school and out-of-school suspension for actions requiring expulsion must be reported as having a referral to a JJAEP or Code 28/27.

- Students may not be placed in a DAEP or expelled for reasons not authorized under TEC 37.007.

- Students who are younger than 6 years of age at the time they commit an offense that requires a mandatory placement to a DAEP may not be placed at the DAEP.

- Students who are younger than 10 years of age and commit an expellable offense may not be expelled to a JJAEP. They must be expelled to a DAEP.

- No student may be reported with an out-of-school suspension exceeding 3 days.

- No student may be reported with an in-school suspension exceeding 5 days unless the student is waiting for a referral approval.

- No more than one PEIMS (numbered) offense code may be entered per incident. (Multiple offense codes may result in an increased number of suspension days.) More than one PEIMS consequence code per incident is permissible.

- If either the offense or consequence code is a PEIMS (numbered) code, **both** the offense and consequence must have a PEIMS code.
ECONOMICALLY DISADVANTAGED
ECONOMICALLY DISADVANTAGED
FREE AND REDUCED-PRICE LUNCH/Primero

HISD has agreed to participate in the National School Lunch, School Breakfast, and After-School Care Programs and accepts responsibility for providing free and reduced-price meals to eligible children in the schools under its jurisdiction.

Responsibility

The designee and phone number of the Central Administrative Staff member:

Name: Mark Allen, Manager
E-mail address: mallen2@houstonisd.org
Phone Number: (713) 491-5944

Student Eligibility and Accountability (SEA) staff will provide campus personnel with names and coding information of students who are approved by the Food Services Department and the orderly maintenance of the supporting documentation. In no case should school data entry/clerical personnel be responsible for determining whether a student is Economically Disadvantaged.

Principals must ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to locally-produced reports for reasonableness and accuracy.

The administrator is responsible for the identification of students who are approved by Food Services Department, the assurance students are being served and the orderly maintenance of the supporting documentation. The corresponding data entry position is responsible for determining that the appropriate information is entered into Chancery.

Eligibility

All students must receive a Free and Reduced Meal application. Approved application data will be provided by the schools via the WAN utilizing the Primero/Chancery interface. Applications are reviewed by Student Eligibility and Accountability (SEA) of the Food Services Department. They apply the National School Lunch Program policies, rules and procedures to determine the student’s eligibility. The federal and state requirements are detailed in the Policy Statement and the Contact Person Training Manual: https://www.houstonisd.org/portal/site/FoodServices/ If a campus has non-HISD persons being served, please have the program director contact SEA with details. These persons may be eligible for participation in the free or reduced meals program. A tracking database has been established for tracking the meal service for these persons. Possible candidates are students from other districts, referrals from the courts or persons not enrolled in any district, such as infants.
Auditing

At the end of the six-week reporting period, The school Free Lunch contact personnel should verify the report in Chancery for any coding errors. It is suggested that queries be run on a regular basis to check for reasonableness and accuracy.

Records must be kept on a current basis and routinely analyzed. The district may verify questionable applications at any time. SEA is required to verify a number of approved free and reduced-price meal applications. The administration will issue detailed instructions on the verification procedure at the proper time. Instructions for entering data in the Chancery system will also be included. Food Service holds a contact person inservice each year to give more information.

Please use the National School Meals Program School Level Contact Person Reference Booklet (http://www.fns.usda.gov/cnd/lunch/) for forms and for detailed information on the following topics and for forms. For additional information on federal policies and procedures, see the National School Lunch Program Policy Statement

Application Form

The original Free/Reduced Meal Application Form for 2013-2014 is Yellow. Other colors are outdated.

The yellow, completed form will be sent to SEA of the Food Services Department for approval. Approved copies will NOT be returned to schools. Eligibility is recorded on Chancery and Primero and will be sent weekly to the school contact person.

Students that were enrolled last year on the Free and/or Reduced Lunch Program can be identified by “Grace Period” and the expiration date on the eligibility roster. Students may be served using last year’s status through Tuesday, October 8, 2013.

Schools with newly enrolled children, who have a sibling that has an approved application on file, can be added to that application by submitting an add-on form. This form can be accessed through the Food Services section of the HISD Web Portal.

If a family has children in more than one campus, one application may be completed for all children.

Transferring into HISD

The best way to handle new students transferring into HISD is to have them apply online at the school as part of the enrollment process. However, it is possible for a student with an approved meal status from their previous district to transfer that status, if SEA can get written confirmation from the former district. Email your SEA contact person the student’s name, former district and school name. Students who have transferred from
HISD to another district and then return to the district will regain their eligibility once their former number is reactivated.

**Direct Certification**

Each year, all school districts receive a list of children from the state that are on the *Supplemental Nutrition Assistance Program (SNAP is formerly known as the Food Stamp Program)* and/or Temporary Aid to Need Families (TANF) program. They are Direct Certification students, and are eligible for free meal benefits. If a student is on the DC list and other members of the household are not, an add-on form with those names should be sent to SEA. Those students will be added to the DC student’s eligibility. Benefits are extended for the first 30 operating days of the new school year.

Do not send in applications on Direct Certified students (DC’s) to the Student Eligibility and Accountability Department.
GIFTED AND TALENTED
GIFTED AND TALENTED

Responsibility: Principal

**Principals** shall ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to campus reports for accuracy.

Principals shall designate a Campus Vanguard Coordinator to whom all gifted and talented identification and assessment questions should be directed. Coding of G/T students in Chancery SMS shall be done by trained data entry personnel on each campus.

The designee and phone number of the Central Administrative Staff member:

- **Name:** Mary Jane Gomez
- **Phone Number:** (713) 556-6954

The campus Vanguard coordinator should provide appropriate data entry personnel with the names and coding information of students who are eligible, whose documentation is in order, and who are being served. **In no case should clerical personnel be responsible for determining a student’s gifted and talented indicator code.** Vanguard coordinators are responsible for ensuring that clerical personnel are aware of changes in a student’s services and effective dates of such changes. The designated personnel are then responsible for entering changes at the end of each six-week/nine-week reporting period, the Vanguard coordinator shall notify the campus principal of any Gifted and Talented Report coding errors, with the principal having final signature verification.

**Authority: State Law**


**Definition TEC §29.121**

Gifted and talented students are those identified by professionally qualified persons, who perform at, or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- exhibits high performance capability in an intellectual, creative, or artistic area

- possesses an unusual capacity for leadership; or
To satisfy the state mandate for Gifted and Talented students, TEC §29.121(http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089a.html), the District provides a flexible system of viable program options and a G/T Curriculum Framework that reinforces the strengths, needs, and interests of Gifted and Talented students K-12.

The Vanguard program shall be included in the Campus Improvement Plan.

Eligibility
Identification and Assessment

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents (19 TAC §89.1). HISD’s Gifted and Talented policies are Board approved and include the following:

- Assessment of students that include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in TEC §29.121. HISD adheres to an annual testing calendar that provides testing periods throughout the school year.

- Data and procedures designed such that students from all populations in the district have access to assessment and, if identified, provided services (TEC §29.122 and 19 TAC§89.1(3). HISD currently provides testing in Spanish and English for students.

- Selection of assessment measures collected from multiple sources according to each area defined in The Texas State Plan for the Education of Gifted/Talented Students. HISD schools shall use the G/T Identification Matrix specific for all grade levels K-12 that includes both quantitative and qualitative measures.

- Selection of students shall be made by a committee of at least three local district educators who have received training in the "Nature and Needs of Gifted and Talented students.19 TAC §89.1(4). G/T Identification Matrix includes signature lines for three admission committee members that have completed their training.

- Identification of Kindergarten students must be completed and students placed in a program before March 1 of the current school year to be eligible for funding. HISD tests all Kindergarten and fifth grade students with the Naglieri Nonverbal Ability Test (N/NAT) and the Stanford/Aprenda Achievement test during the year to enable schools to begin the process of identification of G/T students.

- Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and Matrix Reviews of district decisions regarding program placement. (19 TAC §89.1(5)).
Program Services

Schools districts shall assure an array of learning opportunities that are commensurate with the abilities of Gifted and Talented students and that emphasize content in the four foundation areas: Reading, Math, Science, and Social Studies. \(19\) \text{TAC} \text{§89.3}. HISD Board approved program services are the following:

- **K – 5th grade:** Differentiation in the four foundation areas by teachers that have completed their 30-hour mandated G/T Professional Development \((19\ \text{TAC} \text{§89.2(1)})\). HISD implements this mandate as it is stated with teachers implementing the HISD G/T Curriculum Framework, \textit{Scholars & Knowledge}.

- **6th - 8th grade:** Differentiation in the four foundation by teachers that have completed their 30-hour mandated G/T Professional Development \((19\ \text{TAC} \text{§89.2(1)})\). HISD program services are provided through Pre-AP or IBMYP classes; therefore teachers must have completed the Gifted and Talented training and the Pre-AP/AP or IBMYP/IB training. Teachers differentiate the HISD Curriculum in depth and complexity by implementing the HISD G/T Curriculum Framework, \textit{Scholars & Knowledge}.

- **9th – 12th grade:** Differentiation in advanced level courses by teachers that have completed their 30-hour mandated G/T Professional Development \((19\ \text{TAC} \text{§89.2(1)})\). Identified G/T students are required to be enrolled in a minimum of two advanced level (Pre-AP/AP, IBMYP/IB, or Dual Credit) classes to retain the G/T code and be qualified for funding. Teachers differentiate in advanced courses by implementing the HISD G/T Curriculum Framework, \textit{Scholars & Knowledge}.
Exiting Procedures

HISD’s Board Approved Policies mandate the procedures that must be followed to withdraw students from the Vanguard program.

A student is withdrawn from the Vanguard program if:

- the student withdraws from the district;
- a parent requests a “Voluntary Exit Form” from the Vanguard program, then the child will no longer be served in the Vanguard program;
- the student is exited from the Vanguard program services by the Exit Committee.

The gifted and talented indicator code is removed from the attendance accounting system by the clerical personnel, only when directed by the Campus Vanguard Coordinator. The effective date of dismissal should be recorded.

G/T Coding in HISD Student Information System

The gifted and talented indicator code must reflect the student’s participation in the Vanguard program for each six-week/nine-week reporting period.

- All students identified as G/T PEIMS coded including the student’s Vanguard program entry effective date.

Documentation

In order to claim gifted and talented enrollment for funding, documentation must be complete, which includes the following:

- Student identification and assessment are complete according to HISD policy;
- Student’s Vanguard Program Services are complete according to HISD policy:
  - includes documentation of teacher’s G/T training complete according to HISD policy;
  - includes documentation of student scheduled in mandated courses according to HISD policy;
  - includes implementation of G/T Curriculum Framework, Scholars and Knowledge according to HISD policy.

Controls are in place to ensure that a student is included in only one campus gifted and talented count. If the student changes campuses during a six-week/nine-week reporting
period or attends another campus to receive gifted and talented instruction, the student’s participation in the program will only be counted once.

At the **beginning** of each school year, the principal’s appointed Campus Vanguard Coordinator shall review the clerical personnel’s input of initial coding in Chancery SMS for accuracy. The principal of each campus has final compliance responsibility and must sign and verify the accuracy of campus coding for G/T students.

At the **end** of each six-week/nine-week reporting period, the Campus Vanguard Coordinator shall review the clerical personnel’s input in Chancery for accuracy. The principal of each campus has final compliance responsibility and must sign and verify the accuracy of campus coding.

**Entering Gifted and Talented PEIMS Coding- 2013-2014**

The campus Vanguard Coordinator provides a roster of Gifted & Talented students that will be receiving Program Services and will be coded with the “GT Funding Indicator”(PEIMS) designation, to the Chancery data entry clerk and

The campus Vanguard Coordinator provides a roster of identified Gifted & Talented students that will be coded with the “Qualified and Not Served” indicator with the reason selected from the pull down menu, to Chancery data entry clerk.

**Creating a G/T Record for a Student**

**Begin Task From Chancery SIS HOME PAGE:**

For every student listed on the G/T Rosters:

- enter Student’s Last Name, click search
- click on Student’s name hyperlink to open Student Demographics
- from the control bar, click Special Populations, click G/T
- from the G/T page, click Actions – Add GT Coding
- from the Add G/T coding page, click calendar icon to enter student G/T program entry effective date. Enter Effective date
- At this point two (2) options are available, selection of the:
  - G/T Funding Indicator or
  - Qualified But Not Served Indicator.
- For students identified and receiving program services, click the G/T Funding Indicator.
- For students identified but not receiving program services, click the Qualified, But Not Served Indicator, and from the “Reason Not Served” pull down …indicate one of the designations given.
- Click APPLY after entering the data to save all entries.
Creating Reports:

Run a roster of G/T students receiving Vanguard Program Services and coded with the “G/T Funding Indicator” to review for accuracy with the report created with the coding G/T roster provided by the Campus Vanguard Coordinator.

Run a roster of G/T identified students coded with the “Qualified and Not Served” indicator to review for accuracy with the report created with the G/T roster provided by the Campus Vanguard Coordinator.

CAMPUS G/T COMPLIANCE AND TEA FUNDING AUDITS

For a campus to be in compliance with HISD Vanguard Board Policy and Guidelines and with TEA state law, all G/T identified students should be receiving Vanguard Program Services from a G/T trained teacher, and therefore, be coded with the “G/T Funding Indicator”. There are only three exceptions to this, and the list below defines the four “pull down” designations explaining compliance/out of compliance for students coded with the “Qualified and Not Served”.

- **Entering 6th Grade (√)**
  Indicated at the end of 5th grade because of 5th to 6th grade being the HISD re-qualifying year for all G/T students

- **Exit Committee Decision (√)**
  Indicated when a G/T student is on a growth plan and is exited from Vanguard at the Growth Plan Summative Conference

- **Teacher Not Certified (X)**
  THIS INDICATOR PUTS A CAMPUS OUT OF COMPLIANCE

- **Voluntary Parent Exit (√)**
  Indicated when parents have signed a voluntary exit from G/T services for the student

- **Program Not Available (X)**
  THIS INDICATOR PUTS A CAMPUS OUT OF COMPLIANCE

TEA Funding and/or Compliance Audits Problems

The following is a list of problems that were identified by audits:

- Students identified as Gifted/Talented not enrolled in any Gifted/Talented designated course
• Teachers *not* trained for G/T instruction

• Students eligible for G/T funds *not* coded as Gifted/Talented

• Students coded as G/T and identified incorrectly or the G/T identification folder is incomplete.

SEE FOLLOWING PAGES REGARDING COMPLIANCE INFORMATION AND “QUALIFIED AND NOT SERVED” INDICATOR

If you have any questions regarding coding and running reports in Chancery SIS, please contact your Senior Student Information Representative.
## HISD Vanguard Programs, Entering Kindergarten G/T Program

### Data Quality Checklist

**Student Name:** ____________________________

**HISD Student I.D. #** ____________________________

**School:** ____________________________

**Date:** ____________________________

### PEIMS G/T CODING FORMULA

I. Student Identification Complete + II. Program Services Complete = PEIMS Coding

### I. G/T Identification Checklist

<table>
<thead>
<tr>
<th>4 and 5 Year Old Students Not Enrolled in HISD Pre-Kindergarten Programs OR Enrolled in HISD Early Childhood Centers or HISD Pre-Kindergarten Programs</th>
<th>Entering Kindergarten Students Currently Identified G/T and Who Have Never Been Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Parent Signed/Dated Vanguard Neighborhood or Vanguard Magnet Application</td>
<td>____ Completed HISD G/T Identification Matrix, dated and signed by three Administrators and/or Teachers with required G/T hours</td>
</tr>
<tr>
<td>____ Parent G/T Recommendation Form</td>
<td>____ Entrance Agreement</td>
</tr>
<tr>
<td>____ Completed HISD G/T Identification Matrix, dated and signed by three Administrators and/or Teachers with required G/T hours</td>
<td>____ G/T Student Status Report</td>
</tr>
<tr>
<td>____ Date Parents notified of results and copy of letter sent to parents</td>
<td></td>
</tr>
<tr>
<td>____ Entrance Agreement</td>
<td></td>
</tr>
</tbody>
</table>

**Testing Documents:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Woodcock-Johnson III Test of Achievement/Bateria III Pruebas de Aprovechamiento</td>
<td></td>
</tr>
<tr>
<td>____ Wechsler Nonverbal Scale of Ability</td>
<td></td>
</tr>
</tbody>
</table>

**Any required HISD Obstacle Documentation:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Limited English Proficiency</td>
<td></td>
</tr>
<tr>
<td>____ Special Education/504</td>
<td></td>
</tr>
<tr>
<td>____ Low Socio Economic Status</td>
<td></td>
</tr>
</tbody>
</table>

### II. Program Services for G/T Students, Grades K-5

- G/T Student scheduled in classroom for instruction in the 4 core foundation curricular areas with G/T and “Scholars & Knowledge” trained teacher (30 hours core training and 6 hours “Scholars & Knowledge”), differentiating the HISD core curriculum, CLEAR, with the HISD Revised G/T Curriculum Framework, “Scholars & Knowledge.”
Houston Independent School District
Advanced Academics Department

HISD Vanguard Programs-Kindergarten for Spring Services through Grade 5
Data Quality Checklist

Student Name:        HISD Student I.D. #
School:         Date:  __________________________

PEIMS G/T CODING FORMULA
I. Student Identification Complete + II. Program Services Complete = PEIMS Coding

I. G/T Identification Checklist

<table>
<thead>
<tr>
<th>By Application</th>
<th>By Kindergarten G/T Qualifying Roster Spring 2014</th>
<th>G/T Qualified HISD Student Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Applicants with a preprinted matrix</td>
<td>- HISD Research and Accountability Department G/T Roster 2013-2014 or Chancery Kindergarten GT Roster Report (keep in separate file in front of all G/T folders.)</td>
<td>Vanguard Magnet</td>
</tr>
<tr>
<td>*  Parent Signed/Dated Vanguard Neighborhood or Vanguard Magnet Application</td>
<td>- Completed HISD G/T Identification Matrix, dated and signed by three Administrators and/or Teachers with required G/T hours</td>
<td>Parent Signed/Dated Vanguard Magnet Application</td>
</tr>
<tr>
<td></td>
<td>- Teacher G/T Recommendation Form</td>
<td>Completed HISD G/T Identification Matrix, dated and signed by three Administrators and/or Teachers with required G/T hours</td>
</tr>
<tr>
<td>*  Completed HISD G/T Identification Matrix, dated and signed by three Administrators and/or Teachers with required G/T hours</td>
<td>- Date Parents notified of results and copy of letter sent to parents</td>
<td>Parent Signed “Opt In or Opt Out” of Vanguard Program Services Letter for Students Qualified on Roster (copy of letter in student folder)</td>
</tr>
<tr>
<td>*  Date Parents notified of results and copy of letter sent to parents</td>
<td>- Entrance Agreement</td>
<td>Entrance Agreement (optional)</td>
</tr>
<tr>
<td>*  Entrance Agreement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any required HISD Obstacle Documentation:

- Limited English Proficiency
- Special Education/504
- Low Socio Economic Status

Documents from Student’s Permanent Folder:

- Report Card (see back of matrix)
- Abilities Test Score Report (current years score)
- Achievement Test Score Report (within 12 months of application)

II. Program Services for G/T Students, Grades K-5

G/T Student scheduled in classroom for instruction in the 4 foundation areas with G/T and “Scholars & Knowledge” trained teacher (30 hours core training and 6 hours “Scholars & Knowledge”), differentiating the HISD core curriculum with the HISD G/T Curriculum Framework, “Scholars & Knowledge.”
PEIMS G/T CODING FORMULA
I. Student Identification Complete + II. Program Services Complete = PEIMS Coding

**I. G/T Identification Checklist**

<table>
<thead>
<tr>
<th>By Application</th>
<th>By Entering 6th Grade G/T Qualifying Roster Spring 2013</th>
<th>G/T Qualified HISD Student Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>*___ Parent Signed/Dated Vanguard Neighborhood or Vanguard Magnet Application</td>
<td>____ HISD Research and Accountability Department G/T Roster 2013-2014 or Chancery Secondary GT Roster Report (keep in separate file in front of all G/T folders.)</td>
<td><strong>Vanguard Magnet</strong></td>
</tr>
<tr>
<td>____ Teacher G/T Recommendation Form</td>
<td>____ Completed HISD G/T Identification Matrix, dated and signed by three Administrators and/or Teachers with required G/T hours</td>
<td>___ Parent Signed/Dated Vanguard Magnet Application</td>
</tr>
<tr>
<td>*___ Completed HISD G/T Identification Matrix, dated and signed by three Administrators and/or Teachers with required G/T hours</td>
<td>___ Parent Signed “Opt In or Opt Out” of G/T Program Services Letter for Students Qualified on Roster (copy of letter in student folder)</td>
<td>___ Completed HISD G/T Identification Matrix, dated and signed by three Administrators and/or Teachers with required G/T hours</td>
</tr>
<tr>
<td>*___ Date Parents notified of results and copy of letter sent to parents</td>
<td>____ Entrance Agreement</td>
<td>____ Entrance Agreement (optional)</td>
</tr>
<tr>
<td>*___ Entrance Agreement</td>
<td></td>
<td>___ G/T Student Status Report</td>
</tr>
<tr>
<td>*Applicants with a preprinted matrix</td>
<td></td>
<td>Or</td>
</tr>
</tbody>
</table>

**Any required Obstacle Documentation:**

| ___ Limited English Proficiency | ____ Parent Signed/Dated Vanguard Magnet Application |
| ___ Special Education/504 | ___ Completed HIS G/T Identification Matrix, dated and signed by three Administrators and/or Teachers with required G/T hours |
| ___ Low Socio Economic Status | ____ Entrance Agreement (optional) |

**Documents from Student’s Permanent Folder:**

| ___ Report Card (grade level required on Matrix) | ___ Parent Signed “Opt In or Opt Out” of G/T Program Services Letter for Students Qualified on Roster (copy of letter in student folder) |
| ___ Abilities Test Score Report (grade level required on matrix) | ____ Entrance Agreement |
| ___ Achievement Test Score Report (grade level required on matrix) |

**II. Program Services for G/T Students, Grades 6-8**

G/T Student in Pre-AP/IBMYP classes in the 4 core foundation curricular areas with a teacher who has 30 hours of G/T training that includes: 18 hours of Pre-AP/IBMYP, 12 hours of G/T training, and the HISD Revised G/T Curriculum Framework Scholars & Knowledge.

---

Revised May 2013

HISD Advanced Academics Department 713-556-6954
Houston Independent School District  
Advanced Academics Department  

**HISD Vanguard Programs, Grades 9-12**  
Data Quality Checklist

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>HISD Student I.D. #</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**PEIMS G/T CODING FORMULA**  
I. Student Identification Complete + II. Program Services Complete = PEIMS Coding

### I. G/T Identification Checklist

<table>
<thead>
<tr>
<th>By Application</th>
<th>By Grades 9-12 GT Student Rosters and Student Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Parent Signed/Dated Vanguard Neighborhood or Vanguard Magnet Application</td>
<td>___ HISD Research and Accountability Department G/T Roster 2013-2014 or Chancery Secondary GT Roster Report (keep in separate file in front of all G/T folders.)</td>
</tr>
<tr>
<td>___ Teacher G/T Recommendation Form</td>
<td>___ Entrance Agreement (optional if G/T identified)</td>
</tr>
<tr>
<td>___ Completed HISD G/T Identification Matrix, dated and signed by three Administrators and/or Teachers with required G/T hours</td>
<td>___ G/T Student Status Report</td>
</tr>
<tr>
<td>___ Date Parents notified of results and copy of letter sent to parents</td>
<td>Or</td>
</tr>
<tr>
<td>___ Entrance Agreement</td>
<td>___ A generated G/T Identified Student list with signature from sending G/T coordinator.</td>
</tr>
</tbody>
</table>

**Any required Obstacle Documentation:**  
___ Limited English Proficiency  
___ Special Education/504  
___ Low Socio Economic Status

**Documents from Student's Permanent Folder:**  
___ Report Card (grade level required on matrix)  
___ Abilities Test Score Report (grade level required on matrix)  
___ Achievement Test Score Report (grade level required on matrix)  

### II. Program Services for G/T Students, Grades 9-12

___ G/T student scheduled in at least two Advanced Level classes (Pre-AP, AP, IBMYP, IB, or Dual Credit) with a teacher who has 30 hours of G/T training that includes: 18 hours of Pre-AP/AP or IBMYP/IB training, 12 hours of G/T training, and the HISD Revised G/T Curriculum Framework Scholars & Knowledge.
IMMIGRANT

Responsibility: Campus Immigrant Administrator

The principal designates appropriate campus personnel responsible for identifying students who are eligible, ensuring that supporting documentation is in order for students. The corresponding data entry position is responsible for determining that the appropriate information is entered into Chancery SMS.

The designee and phone number of the Central Administrative contact:

Name: Terrie Armstrong, Senior Compliance Manager,
Email: tarmstr1@houstonisd.org
Phone Number: (713) 556-6961

The Campus Immigrant Administrator should work collaboratively with the Data Entry SIS contact (if different) in providing attendance personnel with names and demographic information of students who are eligible, whose documentation is in order, and who are being served. The Campus Immigrant Administrator is also responsible for ensuring that attendance personnel are aware of changes in student services and effective dates of such changes. The attendance personnel are then responsible for entering changes in the detailed student attendance accounting system (manual or automated). At the end of each six-week reporting period, the Campus Immigrant Administrator should verify the Student Detail Report for any demographic errors.

Principals shall ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to campus reports and student folder documentation for reasonableness and accuracy.

Enrollment Procedure

The student enrolls in the district, and the parent completes a Home Language Survey. If a country other than the United States of America (USA) and any of its territories is indicated as the place of birth on the survey, and he/she has attended a USA school for three years or less, then that student can be identified as an immigrant student. The student's date of entry into USA schools must be filled out by the parents on the Home Language Survey. Students in grades 9-12 may complete the Home Language Survey. The Home Language Survey is completed only upon initial entry, and only if there is no evidence of prior completion of a Home Language Survey from a previous district in Texas.
VI-Immigrant

Data Component: Enter Country of Origin data on the Personal panel, and Date First Entered US School data entry field on the Immigrant Panel/ Student and Immigrant Info.

Required Documentation: Home Language Survey in LEP folder and Enrollment Card

Eligibility for Immigrant Funding

A student must meet the following requirements in order to be eligible for state immigrant (Title III) funding. Student date of initial entry into USA schools and grade level is reviewed by the Immigrant Data Entry Contact upon the student’s enrollment to determine eligibility.

Students entering grades PK, K or 1st, and who are born outside of the USA, must automatically be given immigrant status if they meet the criteria above, unless a 1st grade student has been retained.

Data Component: Report Card information, Student and Immigrant Information Panel, LEP folder

Required Documentation: Documents provided by parents at initial enrollment

Definition of an Immigrant Student

An immigrant student is defined as one who:
- Is ages 3-21 years of age
- Was born outside of the United States or any of its territories
- Has not attended a USA school in the past three complete PEIMS years (years are cumulative and not necessarily consecutive)

Note: PK, K, and 1st grade students born outside of the USA must automatically be given immigrant status, unless a 1st grade student has been retained.

The criteria may include:
- Only students who are not US citizens
- Lawful permanent resident aliens
- Refugees
- Parolees
- Persons of other immigrant status
- Undocumented residents
The criteria should exclude:

- USA citizens’ children who were born abroad
- A student who is a citizen of the USA or born in the USA

Immigrant students who meet eligibility will be coded with a “Yes” indicator in the IMMIGRANT Status Indicator grid on the Immigrant PEIMS Coding panel, which is determined automatically by the original calculation based on Date Entered USA School. The only entry in this panel will be the date in the appropriate box. The system will calculate the years of eligibility once this process is completed.

**Data Component:** The Country of Origin, Date First Entered USA School and Complete Years in USA codes on Student and Immigrant Information Panel will automatically calculate years of eligibility shown as a grid report on the Immigrant PEIMS Coding Panel.

**Required Documentation:** Home Language Survey

The number of complete years the student has attended a school in the USA is calculated in relation to the PEIMS Snapshot Date. The allowable three years of eligibility are determined by counting the total number of school years in which the student was enrolled (for any amount of time). Years are calculated beginning with the student’s initial year in a USA school and are cumulatively calculated, regardless of gaps in enrollment during any of those years. The date first entered USA schools is entered (users will populate) on the Chancery SMS Immigrant PEIMS Coding Panel. Once the date is entered, it never changes. Based on this entry, Chancery program logic will calculate and populate the PEIMS effective date and Immigrant Status Indicator to provide three PEIMS funding years automatically. The years are then self-populated henceforth in the Complete Years in US School field on the Immigrant PEIMS Coding Panel with an indicator of “Yes” or “No” to indicate the student’s immigrant status.

**Ineligibility for State PEIMS Funding**

An immigrant student becomes ineligible for immigrant funding after three PEIMS years of immigrant eligibility and will appear as a “No” in the Immigrant Status grid for not eligible.

**Data Component:** The Immigrant Status Indicator code and the Complete Years in USA code on the Chancery SMS grid report coming from the Immigrant PEIMS Coding Panel

**Required Documentation:** Periodic Chancery Reports
Required Documentation

In order to claim Immigrant "PEIMS Eligible" years for funding, documentation must be complete. All documentation supporting student eligibility must be in the student's Limited English Proficient (LEP) folder (and/or in the LPAC Documentation binder when applicable) for every student accumulating eligible immigrant years on the Immigrant PEIMS Coding Panel. The documentation requirements are: the Home Language Survey and a copy of the birth certificate or other identifying documents.

The Home Language Survey shall be administered in English and Spanish. For students of other language groups, the Home Language Survey shall be translated into the home language whenever possible. The Home Language Survey shall contain the following information in accordance with the No Child Left Behind Act PL 107-110, 2001.

- Place of birth, city and country
- Date of initial entry into US schools
- Number of complete academic years in a US school

Written documentation of the information above must be noted on the Home Language Survey. This record must include the parent's signature and should contain a "date completed by parent" or "date received by district".

**Data Component:**

The Country of Origin, Immigrant Indicator Code, Date First Entered USA School and Complete Years in US codes on the birth city and birth state from the Student Demographic Panel.

**Required Documentation:**

Home Language Survey, birth certificate or other admissible document (INS card, passport).
This is a copy of the new Home Language Survey

HOME LANGUAGE SURVEY
HOUSTON INDEPENDENT SCHOOL DISTRICT

Student Name: _________________________________ School: _________________________________
Student Address: ____________________________ Home Phone: _________________________________

Date of Birth: ___________ ______ ________ Grade: ____________________________
          Month            Day            Year

HISD ID#: __________ PEIMS#: __________

The Texas Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction to all students. Please answer the following questions.

PART A:

(I) Place of Birth (Country of Origin)
City ____________ Country ________

(I) Date of initial entry into U.S. schools
Month_____ Day ____ Year______

(I) Number of complete academic years in a U.S. school __________

(I) When your child lived outside the U.S., did he or she attend school regularly? (□ Part Time or □ Full Time)
☐ Yes, my child attended school regularly in all previous grades outside the U.S.
☐ No, my child missed significant portions of one or more school years, as specified:
   Specify grade and time period, including month and year (example: Grade 2, Jan. 2002 through May 2002). Do not include periods of absence that lasted less than one month. Do not include regularly scheduled school holidays or vacations.
   ___________________________________________________________________________________

PART B:

1. What language is spoken in your home most of the time?
   □ English       Other (Specify) ______________________________________

2. What language does the student speak most of the time?
   □ English       Other (Specify) ______________________________________

Grades PK – 8
(Parent or Guardian) ____________________________ (Date) ____________________________

Grades 9 – 12
(Parent or Guardian or Student) ____________________________ (Date) ____________________________
NOTE TO SCHOOL PERSONNEL:

1. The original signed copy of the Home Language Survey (HLS) must be filed and kept in the student’s permanent folder.
2. In Part A, items marked with an (I) are required for identification of immigrant students. (Refer to Bilingual/ESL Program Guidelines for identification procedures). An immigrant student is one who was born outside of the United States or its territories and has been attending schools in the United States for less than three complete academic years.
3. In Part B, an answer of a language other than English to either question #1 or #2 identifies a student for oral language proficiency assessment (and written testing if entering Gr. 2-12).

☐ Yes, NEEDS OLPT ENTRY TESTING
   (If entering grades PK-12)

☐ Yes, NEEDS ENGLISH NRT ENTRY TESTING
   (If entering grades 2-12)

Student must be tested, identified, and placed in an appropriate program within 4 weeks of enrollment.

Revised August 2013

Quality Control

NOTE: HISD uses PEIMS conversion tables which convert data elements from the Chancery SMS Immigrant Panels into qualifying data on PEIMS; therefore, all immigrant-related codes must be accurate on the Chancery SMS Immigrant Panels in order for the PEIMS IMMIGRANT indicator to be accurate. Errors on the PEIMS IMMIGRANT reports can be corrected by changing the appropriate fields, Country of Origin, Date First Entered US School, Immigrant, and Complete Years in a US School. TEA uses the Immigrant Indicator and complete years in USA School for Title III Immigrant funding.

A student should have an Immigrant Indicator code recorded in the Immigrant Status Indicator grid of the Immigrant PEIMS Coding Panel as soon as ALL eligibility requirements have been met. All documentation must be on file to back up the Immigrant Status Indicator code.

As soon as a student completes three academic years in a USA school, the student should no longer have an Immigrant Indicator code. The change will be self-populated by Chancery SMS logic and will be recorded in the Immigrant PEIMS Panel.

At the beginning of each year (before the PEIMS Snapshot date), the appropriate staff should verify the status of each immigrant student to ensure that coding is correct by running a report as noted in the Chancery SMS Handbook.

Students who are counted for funding as Immigrants must have all documentation on file.
TEA Funding or Compliance Audits

Some problems that prevent successful audits are:

- Deleting important data on Immigrant Info Panel or Immigrant PEIMS Coding Panel (i.e. country of origin and date entered US schools) in order to be error-free on PEIMS without checking to verify information first on the Home Language survey and/or birth records

- Missing LEP folder available or empty folder LEP or LEP folder with outdated information

- Placing too many Home Language Surveys in the LEP folder

- Failing to match documentation on LEP folder or Home Language Survey with Immigrant Information Panel or Immigrant PEIMS Coding Panel

- Missing Country of Origin or coded as N/A on the Personal Panel

- Entering Country of Origin as USA or any of its territories on the Personal Panel

- Missing Date Entered USA Schools on the Immigrant PEIMS Panel
LEAVERS AND GRADUATES
LEAVERS

Responsibility

The designee and phone number of the Central Administrative Staff member:

Name: Pablo Martinez
Federal and State Compliance

Phone number: (713) 556-6760

School Requirements

Schools must document the withdrawal of students in grades 7-12 and maintain on file the appropriate paperwork associated with student withdrawals. Documentation is required to support all leaver and mover reason codes.

Leavers are students who leave Texas public education. Leavers include:
- graduates,
- students who died,
- all dropouts,
- students who fail to reenroll in the fall (no-shows),
- students who enroll in private school,
- students who enroll in an out-of-state school,
- students who leave for home schooling,
- students who return to their home country
- students withdrawn by the school district
- students who are expelled
- other school leavers identified during the previous school year. Student leavers in special education and other special, ungraded, or state-approved alternative programs are included.

Movers are students who move to another Texas public school, including state charter schools and other HISD schools. Movers include:
- students enrolled in another Texas public school district
- students who earn a GED certificate at a Texas examination site by August 31st, or
- students who are accounted for by other state reconciliation processes.

Schools must enter appropriate leaver reason codes in Chancery that most accurately describes the student’s whereabouts during the school-start window. The school-start window extends from the first instructional day of school through the last Friday in September. Detailed leaver code information is available in TEA’s Appendix D, Summary of Leaver Reason and Required Documentation, but is summarized below.

http://search.tea.state.tx.us/
**LEAVER REASON CODE TABLE**

<table>
<thead>
<tr>
<th>Code</th>
<th>Translation 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>01*</td>
<td>Graduated from A Campus In This District Or Charter</td>
</tr>
<tr>
<td>03*</td>
<td>Died</td>
</tr>
<tr>
<td>16*</td>
<td>Return to Home Country</td>
</tr>
<tr>
<td>24*</td>
<td>College, Pursue Associate's or Bachelor's Degree</td>
</tr>
<tr>
<td>60*</td>
<td>Home Schooling</td>
</tr>
<tr>
<td>66*</td>
<td>Removed-Child Protective Services</td>
</tr>
<tr>
<td>78*</td>
<td>Expelled, for Offense Under TEC §37.007, Cannot Return</td>
</tr>
<tr>
<td>81*</td>
<td>Enroll In TX Private School</td>
</tr>
<tr>
<td>82*</td>
<td>Enroll In School Outside Texas</td>
</tr>
<tr>
<td>83*</td>
<td>Withdrawn by District Because Not Entitled to Enrollment</td>
</tr>
<tr>
<td>85*</td>
<td>Graduated Outside Texas-Returned –Left Again</td>
</tr>
<tr>
<td>86*</td>
<td>Completed the GED outside Texas</td>
</tr>
<tr>
<td>87*</td>
<td>Enrolled in University High School Diploma Program</td>
</tr>
<tr>
<td>88*</td>
<td>Court-ordered to a GED program, Has Not Earned a GED</td>
</tr>
<tr>
<td>89*</td>
<td>Incarcerated in State Jail or Federal Penitentiary As An Adult</td>
</tr>
<tr>
<td>90*</td>
<td>Graduated from Another State under Provisions of the Interstate Compact on Educational Opportunity for Military Children</td>
</tr>
<tr>
<td>98</td>
<td>Other</td>
</tr>
</tbody>
</table>

* PEIMS leaver codes. School leavers coded with this LEAVER-REASON-CODE are not included in the calculation of the dropout rate used for accountability purposes.

**Graduates**

Schools must enter appropriate leaver codes in Chancery for all students who met all high school graduation requirements at any time during the prior school year, including the summer following the close of the prior year. To graduate, students must satisfy the requirements under 19 TAC, Section 74, Subchapter B. Special education students must satisfy requirements under 19 TAC, Section 89.1070. For GRADUATION-TYPE-CODE, report the code that represents the program with the most stringent requirements that was completed by the student. References to the various Texas State Graduation Requirements are found on the TEA website at [http://www.tea.state.tx.us/curriculum/ugr.html](http://www.tea.state.tx.us/curriculum/ugr.html). CAMPUS-ID is the campus where the student was enrolled at the time of graduation.

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

Students reported with a LEAVER-REASON-CODE of 01 must also have valid entries for DATE-OF-GRADUATION, and GRADUATION-TYPE-CODE.
Students who complete a GED program are not reported as graduates.

**Students who leave during the school year**

Students who leave during the school year should have documentation at the time of withdrawal. Documentation of intent to enroll in a college, a private school, an out-of-state school, another HISD school, or a Texas public school must be obtained within 10 days of the last day the student attended school. Attempts should be made to obtain verification of enrollment at the new school.

**Students who fail to return in the fall**

For students who fail to return the following fall, the school should use the leaver reason code that most appropriately describes the student’s whereabouts during the school-start window (from the first instructional day of school through the last Friday in September).

**Leaver folders and documentation**

Schools are required to maintain leaver documentation and folders for all students in grades 7-12, who withdraw from the school. These folders are subject to audit and are to be available for administrative review. The contents of the folders must be sufficient to support the leaver code assigned to the student. Detailed documentation guidelines are available in TEA’s Appendix D, Summary of Leaver Reason and Required Documentation, but are summarized below.

The registrar should be able to produce a copy of the student’s transcript, showing sufficient credits, successful completion of TAAS or TAKS (including testing dates), graduation seal, school official’s signature, and date of completion.

The campus PEIMS contact person for leavers and dropouts is responsible for maintaining a leaver folder for all students, other than graduates, who withdraw from the school. Merits of leaver documentation are assessed at the time the documentation is requested or received during a data inquiry investigation. Determination of the acceptability of documentation is made by the professional staff conducting the investigation. The professional staff member should sign and date the documentation to indicate the documentation’s acceptability.

Once a school meets the documentation standard that supports the leaver reason code used, the school is not required to obtain additional information on the student; however, if the school receives additional information that accurately substantiates the student’s current status, the documentation should be filed and the coding adjusted. Documentation can be obtained at any time until the PEIMS Submission 1 resubmission date in early January. Hence, the determination of a document’s acceptability, indicated by the professional staff member’s signature and date, should be dated prior to the PEIMS Submission 1 resubmission date.
Coding may not be changed after the final PEIMS Submission 1 resubmission date, nor may data be corrected through the appeals process. If the school makes a mistake in coding, the school owns it.

**Dropouts**

TEA is required by the Texas Legislature to use the standards of the National Center for Educational Statistics, NCES. These standards require that a student enroll and attend school during the school start window (from the first instructional day through the last Friday in September) in order to avoid being counted as a leaver and possible dropout. The importance of the school start window is demonstrated by the following examples.

- If a student does not return during the school start window or is not reported with a leaver code indicating a continuance in school, he may be counted as a dropout. Exception: Migrant students reported through HISD Migrant Department may return prior to resubmission in early January, if tracked through the federal tracking system.
- Even if a student returns after the school start window and graduates the same year, he will be counted as a dropout.
- If a prior year’s senior does not graduate during his/her senior year, he/she must enroll during the next year’s school start window, or be counted as a dropout.

**Campus of Accountability**

Leavers are assigned to the campuses that they were attending when they left the Texas public school system. Students referred to a Disciplinary Alternative Education Program (DAEP) or a Juvenile Justice Alternative Education Program (JJAEP) are assigned to a “campus of accountability” based on the campus that referred the student to DAEP or JJAEP. If the student is promoted beyond the terminal grade level of the referring school while attending DAEP or JJAEP, for dropout purposes the student will be attributed to the zoned campus of his/her grade level.

It is important that a campus review the Campus of Accountability roster to determine if there are students listed on the roster who should not be attributed to the campus. If not corrected, the campus will become the campus of accountability for these students.
District Requirements

TEA requires HISD to submit leaver records, referred to as “203 records”, for students served by the district in grades 7-12 during the prior school year and those students in grades 7-12 who do not enroll in the district during the school-start window of the current year (from the first day of school through the last Friday in September). A record is not required for grades 7-12 students who were enrolled during the prior year and are enrolled in the school-start window of the current year. HISD is not required to report leavers and movers who were in grades EE-6 during the prior school year.

The chart below indicates the coding required for various prior year and current year student enrollment statuses for grades 7-12.

<table>
<thead>
<tr>
<th>Enrolled at some point in prior school year</th>
<th>Enrolled in current year within the school-start window</th>
<th>Enrolled on the current year fall as-of date</th>
<th>Enrolled in current year</th>
<th>As-of Status Code</th>
<th>Required reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>A</td>
<td>100, 101, 203,* (grades 7-12)</td>
</tr>
<tr>
<td>Yes / No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>B</td>
<td>100, 101, 110</td>
</tr>
<tr>
<td>Yes / No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>C</td>
<td>100, 101</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>D</td>
<td>100, 101, 110, 203* (grades 7-12)</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>E</td>
<td>100, 101, 203* (grades 7-12)</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>F</td>
<td>100, 101, 110</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>G</td>
<td>100, 101</td>
</tr>
</tbody>
</table>

*If the student is a mover, a 203 record is not submitted.

As-Of-Status-Code, when used for PEIMS Submission I, indicates a student’s school-start window status and fall as-of date enrollment status for the current year.

As-Of-Status-Codes A, D, and E indicate that the student was enrolled last year but not within the school-start window this year; therefore, a school leaver record is required if the student was in grades 7-12 during the prior year.

As-Of-Status-Codes B, D, and F will be used by TEA to determine the fall as-of date enrollment for each district.

As-Of-Status-Code C is used to notify TEA that a student has been in the district within the school-start window during the current year, but not on the fall as-of date, so a 203 record is not submitted. Students coded with a C may or may not have been enrolled in the district during the prior year. Districts are required to report students who were not prior year students and were not enrolled on the current year fall as-of date. Students coded with a C will not be counted as enrolled students when TEA publishes enrollment counts by district.
TEA Funding or Compliance Audits

The following are some of the problems that are seen during audits:

- Leaver code discrepancies caused by not following Appendix D guidelines
- No administrative signature and/or date of review on documentation
- No documentation to support out-of-state GED codes
- No verification of home school enrollment (parental statement)  Note: If home school documentation indicates a name of school or business as the home school source, the leaver code should be “81” (Texas private school). If the location of the school or business is outside the state of Texas, the leaver code should be “82” (out of state school).
- Enrollment in or out of Texas with no school or district specified
- No 10-day follow-up verification of student withdrawing to attend another HISD school, including CEP and JJAEP
- No verification of students returning to home country
- No Dropout Recovery Form for students withdrawing with leaver code “98”
- Inadequate tracking of middle school students: Students who finish the school year at a middle school, but fail to show up at the assigned high school must be reported by the middle school. This requires frequent communication and a cooperative attitude between schools at the beginning of the year, which is already a very busy time. It is recommended that high schools provide a list of new 9th graders to the feeder middle schools at the beginning of the school year
- Inadequate documentation of no-shows: Requests for transcripts/records must be maintained so that the proper PEIMS Leaver Code can be assigned to students who do not show up at the assigned school. These students may have enrolled at a different HISD school, another Texas district, or in another state
- Inadequate tracking of non-public school students: A procedure must be established to verify the enrollment of students in area private/parochial/open enrollment charter schools since these schools typically do not request records if the student has a copy of the latest report card. A letter in the spring requesting parents to notify the school if students will be attending a non-public school in the fall might be a part of this procedure. Document phone calls to schools requesting verification of the enrollment of former students.
- Failure to keep required documentation: Leaver records must be kept on campus and available for administrative review and audit purposes for at least five years.
• Insufficient or no documentation to support L66 (Student was removed by Child Protective Services (CPS) and the district has not been informed of the student's current status or enrollment).

• Insufficient or no documentation to support L88 (Student was ordered by a court to attend a GED program and has not earned a GED certificate).

• Insufficient or no documentation to support L89 (Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult).

• An appropriate graduate leaver code missing from Status Field in Leaver Code (Chancery Enrollment page)

• AAR Paper Card
  - Outside credits not recorded (e.g. summer school, night school, CBE, etc)
  - High school credits earned in middle school not recorded
  - Attendance appeals not resolved
  - Graduation ARD documentation incomplete
  - Missing TAAS / TAKS labels
  - Missing signature, graduation date, GPA/Rank, etc.
  - Incorrect program seal (e.g., Core Seal instead of Recommended)

• Historical File
  - Outside credits not recorded (e.g. summer school, night school, CBE, etc)
  - High school credits earned in middle school not recorded
  - Attendance appeals not resolved (Schools should have documentation available for administrative review regarding how students are granted or denied credit for courses in which they have excessive absences. Schools should be able to produce documentation signed by the principal and school attendance committee members identifying which students were granted credit and which were denied credit. The actions taken by the principal and school attendance committee must be documented as having occurred within TEA published deadlines.)
  - Chancery’s Additional Texas Information Panel with missing or incorrect TAAS/TAKS data and/or Texas Scholar Field data
Graduate Data Verification
For Registrars

Data Components

- Historical file and AAR form (paper card will be phased out), TX Counselors Report run, save in PDF (Chancery report page) and TX Transcript (Chancery report page)
  - Diploma Pursued-Demographic Page
  - Date Graduated-Enrollment Page
  - Texas Scholar-Additional Texas information → AAR info
- Leaver Code-Enrollment Panel

Eligibility Requirements
(Refer to Secondary Guidelines, Section X)

- Complete academic course requirements according to year student entered 9th grade
- Pass the required state-developed exit-level test or End-of-Course (EOC)

Document Requirements

- A completed transcript (AAR) with all required PEIMS elements
- Appropriate state of Texas graduation program seal (e.g., Recommended)
- Registrar’s signature
- Graduation date
- GPA and rank
- Date of ranking
- Dates TAAS/TAKS sections passed
- TAAS/TAKS Label(s). Create a test card to handle the test labels such as TAKS, SAT, Stanford, etc. Schools should create a Test Card to handle the test labels such as TAKS, EOC, SAT, Stanford, etc. Check the Additional Texas Information AAR Panel on Chancery to be sure that the Exit Level TAKS data is entered. TAKS results will be loaded directly into Chancery and the results will print onto the new Texas Transcript.
- Graduation ARD documents attached for IEP
- Senior Survey Form (also called “diploma order form”)
- Diploma plan
- Alphabetical List of Graduates
HOUSTON INDEPENDENT SCHOOL DISTRICT
EXIT INFORMATION AND LEAVER CODE ASSIGNMENT FORM

CAMPUS ID#: __________________ CAMPUS NAME: __________________ DATE: ____________

STUDENT INFORMATION PORTION: Please print
STUDENT’S NAME (Last, First, Middle): ________________________________________________

ID NUMBER: ___________ BIRTH DATE: ___________ GRADE LEVEL: __________ GENDER: ☐ M ☐ F

EXIT INFORMATION PORTION: This portion is NOT supporting documentation for a Leaver Code.

PARENT/GUARDIAN or RELATIONSHIP
QUALIFIED STUDENT NAME: __________________ TO STUDENT: __________________

E-MAIL ADDRESS: __________________ PHONE NUMBER: __________________

☐ CURRENT OR ☐ NEW
MAILING ADDRESS: __________________ CITY: ___________ STATE: ___________

IF APPLICABLE PLEASE PROVIDE
NEW SCHOOL DISTRICT & CAMPUS: __________________

NEW SCHOOL CITY & STATE: __________________

HOME COUNTRY (INCLUDE CITY): __________________

REASON FOR WITHDRAWAL: __________________

EXIT CODE ASSIGNMENT PORTION (REQUIRED):

<table>
<thead>
<tr>
<th>80 - TX Public School</th>
<th>88 - Another HISD Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>L03 - Died</td>
<td>L83 - Falsification of Enrollment (RARE)</td>
</tr>
<tr>
<td>L16 - Return to Home Country</td>
<td>L86 - Student Completed GED outside of Texas</td>
</tr>
<tr>
<td>L24 - Pursue college degree</td>
<td>L87 - Texas Tech/UT HS Diploma</td>
</tr>
<tr>
<td>L60 - Home Schooling</td>
<td>L88 - Court Ordered GED – not earned</td>
</tr>
<tr>
<td>L66 - CPS</td>
<td>L89 - Incarcerated in State or Federal Facility</td>
</tr>
<tr>
<td>L81/L82 - Enroll TX Private School</td>
<td>L90 - Military Grad – Outside of Texas</td>
</tr>
<tr>
<td>L82 - Enroll Outside TX</td>
<td>L98 - Unknown / Dropout</td>
</tr>
</tbody>
</table>

ADMINISTRATOR’S INFORMATION The Leaver code is determined by the administrator, not the clerks

SIGNATURE: __________________

PRINTED NAME: __________________

TITLE: __________________

DATE: ____________

POSTING CLERK’S SIGNATURE PRINTED NAME & TITLE DATE OF POSTING

OFFICE USE ONLY: LEAVER DOCUMENTATION ON FILE

☐ 80/88 Verification of Enrollment in another Texas Public School or HISD school
☐ L03 Death Certificate; Obituary; Funeral Program; Written/Oral statement
☐ L16 Oral/Written Statement by relative or adult neighbor of student’s return to Home Country

☐ L24 Verification by authorized college rep, or student schedule; at least 9 hours per semester
☐ L60 Completed Home School Question/Oral/ Written statement from parent, including the date homeschooling began
☐ L66 Written Statement from CPS Officer, includes badge number and phone number

☐ L81/L82/L87 Transcript/Records Request from receiving private school, school outside of Texas or HS Diploma program
☐ L81/L82/L87 Oral/Written notice from parent or guardian to authorized District representative
☐ L81/L82/L87 Verification of Enrollment in a private school, school outside of Texas or HS Diploma program

☐ L83 Falsification of Enrollment / Not Immunized (include due process documentation)
☐ L86 GED certificate/ written documentation from testing company showing completion, must include date, location, contact information
☐ L88 Court Order from a JUDGE requiring completion of a GED

☐ L89 Oral/Written notification from
☐ L85/L90 Transcript showing sufficient
☐ L98 DROPOUT/GED/OTHER

Revised AUGUST
### Data Quality Manual 2013-2014
#### VI-Leavers and Graduates

<table>
<thead>
<tr>
<th></th>
<th>credits, or diploma with seal (Military Interstate Compact Agreement)</th>
</tr>
</thead>
</table>
| law
  enforcement, prosecuting
  attorney, or state / federal
  penitentiary |                                                                       |
| HISD Withdrawal Form |                                                                      |

Revised AUGUST
**HOUSTON INDEPENDENT SCHOOL DISTRICT**  
**LEAVER CODE CHANGE FORM**

**CAMPUS ID#:** _______ **CAMPUS NAME:** ___________________________ **DATE:** ___________

**STUDENT’S NAME (Last, First, Middle):** ___________________________

**ID NUMBER:** _______ **BIRTH DATE:** _____________ **GRADE LEVEL:** _______ **GENDER:** □ M □ F

**FORMER LEAVER CODE:** _______ **WITHDRAWAL DATE:** ___________________________

**NEW LEAVER CODE:** _______  
(Print/type the appropriate leaver code)

<table>
<thead>
<tr>
<th>LEAVER CODE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 - TX Public School</td>
<td>88 - Another HISD Campus</td>
</tr>
<tr>
<td>L03 - Died</td>
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</tr>
<tr>
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<td>L98 - Unknown / Dropout</td>
</tr>
</tbody>
</table>

**REASON FOR CODE CHANGE:**

- [ ] ORIGINALLY CODED INCORRECTLY
- [ ] DUE TO T.E.A. / REGION 4 / OR HISD DOCUMENTATION REVIEW
- [ ] INSUFFICIENT OR NO DOCUMENTATION (Dropout)
- [ ] RECEIVED OTHER DOCUMENTATION SUPPORTING A CODE CHANGE
- [ ] OTHER CHANGE CODE REASON

**Comment:**

**POSTING CLERK’S SIGNATURE**

**DATE**
HOME SCHOOL QUESTIONNAIRE

Directions: Please list the name and date of birth for every child taught in your home. Keep the signed, original form in the student's Leaver folder.

SECTION I: STUDENT DATA

<table>
<thead>
<tr>
<th>Last Name, First Name, Middle Initial</th>
<th>Chancery ID number (if applicable)</th>
<th>Age/Date of Birth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION II: HOME SCHOOL INFORMATION

1. What date did home schooling begin? Date: ____________________

2. Is the student enrolled in a tuition-based diploma program? □ Yes □ No

SECTION III: ASSURANCES

1. Is there a curriculum consisting of books, workbooks or other written materials? □ Yes □ No

2. Is the student pursuing the curriculum in a bona fide manner under the direction of a parent or parents or one standing in parental authority? □ Yes □ No

3. Does the curriculum meet the basic educational goals of reading, spelling, grammar, mathematics, and a course in good citizenship? □ Yes □ No

SECTION IV: PARENT/GUARDIAN INFORMATION

<table>
<thead>
<tr>
<th>Parent/Guardian Signature</th>
<th>Date of Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>City/State/Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home Phone Number</th>
<th>Cell Phone Number</th>
</tr>
</thead>
</table>
ORAL STATEMENT

Directions: Use this form to document an oral conversation with a parent, relative, or neighbor regarding a student's whereabouts. Keep the signed, original form in the student's Leaver folder.

Campus Name: ____________________________  Campus #: ________  Date: ______________

Student's Name: ____________________________  (Last)  ____________________________  (Middle)
          ____________________________  (First)

ID Number: ____________________________  Date of Birth: ______________  Gender: □ M □ F

The student (Check appropriate box):

□ Withdrawn from our school: (date) ______________
□ Was a No-Show

Today, (date) ________________, at approximately (time) _________ □ a.m. □ p.m.

I spoke with (full name) ____________________________________________ who is the
(relation) ______________________________________ to the above named student and
□ is □ is not an adult (18 years or older).

He/She stated that the above named student (Check appropriate box):

□ Is/Was enrolled at ____________________________________________ School,
  located in (city) ____________________________, (state) ______________
  on approximately (date) ____________________________.
□ Has returned to home country (city) ________________ (country) ________________.
□ Is not attending school for the following reason: ____________________________
                                                                 ________________.

Signature of Parent/Neighbor (if available) ____________________________  Date: ______________

Name of School Representative Taking Message: ____________________________

Signature: ____________________________  Date: ____________________________

________________________________  ____________________________  ____________________________
Leaver Code 66 (CPS)

Directions: Use this form as written or oral documentation of a student’s removal by a Texas Department of Family and Protective Services (CPS) representative. Keep the signed, original form in the student’s Leaver folder.

PEIMS Leaver Reason 66: Student was removed by Child Protective Services (CPS) and the district has not been informed of the student's current status or enrollment.

Definition and use: This code applies only to Child Protective Services. Private agencies that provide asylum for students do not have the legal authority to remove students from school.

Documentation requirement: Acceptable documentation includes due process documentation supporting the withdrawal; a written statement, signed and dated by the CPS officer, including the CPS officer's name and contact information; or written documentation of an oral statement by a CPS representative that the child was removed, including the CPS representative's name, the date of the conversation, and the signature of the school official.

Once the district has been informed of an updated status or enrollment of the student, the school must update the leaver code.

Written Statement to be signed by a CPS representative.

The student named below was removed by CPS:

Student Name: ____________________________

Student ID #: ____________________________ Birth Date: _________________

Campus Name: ____________________________ Date: ____________________

CPS Representative’s Signature Phone Number

.....Or....

Oral Statement taken from a CPS representative by a campus representative

Today, (date) ____________________________ at approximately (time) ____________________

I spoke with ____________________________

a CPS representative whose phone number is ____________________________

He/She stated that (student’s name) ____________________________

was withdrawn by CPS from (campus name) ____________________________

on (date) ____________________________

Name of campus representative taking message: ____________________________

Signature: ____________________________ Date: ____________________________

Administrator’s Signature Title Date

Revised AUGUST
MAGNET
MAGNET

Responsibility:

Principals shall designate a Magnet Coordinator to whom all Magnet identification questions should be directed. The Chancery processes of monitoring non-zoned students’ Magnet address exceptions, enrolling Magnet transfer students, and coding all students being served by a Magnet program shall be done by trained data entry personnel on each campus under the supervision of the Magnet Coordinator.

The designee and phone number of the Central Administrative contact:

Name: Dave Wheat

Phone Number: (713) 556-6947

Magnet Coordinators should provide appropriate data entry personnel with the names and coding information of students who are eligible, have been selected for participation, and are being served by the Magnet Program. Clerical personnel are not responsible for determining a student’s Magnet status. Magnet Coordinators are responsible for notifying data personnel of any changes to a student’s Magnet status. Data personnel are responsible for notifying the Magnet Coordinator in the event a Magnet student withdraws from the campus.

Authority: Board Policy and Magnet Guidelines

Board Policy provides for the creation of Magnet Programs. New programs and major modifications to existing programs (changes in program design, program focus, or number of students to be served by an individual program) require Board approval. Magnet guidelines determine the operation of Magnet programs.

Eligibility

Recruitment, Qualifying, and Selection

HISD Magnet Programs are a district-wide system of focused instructional programs designed to meet the unique interests and needs of students. They are offered to provide parents with alternatives to their zoned school.

Each program will recruit students, process applications, and select participants in accordance with Magnet Standard Procedures. How students qualify for a specific program varies with the program type and level. Magnet Coordinators are responsible for conducting these processes according to district wide magnet admissions criteria by theme and level.
Magnet programs may have one of three basic designs:

**School-wide programs (SWP)** are established at existing schools that have a specific attendance zone and are designed to serve all qualified students attending the school. All qualified students who live within the attendance zone and attend the school will automatically participate in the Magnet Program; there is no need to apply. In addition, students from throughout HISD may apply to the program. Pre-K students do not qualify except at Dodson, Garden Oaks, Wilson, and the Mandarin Chinese Language Immersion School.

**School-within-a-school programs (SWAS)** are Magnet Programs established at existing schools that have a specific attendance zone, but are designed to serve only a subset of the school’s population. Students from throughout HISD (even students zoned to the school) must apply to be considered for the program. Students then must be qualified, be invited, return the entrance agreement, and enroll. The program is designed to serve only the students in the Magnet Program.

**Separate and Unique School Magnet Programs (SUS)** are established on campuses that do not have an attendance zone. Students from throughout HISD may apply to the program. Students must then be qualified, be invited, return the entrance agreement, and enroll. The program is designed to serve all the students in the school.

**Program Services**

The District’s Magnet Program is a system of educational choices developed to serve students with specialized interests, talents, and needs. The following characteristics serve as the underlying framework of the Magnet program:

- Each Magnet program offers an enriched curriculum designed around a specialized theme that meets students’ interests, talents, and needs and has relevance in today’s society.
- Each Magnet program strives to provide an ethnically and socio-economically diverse student body so that students may gain the experience needed to live in a multicultural society.
- Each Magnet program accepts, within their enrollment goal, students who have a strong interest in its Magnet theme and who have met the selection criteria appropriate to the program.
- Each Magnet program strives to increase student access to the program through the district’s awareness activities, transfer procedures, and transportation policies.
- Each Magnet program actively encourages parent, community, and business involvement.
Exiting Procedures

Magnet programs are unique to the campus at which a particular program is offered, and Magnet Guidelines dictate the procedures that must be followed to withdraw a student from a Magnet program. A student is withdrawn from a Magnet program for the following reasons:

- The student withdraws from the district or from the school to attend another HISD school
- The student is exited from the Magnet program in accordance with the Magnet guidelines.

It is the responsibility of the designated data personnel to remove Magnet coding from a student’s record when the student leaves the school or in the case of a SWAS program, when the student leaves the program.

Note: With approval from the magnet department, zoned and non-zoned students may leave or be exited from a Magnet program during the year; however, once a Magnet address exception has been approved and a student enrolls and attends school, the student’s Magnet address exception is binding on the school for one year. **Schools may not exit a student from the school during the school year.**

Documentation

Magnet Coordinators are responsible for overseeing the following four areas of Magnet documentation. They will be assisted by the appropriately designated data entry personnel.

Applications

Each application form received by a program with a student’s name and a parent’s signature is to be processed.

It is the responsibility of the designated data personnel at the campus to assist the Magnet Coordinator in correctly identifying a student’s Chancery ID number or, in the situation of a potential student who does not have an HISD ID number, registering the student, thus creating a Chancery ID number, enabling the application to be entered into the Online Magnet Application System.
Transfers

Magnet students will be electronically transferred to their new next year’s campus. New Magnet students will be granted an approved Magnet address exception and, if necessary, withdrawn from their zoned campus, pointed toward their new campus, and coded as Magnet automatically.

It is the responsibility of the appropriate data personnel to assist the Magnet Coordinator to monitor the planning calendar to ensure that all returning and new Magnet students are included.

Student Folders

Magnet Coordinators are responsible for maintaining student folders for each Magnet participant in SWAS and SUS programs and for each student on a Magnet transfer (non-zoned students) in SWP and SWVP programs. Each folder should contain:

- Application with supporting documentation
- Qualifying score sheet (Matrix)(if applicable)
- Signed entrance agreement
- Growth Plans (if applicable)
- Voluntary withdrawal form or exiting documentation (if applicable)

Magnet Coding

It is the responsibility of the appropriate data personnel to assist the Magnet Coordinator in monitoring the planning calendar and ensuring that all returning and new Magnet students are enrolled and are coded as Magnet.
FEDERAL AND STATE COMPLIANCE
DATA QUALITY CHECKLIST

MAGNET PROGRAM

RESPONSE

CHANCERY: Total number?

CHANCERY: Total number of Magnet?

Magnet folders have the following information:
  Application - Yes/No
  Entrance Agreement - Yes/No
  Qualifying Score Sheet - Yes/No
  Intervention Documentation (if applicable) - Yes/No
  Voluntary withdrawal form or exiting documentation (if applicable) – Yes/No

Note: Attach Chancery report to school copy of this checklist.

COMMENTS:

CONTACT APPROVAL (Signatures must agree with approved PEIMS Contact List):

<table>
<thead>
<tr>
<th></th>
<th>Printed Name:</th>
<th>Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Professional</td>
<td></td>
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</tr>
<tr>
<td>Data Entry Clerk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus PEIMS Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MIGRANT EDUCATION PROGRAM
**Migrant Education Program (MEP)**

**Responsibility**

The principal shall designate appropriate campus personnel to monitor and assess for accuracy all migrant data in Chancery and PEIMS Edit Plus under the SASNCLB grant application.

The designee and phone number of the Central Administrative Staff member:

- **Name:** Magda Galindo, Migrant Program Manager
- **E-mail:** mgalind2@houstonisd.org
- **Phone Number:** 713-556-7288

**Definition**

The term migratory child means a child, ages 3-21, who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who in the preceding 36 months, in order to seek or obtain, or accompany such parent or spouse who seeks or obtains, temporary or seasonal employment in agriculture or fishing work and who:

- has moved from one school LEA to another
- in a state that is comprised of a single LEA, has moved from one administrative area to another within such district,
- resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

**Data Components**

Data components for the SIS Migrant Panel are as follows:

- Migrant Status
- NGS Number
- Qualifying Arrival Date
- End of Eligibility

Migrant student data is entered and maintained by the data specialist of the Migrant Education Program. Using SIS, schools may periodically query the roster of eligible migrant students.
How to Retrieve Migrant Roster

Step 1
1. Select your campus.
2. Choose “Reports” in bottom left corner.
Step 2
1. Find “LEP IMM MIG” heading.
2. Choose “Migrant Roster.”
Documentation Required to Support Data

A valid Certificate of Eligibility (COE) must be on file with the Migrant Education Program (MEP) for a student to be coded on SIS as a migrant student and to be considered eligible for service.

Problems Experienced

The most common problems occur when schools attempt to enter migrant data using only the information received from the Migrant Survey. Remember, schools should not enter any migrant data into Chancery.

Notes

School administrative staff wanting Read Only access to the New Generation System (NGS) may contact the Migrant Education Program (MEP) at 713-556-7288 to process that request.

To reference examples of agricultural and fishing activities that may qualify an individual as a migrant student, a school may call the Migrant Education Program (MEP) staff at 713-556-7288.
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PERSONAL GRADUATION PLAN (PGP)
PERSONAL GRADUATION PLAN (PGP)

Responsibility:

Principals are required to designate and submit to Federal and State Compliance (FSC) the name of the lead campus PGP contact and an alternate who will work directly with FSC representatives during campus compliance visits. Lead contacts must be serving in a professional capacity. Contact name changes must be submitted to FSC as needed.

Name: Yolanda Norman
Phone Number: 713-556-7240
Online Tutorial: SISHELP Course: SP0911

Campus Coordinator Duties
I. Develop a campus plan to address PGPs that includes
   a) Who will serve as the campus/district liaison?
      1. Dean, AP, Counselor, Teacher, etc.
      2. Must be able to train campus faculty and staff
   b) Where will PGPs be stored?
      1. In a secure location on campus
      2. Accessible by district personnel
      3. Keep completed plans in one place
      4. Alpha order (by last name)
   c) Which staff members will be creating PGPs with students and parents?
      1. Should be someone familiar with the student
      2. Must be developed with input from the student and parent(s)/guardian(s)
   d) Create a campus schedule of developing, monitoring and intervention activities aligned with the district’s timeline
      1. Conference with parents during Back to School, Open House, Meet the Teacher, etc.
      2. Describe the methods your campus will use to contact parents, obtain goals and signatures
         a. Explain the good-faith efforts your campus will make if parents are unable to come in for PGP Meetings
         b. What are your expectations for documentation by staff?
   e) How campus will handle incoming registration packet and outgoing students?

II. Create a PGP administrator binder to include:
   a. Plan detailed above
   b. Campus expectations
   c. List interventions available to students
   d. Staff assignments and duties related to PGPs
   e. Communication
      a) Memos
      b) Correspondence to and from teachers/parents
f. Training
   a) Agenda
   b) Sign-In Sheets
   c) Presentation

   g. Current Status Report

   h. Personal Graduation Plans (alpha order by last name)

III. Run necessary reports and distribute to staff involved with PGPs
   a. H_PGP Student Parent Planning Form – Can be printed as used as a
      template when working with students or parents. (This MAY be sent
      home)
   b. H_RTI-PGP Student Report – After meeting with the student and family,
      once all required information has been entered into Chancery, this report
      should be run. This is also the report staff, students, and parents will sign.
   c. H_RTI-PGP TAKS & Off-Track to Graduate Combined – Lists all students
      that failed one or more parts of TAKS as well as students who are off
      track to graduate based on the year the student entered 9th grade. The
      last printed column lists the date the last PGP was entered for the student
      and can be an indicator that a new one is needed.
      i. Verify correct date of entry, (When student entered 9th grade), –
         This is a field that must be entered manually
   d. H_RTI-PGP Combined Monitor report calculates the numbers of students
      needing PGPs vs. the number of completed PGPs in Chancery.
      i. Run your last monitor report the week prior to spring break, no
         later than 3/09/12. Students added to the list due to Spring 2012
         STAAR/TAKS failures will not need a PGP until the following
         school year
   e. H_PGP Binder report – Printout of students with demographic information

V. Maintain accurate and current student records
   a. Original in your binder
   b. Copy in cumulative file

VI. Assist staff in completing plans

**Binders:** Advocates must create and keep in a binder a PGP for each student listed as
RTI-PGP TAKS & Off-Track to Graduate Combined. Reports are available on-line in the
Chancery Student Information System.

**Binder Contents:**
I. Campus plan detailed above
   a. Campus expectations
II. List interventions available to students
III. Staff assignments & duties related to PGPs
IV. Communication
   a. Memos
   b. Correspondence to and from teachers/parents
V. Training
   a. Agenda
   b. Sign-In Sheets
   c. Presentation
Staff Procedures for creating the plan

I. Attend campus training
   a. Familiarize yourself with campus procedures

II. Log into Chancery

III. Click student name
   a. Make sure you also have parent name available – you’ll need to add it later

IV. Select RTI/PGP from the left-hand side of the Chancery screen

V. Choose Actions Tab at the top of the screen

VI. Select add RTI/PGP Record (if you’re making changes to a current year’s PGP, select Edit)

VII. Type effective date (current date)

VIII. Enter expected graduation date based on year students entered ninth grade
   a. Verify that date of entry,(when student entered 9th grade), is correct – This is a field that must be entered manually
   b. Add or change if not present or incorrect

IX. Select interventions for all core classes
   a. Individualized

X. Apply changes as you complete each screen and then OK to save your work

XI. Type names for participants
   a. Student, Staff Member, Parent
   b. Check boxes next to title/name, (signature line will only print when box is checked)
   c. If parent is unable to attend, document your attempts, phone number, results, time & date in the participant field

XII. Enter educational goals
   a. If parent is unable to attend but gives you a goal, (via phone, note, e-mail, etc), you will document this in the participant field. List date, time and method of contact
   b. If parent has signed, click the “acquired parent signature” box

XIII. When the plan is complete, a dated hyperlink to the PGP will be added at the bottom of the screen

XIV. Turn in completed plans according to campus expectations

This is an opportunity to advise the parent of their student’s credit recovery options as well as Graduation Plans and STAAR/TAKS/EOC.

<table>
<thead>
<tr>
<th>Cycles</th>
<th>Cycle Dates</th>
<th>Goal</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>August 26, 2013 – October 4, 2013</td>
<td>Planning</td>
</tr>
<tr>
<td>II</td>
<td>October 7, 2013 – November 8, 2013</td>
<td>50%</td>
</tr>
<tr>
<td>III</td>
<td>November 11, 2013 – December 20, 2013</td>
<td>50%-75%</td>
</tr>
<tr>
<td>IV</td>
<td>January 7, 2014– February 21, 2014</td>
<td>75%-90%</td>
</tr>
<tr>
<td>V</td>
<td>February 24, 2014 – March 7, 2014</td>
<td>100%</td>
</tr>
<tr>
<td>VI</td>
<td>March 24, 2014 – April 17, 2014</td>
<td>100%</td>
</tr>
</tbody>
</table>
SENATE BILL 1108, passed during the 78th Texas Legislature, Regular Session, 2003, requires:
a school principal to designate a guidance counselor, teacher, or other appropriate
individual to develop and implement a personal graduation plan for each
student in junior high, middle school, or high school who:

♦ does not perform satisfactorily on an assessment instrument administered under
 Subchapter B, Chapter 39; or
♦ is not likely to receive a high school diploma before the fifth school year following
 the student's enrollment in grade level nine, as determined by the district.

Additionally, TEC §28.0213 requires a school district to offer an intensive program of instruction for
students who do not perform satisfactorily on an assessment instrument administered under
Subchapter B, Chapter 39.

For students receiving special education services, an individualized education program
developed under TEC§29.005 may be used as the student's Personal Graduation Plan.

HISD
Administrative Regulation 6060.2A

In response to state law, the HISD School Board adopted an Administrative Regulation (6060.2A) on
May 04, 2009 that describes and summarizes the HISD guidelines regarding the PGP. In HISD,
students who failed one or more sections of TAKS will require to have a plan developed and updated
as needed (see Administrative Regulation 6060.2A for PGP plan requirements).

The on-line PGP, accessible to HISD personnel who are authorized users of the
Student Information System, provides student advocates, (i.e., teachers, counselors, or other
principal designee) with an updated view of students’ academic performance, while allowing for
intervention strategies in areas such as core courses, attendance and accelerated/alternative
academic options. The PGP must be updated and monitored regularly by the assigned student
advocate who works closely with the student and who must provide parents or caregivers with
information on the student’s academic performance throughout the school year.

CONTACT INFORMATION

- For information and/or questions regarding the PGP, contact Yolanda Norman, Manager of
  College Readiness at 713-556-7240 or via email at ynorman@houstonisd.org.
- For compliance and implementation questions, contact Federal and State Compliance at 713-
  556-6753
- PGP report information may be obtained by contacting the SIS Department at 713-556-8840.
STANDARD PRACTICE MEMORANDUM
HOUSTON INDEPENDENT SCHOOL DISTRICT

MEMO NO. 6060.2A
RELEASE DATE: May 26, 2009
INCEPTION DATE: February 15, 2006
DISTRIBUTION: G, J, N

SUBJECT: Personal Graduation Plan; Description of and Guidelines Regarding the

REFERENCES:
(a) Board Policy EIF(LEGAL) Academic Achievement: Graduation
(b) Board Policy EIF(LOCAL) Academic Achievement: Graduation
(c) Senate Bill 1108
(d) Texas Education Code §28.0212 Personal Graduation Plan
(e) Texas Education Code §28.0213 Intensive Program of Instruction
(f) Texas Education Code §39 Public School Accountability, Subchapter B, Assessment of Academic Skills

1. **Purpose.** The purpose of this memorandum is to describe and summarize guidelines regarding the Personal Graduation Plan.

2. **Effective.** Immediately. This memorandum supersedes SPM 6060.2 released on February 15, 2006.

3. **Applicability.** This memorandum applies to all employees.

4. **Background.** Each principal shall designate a guidance counselor, teacher, or other appropriate school staff member to develop and administer a Personal Graduation Plan (PGP) for each student enrolled in grades six through 12 as specified in References (a), (b), (c), and (d). The staff member should be someone who works closely with the student.

5. **Description.** In response to state law, the Houston Independent School District (HISD) developed the PGP as an academic plan to help monitor students' performance. The PGP may be implemented during advocacy, student success initiative, or another period during the day designated for academic tutorials to ensure that the purpose and desired outcomes of the program are accomplished. See Reference (c). The PGP provides advocates (i.e., teachers, counselors, etcetera) with an updated view of students’ academic performance, while allowing for intervention strategies to prepare students for success in passing the Texas Assessment of Knowledge and Skills (TAKS). In HISD, all secondary students who do not perform
satisfactorily on an assessment instrument administered under Reference (e) or who are not likely to receive a high school diploma before the fifth year following enrollment in grade nine are required to have a PGP that is updated and monitored regularly by the assigned student advocate or principal designee who works closely with the student. For students receiving special education services, the student’s individualized education program will be used as the student’s PGP. See References (b) and (f). Student advocates should meet with students and parents or caregivers to review each student’s academic progress, evaluate current interventions, and make modifications as needed on an on-going basis.

*6. Monitoring. District monitoring for compliance will be conducted by representatives of Data Quality. At the campus level, principals shall designate a PGP contact person. Periodic implementation reviews may be conducted by accessing the report found in the Chancery Reports Link under PGP. The principal or designee shall use the report to ensure that:

- Each eligible student on his or her campus has a PGP;
- Student advocates update the PGP yearly;
- Intervention strategies are implemented and evaluated for success; and
- Parents are included as participants in the review and planning process.

School Improvement Officers may access the report (by campus) to check implementation status for their respective campuses.

*7. Support. Additional support for implementation of the PGP is provided by School Improvement Officers, central administrative office staff members, principals, and parents and caregivers as needed.

8. Consultation. This SPM does not require consultation.

9. Questions Regarding this Memorandum...may be referred to the manager, College Readiness, 713-556-7240.


12. Filing Instructions.

   a. Remove and discard SPM 6060.2.
   
   b. File this memorandum numerically with other SPMs.
SAMPLE AUDITABLE FORM
(PGP signature page)

Personnel Graduation Plan
(Campus Name Here)
Date: MM/DD/YYYY

Student Name: First Middle Last  Student Address: XXXXXXXXXXXXXXX
Birth Date: MM/DD/YYYY          XXXXXXXXXXXXXXX
Student ID: XXXXXXXXXXXX        XXXXXXXXXXXXXXX
Grade Level: XX

Contact 1 and phone number
Contact 2 and phone number

Effective Date: _____________  Expected Graduation Date: _____________

ELA:
Small Group Instruction
TAKS/STAAR/EOC preparation tutorials during school time

** Needs extra assistance with comprehension

Science:
Attend double blocked class for extensive instruction

Student Academic Goals:
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Parent Goals for Student Academic Achievement:
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Participants:

Advocate:
Sandy Smith  Signature: _____________________ Date: ____________

Teacher:
John Case   Signature:_______________________ Date: ____________

Student:
John Doe    Signature:_______________________ Date: ____________

Parent:
Frank Doe   Signature:_______________________ Date: ____________
PREGNANCY RELATED SERVICES (PRS)
Pregnancy Related Services

Responsibility

The designee and phone number of the on-site Administrative Staff member:

Dr. Stephen MacLauchlan
smaclauc@houstonisd.org
713-636-6488

Data Component

Pregnancy Related Services (PRS) are Support Services including Compensatory Education Home Instruction (CEHI) the pregnant student receives to help her to stay in school and adjust academically, mentally and physically. These services are delivered to the student when:

- the student is pregnant and attending classes on a district/charter school campus;
- the pregnancy prenatal period prevents the student from attending classes on a district campus; and
- the pregnancy postpartum period prevents the student from attending classes on a district campus.

The district may choose to offer both Support Services components and the CEHI component or only the CEHI component in a PRS Program. However, a district may not code any student as PRS in the attendance accounting system unless CEHI is included as one of the services provided by the district’s PRS program.

The district receives 2.41 PRS weighted funding while PRS components are being provided to the student during the prenatal and/or postpartum periods.

Documentation by responsible campus officials and medical or nurse practitioners and maintaining certified teacher logs are required to claim PRS eligible days present for funding. (http://www.tea.state.tx.us/PRS.html)

Compensatory Education Home Instruction (CEHI) is the mandatory support service component districts offer in a PRS program. CEHI provides academic services to the student at home or hospital when a valid medical necessity for confinement during the pregnancy, prenatal, or postpartum periods that prevents the student from attending classes on a district campus. CEHI must consist of face-to-face contact with a certified teacher of the district providing academic services to the student. Substitutes can be utilized to provide CEHI; however, the individual selected as the substitute must be a certified teacher. The certified teacher maintains a log to document the actual amount of prenatal and postpartum PRS CEHI each student receives. When students are provided CEHI, the district will continue to receive the 2.41 PRS weighted funding (i.e., student should continue to be coded in the attendance accounting system as
receiving PRS while being served at home). Students who do not come to school and who do not receive CEHI and/or SPED Homebound must be counted absent in accordance with the Charts provided in this chapter.

Districts may not code students as PRS in the attendance accounting system in order to receive 2.41 PRS weighted funding unless CEHI is included as one of the services provided by the district’s PRS Program. [http://www.tea.state.tx.us/PRS.html](http://www.tea.state.tx.us/PRS.html)

**Support Services** are the optional components of a PRS program that may be provided to the student during the prenatal period of the pregnancy while the student is pregnant and attending school. In addition, Support Services may be provided during the prenatal or postpartum periods of pregnancy while the student is confined at home or hospital bedside for a valid medical necessity or recovering from delivery and being served with PRS CEHI. In all cases, Support Services are provided to support the student and should not interfere with the academic services while she is on the school campus or receiving CEHI at home or hospital bedside. Districts offering support services with CEHI may code students as PRS in the attendance accounting system in order to receive the 2.41 PRS weighted funding beginning on the date support services are provided to pregnant students. Examples of Support Services that a district may choose to offer are:

1. counseling services including the initial session when the student discloses the pregnancy;
2. health services including services from the school nurse and certified athletic trainer;
3. transportation for the student and/or the student’s child(ren) to school, child care facility, community services, health services, etc;
4. instruction (inside or outside the classroom) related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training;
5. child care for the student’s child(ren);
6. schedule modifications (See 9.18 Quality control); and
7. case management and service coordination (assistance in obtaining services from government agencies and community service organizations).

**Prenatal CEHI:**

- Regular education students without a need for special education or related services cannot be referred to special education for instructional services on the basis of being pregnant. Regular education students who must be confined to the home or hospital bedside for pregnancy related issues are to be provided CEHI and other PRS components through the PRS Program.
- Students who are eligible for and receiving special education and related services and who are pregnant must be served collaboratively through both special education and the PRS programs. Special education eligibility and services do not change solely due to the student becoming pregnant including the need to hold ARD meeting(s) attended by both PRS and special education staff to address the collaborative service. [http://www.tea.state.tx.us/PRS.html](http://www.tea.state.tx.us/PRS.html)
On Campus PRS Services: A student that is pregnant may be served with PRS Support Service while she is pregnant and attending classes. Districts that serve prenatal students on campus with PRS Support Services receive the 2.41 PRS weighted funding (i.e., student should continue to be coded in the attendance accounting system as receiving PRS while being served on campus). ([http://www.tea.state.tx.us/PRS.html](http://www.tea.state.tx.us/PRS.html))

**Prenatal Confinement:**

- A student that is pregnant can be served at home or the hospital bedside when the pregnancy prenatal period prevents the student from attending classes. Districts that serve students during a prenatal confinement with PRS CEHI receive the 2.41 PRS weighted funding (i.e., student should continue to be coded in the attendance accounting system as receiving PRS while being at home).
- In all instances, the CEHI component of the PRS Program must be provided to the student during the prenatal confinement to receive the funding. ([http://www.tea.state.tx.us/PRS.html](http://www.tea.state.tx.us/PRS.html))
  - Providing the PRS support services during prenatal confinement is optional but may be necessary for the mental or physical health of the student to ensure that the student does not drop out of school.
- Documentation for each event of prenatal confinement must be obtained from a medical or nurse practitioner licensed to practice in the United States to document that a *medical necessity for confinement* has been determined to exist.

A medical release from a medical or nurse practitioner licensed to practice in the United States must be obtained to allow a prenatal student confined to the home or hospital bedside to return to campus *for any reason*.

1. There is no limit to the length of each event or the number of events a student can be provided when CEHI services are necessary during the pregnancy prenatal period. The length and number of times the student is placed on prenatal confinement CEHI services is dependent on the medical or nurse practitioner’s documentation for confinement and release.

2. Students who do not come to school and who do not receive CEHI (and or /SPED Homebound if SPED) must be counted absent in accordance with the Charts provided in this chapter.

**Postpartum Confinement**

A student who delivered a live, aborted, or stillborn baby; suffered a miscarriage or death of a newborn; or placed her baby up for adoption can be served, beginning on the day of or day after delivery, for up to 6 consecutive weeks (weeks 1–6) at home or the hospital bedside with *6-week postpartum confinement* or *break-in-service postpartum confinement* services when the pregnancy postpartum period prevents the student from attending classes. Postpartum confinement can be extended for 4 weeks (weeks 7–10). However,
under no circumstances will a student remain eligible for PRS postpartum confinement beginning on the first day of the eleventh week from the beginning date for the district (day of delivery or the day after delivery [see Beginning and Ending Postpartum Confinement]).

A responsible campus official must record, at the district, the date a student's pregnancy ended (e.g., the date of delivery).

Note that a student in the postpartum period of pregnancy is no longer eligible for the additional 2.41 weighted allotment under the PRS program when she returns to her regular service at a school or campus (exception: break-in-service postpartum confinement option)

**Beginning and Ending Postpartum Confinement**
The beginning date for services is the day after delivery and the district must:

1. consistently use the day after delivery for all students throughout the school year; and
2. not alternate between the beginning date options.

**Six-Week Postpartum Confinement** is six consecutive weeks in length, beginning on the district beginning date (day of or day after delivery) and ending on the last day of week 6 from the beginning date for the district.

**Extended Postpartum Confinement** is four consecutive weeks in length, beginning on the first day of week seven and ending on the last day of week 10 from the beginning date for the district (day of or day after delivery).

**Break-in-Service Confinement**
A student may divide the 10 weeks of PRS postpartum confinement into two periods in instances in which the infant remains hospitalized after delivery. This option is known as break-in-service confinement. It allows the student to use the first period of the postpartum confinement to recover from delivery (student recovery period). After the student is recovered, the student returns to school and saves the remainder of her eligible postpartum confinement time. When the baby is released from the hospital, the student goes back on postpartum confinement (baby recovery period) using the second period of postpartum confinement to care for her baby.

The maximum postpartum confinement (student recovery and baby recovery periods) must not exceed 10 weeks. All provisions for postpartum confinement and extended postpartum confinement must be met when using the break-in-service postpartum confinement option.
Enrollment Procedures

Any school age female may be enrolled in the PRS Program if they are eligible for Average Daily Attendance (ADA) and in the prenatal or postpartum periods of pregnancy. ([http://www.tea.state.tx.us/PRS.html](http://www.tea.state.tx.us/PRS.html))

- The student’s eligibility to receive PRS is verified by either:
  - A responsible campus official;
  - A medical or nurse practitioner or nurse midwife licensed to practice in the United States.

The date the student begins receiving PRS services is considered the entrance date (enrollment) into the PRS program.

Withdrawal Procedures

A student is no longer eligible and must be withdrawn from the PRS program on either of the following, whichever comes first:

- The date PRS stopped and the student no longer receives services through the PRS program;
- The date during the postpartum period when the student returns early after delivery to attend her regular classes on a school campus;
- The date during the pregnancy postpartum period when no postpartum extension of services was authorized by a medical practitioner and the student reached the first day of the seventh week after delivery;
- The date during the pregnancy postpartum period when a postpartum extension was authorized by a medical practitioner and the student reaches the first day of the eleventh week after delivery;
- The date it is determined that the student was never pregnant. In this case, all coding for this student must be removed from the system even if the district provided the student with any support services through PRS.

Eligibility and Attendance

Any school age female student who is in the prenatal or postpartum period of pregnancy is eligible for services under the PRS Program. This includes students who are pregnant and/or deliver a live, aborted, or stillborn baby, suffer a miscarriage, or place the baby up for adoption.

Eligibility for PRS ends for the student in the postpartum period of pregnancy upon the student’s return to her regular service or a school campus or the first day of the eleventh week.

When a student in the pregnancy prenatal period is attending regular classes and receiving PRS Support Services, the student is PRS eligible and will generate the additional 2.41 PRS funding allotment.
When a student confined to the home in the prenatal or postpartum periods of pregnancy is receiving PRS CEHI (a required service of the PRS program), the student will remain eligible and continue to generate the additional 2.41 PRS funding allotment.

After a student has delivered and immediately before beginning CEHI a student is to be counted absent until the CEHI services begin with a certified teacher.

During the prenatal and/or postpartum periods of pregnancy attendance is taken on a weekly basis; Monday through Friday. A student is to be marked absent for the entire week if CEHI is not provided for a minimum of two hours in a week time-frame (or if the student does not come to school).

A student is to be counted present for:
- 2 days for 2 hours of instruction,
- 3 days for 3 hours of instruction,
- 4 or 5 days (entire week) for 4 hours of instruction.

Documentation

In order to claim PRS eligible days present for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating eligible PRS days present in the Student Detail Report. The documentation requirements are as follows.

- **PRS and District and Campus Improvement Plans**
  
  Description of the PRS program and the services offered under the program in the district and campus improvement plan. District and Campus Improvement Plans must:
  
  1. Include a description of the district’s PRS program
  2. Describe the specific services available to the student; and
  3. Summarize the use of the compensatory education allotment for PRS in the strategies when the PRS Program is utilized to serve prenatal and postpartum students.

- **Intake documentation recording date of initial contact with student regarding pregnancy.**

- **Affirmation (by a responsible campus official, a medical practitioner or nurse midwife licensed to practice in the United States, or a nurse practitioner) verifying the student's pregnancy which validates her eligibility to receive PRS.**

- **Certified teacher’s log to include among other information: name of teacher, student ID numbers, actual time per visit (e.g. 10 a.m. until 12 p.m.), an adult signature obtained at each visit must be completed and on file in the student’s folder. This applies to both prenatal and postpartum periods.**

- **Attendance documentation.**
For each student whose postpartum period was extended documentation from a medical practitioner licensed to practice in the United States verifying that the student was anticipated to be confined for an additional period of up to four calendar weeks.

- Documentation of the date when the student's pregnancy ended (e.g., date of delivery).
- A note from a medical practitioner must be obtained which requires the student to remain at home or in the hospital during the prenatal period.
- CEHI services can be only offered to students who are enrolled and reside within the HISD boundaries.
- A copy of the ARD/IEP including modifications, for each special education student receiving CEHI.

**Exception:**

Only students who have tuition waiver will be served during the CEHI period, if they are living out of district during this period.

- In the event that CEHI is offered but not provided to student, written documentation must be maintained to explain why the student was not provided CEHI.
- The principal or superintendent affirms the propriety of student eligibility when affidavits are signed.

**Quality Control**

District personnel should identify a student as receiving PRS in the attendance accounting system as soon as services under the PRS program begin. All documentation must be obtained expeditiously and retained for audit purposes so that eligibility requirements are met.

When serving a pregnant SPED student, maintain the SPED and PRS records in the same file (e.g. Change of placement ARD proceedings).

During the prenatal period, a student should no longer be identified as receiving PRS if, for any reason, the services stop.

During the postpartum period, a student should no longer be identified as receiving PRS when the student returns to her regular service at her campus or at the end of the allowable postpartum period, whichever comes first.

At the beginning of each school year and at the end of each 6-week reporting period, the appropriate PRS program staff should verify the Student Detail Report to ensure that initial coding of PRS students is correct. All coding for remaining students who have not delivered should be “turned off” on the day after the last
day of the school year. The coding should resume on re-entry in the fall if the student has not delivered.

Schedule modifications are an eligible service under the PRS program; however, these modifications must adhere to general attendance rules in order for PRS students to remain eligible for ADA (http://www.tea.state.tx.us/PRS.html). These requirements include attendance for at least two hours but fewer than 4 hours each day to be eligible for half-day ADA or at least four hours each day to be eligible for full-day ADA.

No student can be coded PRS unless CEHI is provided by your district. In the event that CEHI is offered but not provided to a student, your district must maintain documentation explaining why the student was not provided CEHI.

Monitor to assure that CTE funding is overridden during the CEHI period.

**Responsibility Chart**

<table>
<thead>
<tr>
<th>Staff</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Service PRS Nurse Consultant</td>
<td>Assigns and monitors Compensatory Education Home Instruction (CEHI) Teachers. Collaborates with the Principal and staff of Community Services School, Manager and staff of Health and Medical Services, physicians, and Federal and State Compliance staff regarding PRS services requirements as mandated by TEA and PIEMS coding as mandated by Federal and State Compliance. Provides program information to students, parents, and/or educators as requested. Trains and supports the School Nurse/campus-based PRS case manager and/or campus contact person with information and resources that will assist them to ensure pregnant students adjust and remain in school during pregnancy and postpartum periods. Monitors campus-entered PRS data monthly. Provides follow-up and support for students after delivery and during transition back to campus.</td>
</tr>
<tr>
<td>Ms. Brewster</td>
<td><a href="mailto:cbrewste@houstonisd.org">cbrewste@houstonisd.org</a> 713-636-6488</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Serves as campus-based PRS case manager (PRSStudentReferral.doc Download). Conducts and documents findings from health assessments on</td>
</tr>
</tbody>
</table>
the pregnant student (HealthCareMonitoringandCounseling2.pdf Download) and maintains organized and secure PRS folders. Includes CEHI teacher logs, physician’s requests (Physicians_Request_ver2.doc Download), and the Data Entry Form in the PRS folders. Communicates with the campus staff, CEHI teachers, and home and medical communities to assist the pregnant student to adjust and remain in school during pregnancy and postpartum periods. Maintains a close relationship with PRS staff and obtains signature of principal on the completed documentation required for PRS by TEA. Responsible for completing and entering auditable data utilizing PRS spread sheets and CEHI logs, and coding PRS PEIMS information into Chancery.

<table>
<thead>
<tr>
<th>Role (if designated)</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRS Child Care Coordinator/Social Worker</td>
<td>Provides assistance to students for identification and location of quality childcare services. Assists with timely completion of required documentation for federally funded childcare programs in order to prevent interruption of services which could impact school attendance.</td>
</tr>
<tr>
<td>Student Caseworkers</td>
<td>Intervenes upon request of school staff in order to address measures necessary to prevent drop out.</td>
</tr>
<tr>
<td>School Data Clerk</td>
<td>Maintains accurate records for PEIMS attendance reporting for PRS students including PRS and CEHI entry date, exit date, and assures that data is current and available for audit.</td>
</tr>
<tr>
<td>Life Skills Program for Student Parents Coordinator (As designated by School principals).</td>
<td>Collaborates with campus Nurse/PRS case manager in providing services to pregnant/parenting students. Maintains separate file for identified Life Skills program participants.</td>
</tr>
<tr>
<td>Federal and State Senior Compliance Analysts</td>
<td>Ensures adherence to federal and state guidelines in the PRS program, serves as liaison between federal and state agencies and the PRS staff, keeps PRS</td>
</tr>
<tr>
<td>Staff</td>
<td>Responsibility</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td>Staff informed of any updates and/or changes within the guidelines, provides monitoring and conducts reviews of the PRS program upon request, and provides staff with PEIMS and local reports.</td>
<td></td>
</tr>
</tbody>
</table>

| School Principal | Ensures that a description of the PRS program is included in the campus improvement plan, school staff complies with the guidelines of the PRS program, provides support to PRS staff that provide home instruction, appoints campus personnel to serve as primary contact for the PRS program, and ensures that reports from the Texas Education Agency (TEA) reflect actual Public Education Information Management Systems (PEIMS) data, as compared to locally produced reports for reasonableness and accuracy. |

| Classroom Teachers | Refer pregnant students to school nurse ♦ For entry into program ♦ For excessive absences Maintain a close working relationship with the School Nurse and other school staff. Communicate with Grad Lab staff regarding pregnant students’ participation in supplemental online tutoring and courses. Consult regularly with CEHI Teachers in person or by email. Provide information, assignments, or other requirements to CEHI Teachers in a timely manner for students receiving home instruction. |

| Compensatory Education Home Instruction (CEHI) Teachers | Provide Compensatory Education Home Instruction to assigned students, including online instruction using district resources for curriculum, software, and hardware, maintain logs of students served (CEHILog.docx Download), report weekly attendance, collaborate with school staff and home to ensure coordination of services, provide |
attendance personnel with names and coding information of students who are being served in the PRS program, be responsible for ensuring that attendance personnel are aware of changes related to student's services and effective dates of such changes, and assist with maintaining documentation for audit. Provide the Community Services PRS Nurse Consultant with original exit log within five days after CEHI is completed.

<table>
<thead>
<tr>
<th>School Attendance Clerk</th>
<th>Responsible for entering changes in the detailed student attendance accounting system (manual or automated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRS Secretary</td>
<td>Maintains database and updates of all students served; provides Community Services PRS Nurse Consultant with weekly updates of students served per teacher; and provides updated appropriate forms. Notifies each CEHI Teacher when student assignments are made (pager, cell, phone, e-mail). Gathers data for annual reports and other documents upon request.</td>
</tr>
</tbody>
</table>
PREKINDERGARTEN
PREKINDERGARTEN

Responsibility

The designee and phone number of the Central Administrative Staff member:

Name: Alison Heath

Phone Number: (713) 556-6823

The principal or professional contact person for prekindergarten should provide the paraprofessional/SIRS clerk with names and coding information of students who are being served in the prekindergarten program. In no case should paraprofessionals be responsible for determining whether a student is eligible for prekindergarten. The principal or professional contact person for prekindergarten is also responsible for ensuring that the paraprofessional/SIRS clerk is aware of changes in a student's services and effective dates of such changes. The paraprofessional/SIRS clerk is then responsible for entering changes in the detailed student attendance accounting system (manual or automated). At the end of each twelve-week reporting period, the Campus PEIMS Coordinator should deliver the report to the principal or professional contact person for prekindergarten to verify the Student Detail Report for any coding errors.

Principals must ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to locally-produced reports for accuracy.

General Rules

Any school district may offer prekindergarten classes, but a district must offer prekindergarten classes if the district identifies 15 or more eligible children who are at least four years of age on or before September 1 of the current school year TEC §29.153(a). http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm

The commissioner of education may exempt a district from this requirement if the district would be required to construct classroom facilities in order to provide prekindergarten classes. TEC §29.153(d) http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm

It is HISD policy to give priority enrollment to eligible children who are at least four years of age by the September deadline first. A school should continually ensure the community that four-year-old students are being served and not placed on a wait list. Additional capacity must be maintained at all times to enroll four-year-old students throughout the year. Schools are not to enroll more than five (5) three-year-old students school-wide. Enrollment of three-year-old students are associated to partnership with Head Start or childcare.
All three year-old students are to be placed on a wait list. If a school enrolls a three-year-old student in prekindergarten the school must:

- Limit the number of three-year-old prekindergarten student that are enrolled to less than five school-wide.
- Only enroll three-year-old students to help complete a 22:1 ratio in a given classroom.
- Pay close attention to the readiness of the three-year-old students being placed in a four-year-old program.

To maintain accurate teacher records and comply with TEA prekindergarten requirements all schools are to code all prekindergarten teachers with the correct job code. **All full-day classes are to code students as ADA Eligibility Code 2.**

All teachers in prekindergarten teaching positions must be certified EC – 4 and/or be prekindergarten endorsed.

**Eligibility**

To be eligible for enrollment in a prekindergarten class, a child must be three (if space available) or four years of age on or before September 1 of the current school year and must meet one of the following conditions:

1. unable to speak and comprehend the English language; or

2. homeless as defined by (42 USC 11434a):

3. economically disadvantaged with proof of income; or

4. parent is an active duty member of the armed forces; including the state military forces or a reserve component of the United States, or the child of an armed forces member who was injured killed or missing in action while serving on active duty (refer to Article 6 of House Bill 1)
   http://ritter.tea.state.tx.us/HB1; or

5. is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code
   http://law.onecle.com/texas/family/262.201.00.html

NSLP to include all children who meet any eligibility criteria for Head Start, not only those who meet the low-income eligibility criteria for Head Start. The TEC, §5.001(4), defines *educationally disadvantaged* as “eligible to participate in the national free or reduced-priced lunch program.” Consequently, all children who
are eligible for Head Start are eligible for prekindergarten, based on their eligibility for the NSLP. [1] [1] Public Law 110-134, which amended 42 USC, §1758 http://www.fns.usda.gov/cnd/lunch

These eligibility requirements apply to all three-and four-year old applicants (including HISD personnel).

A student who qualifies for prekindergarten because the student is eligible to participate in the National Free or Reduced-Price Lunch Program (educationally disadvantaged) is eligible for prekindergarten the entire school year even if the family’s income increases above the subsistence level during the school year.

One of the eligibility criteria for prekindergarten eligibility is testing that shows the child does not comprehend the English language. A student whose eligibility criterion has been determined by such testing may withdraw from the program and then re-enroll. As long as the student has been withdrawn for less than 30 calendar days, the district does not need to re-qualify the student for the prekindergarten program. If the child has been withdrawn for more than 30 calendar days, the district will be required to re-qualify the student to allow the student back into the program.

A child who is five years of age on September 1 of the current school year is not eligible for enrollment in a prekindergarten class. It is TEA’s position that children who reach age five on September 1 are most appropriately served in kindergarten, and that the law specifically established the prekindergarten program to serve students who have not reached age five. In that context, if a district enrolls a five-year-old student in the prekindergarten program, the student must be reported as ineligible for ADA (ADA eligibility code 4 or 5).

**Enrollment Procedure**

Once child eligibility has been determined by the principal or professional contact person for prekindergarten the school staff may start the enrollment process.

Obtain proof that the student enrolling is three or four-years-old as of September 1 of the current school year. Documents acceptable for proof of identification and age are outlined in (5).

A student is eligible for prekindergarten by meeting one of the following criteria in 1, 2, or 3.

1. The principal or professional contact person for prekindergarten determines eligibility for students who do not speak and comprehend the English language, by:
a. reviewing the home language survey (if a language other than English is indicated on any portion of the survey, then the student must be tested for English proficiency); and

b. proof of a qualifying score on an approved Oral Language Proficiency Test. The official scores must be documented in the student’s records.

2. The principal or professional contact person for prekindergarten determines eligibility for students who are economically disadvantaged by collecting proof of income within in two months of the enrollment date; or

3. The principal or professional contact person for prekindergarten determines eligibility for students who are homeless regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child.

Prekindergarten classes in HISD operate on a full-day basis. TEC §29.153(c) http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm Students who meet eligibility requirements for the prekindergarten program should be coded eligible half-day (ADA eligibility code 2) even though they attend full day. Students in prekindergarten are also eligible for special programs such as special education and bilingual/ESL, provided they meet the requirements for these programs.

NOTE: Students of both ages (three- and four-years-old) can be served in the same class. All full-day PK classes are to code students as ADA Eligibility Code 2. http://www.tea.state.tx.us/index2.aspx?id=7739&menu_id=645&menu_id2=789

Magnet students who do not meet eligibility requirements but are still served in the prekindergarten program should be coded ineligible half-day (ADA eligibility code 5). Schools should ensure that serving students who are not eligible for the program does not interfere with serving students who are eligible for the program.

Once a student is determined to be eligible for prekindergarten the student remains eligible for the remainder of the current school year.

Many schools pre-register prekindergarten students in an attempt to plan for and to determine the size of the following school year’s prekindergarten program. State regulations state that the Prekindergarten Application must be current, and signature dates are to reflect no more than 60 days prior to the student’s first day of membership. The propriety of student eligibility is affirmed by the principal’s written signature and date.
The National Free or Reduced-Price Lunch Program applications are not available to parents until after the student has been enrolled for the current school year.

If a student qualifies for prekindergarten on the basis of being economically disadvantaged and then moves out of HISD, the student would have to re-qualify for the prekindergarten program in the new district.

If a student qualifies prekindergarten on the basis of being limited English proficient (LEP) and then moves out of the district, the student would be qualified to attend prekindergarten in the new district provided documentation of the home language survey and testing are made available to the new district.

If a student qualifies for state supported prekindergarten program as either homeless or non-English speaking it is not necessary for the student to participate in the free lunch program.

Note special circumstance:
A prekindergarten student may be coded full-day (with 2 codes) for attendance if the student attends the prekindergarten program for half of the day and the Preschool Program for Children with Disabilities (PPCD) for the other half of the day. The student must meet the qualifications of both programs to be coded eligible full-day (ADA eligibility code1).

Students who attend the prekindergarten program, and do not qualify for the prekindergarten program, for half of the day and a PPCD for the other half of the day are coded as eligible students only for the time spent in the PPCD. The three hour membership rule applies for the time the student is served through special education.

TUITION-BASED SPACE AVAILABLE PREKINDERGARTEN

Tuition-based space-available prekindergarten is not to be offered in place of state-supported prekindergarten for eligible students. Schools interested in providing a tuition-based prekindergarten program for one or more students are to contact the Early Childhood department for procedures, tuition fee collection guidelines. HISD employees' children who do not meet prekindergarten eligibility requirements are not exempt from paying the tuition fee. Tuition-based Space Available Prekindergarten is not offered to three-year old students.

Student Enrollment Card – Preschool/daycare information
A revision of collecting information on the Chancery System enrollment form became effective June 27, 2007. This revision is the addition of a new title added to the “Last School Attended” box. This new addition will now state “Last School/Daycare Attended” and appears in the upper right hand corner of the Chancery System enrollment form. The parent will enter the name of the last
daycare their child attended, if applicable. The Chancery System now includes a drop down box of Houston area daycares arranged alphabetically complete with zip code for more efficient data entry. School staff will simply highlight the appropriate daycare center on the list to enter the data. If a child has attended a daycare that is not on the list, the SIRS specialist/data clerk will type in the appropriate name of the daycare. Gathering this information will allow the district to track the student's foundational educational programs.

Documentation

In order to claim prekindergarten eligible days present for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating eligible prekindergarten days present at the campus. The primary documentation for all prekindergarten students is the Application for Prekindergarten which must be signed by the parent and the principal prior to the student’s first day of attendance and no earlier than 60 days to the first day of school. The other documentation requirements are as follows.

If the student is eligible for prekindergarten because the student does not speak and comprehend the English language, the following documentation must be on file prior to the student's first day of attendance.

- Home Language Survey must indicate child hears/speaks a language other than English at home.

- Child has been tested with oral English assessment (Attach proof of assessment and scores. A score of Non-English Speaking OR Limited English Speaking indicates eligibility as LEP.)

- The Language Proficiency Assessment Committee (LPAC) must have designated that the child is LEP and should be placed in a Bilingual/ESL Program.

- Parent must sign Notification of Enrollment in Bilingual/ESL Program.

If the student is eligible for prekindergarten because the student is economically disadvantaged, the district must document and have on file evidence that the student is eligible as documented on the Prekindergarten Application. This information on economic disadvantage should be coded as “Y” for “Other economically disadvantaged” for regardless of whether or not the parent applies for free or reduced-price lunch for the child.

If the student is eligible for prekindergarten because the student is homeless the student must fit the definition of homeless as defined by 42 USC §11302 http://www.law.cornell.edu/uscode/text/42/11302 as documented on the
Prekindergarten Application (contact the Guidance & Counseling Department
https://www.houstonisd.org/portal/site/StudentSupportServices/

The documents considered acceptable for proof of identification and age are:

1. Birth Certificate;
2. Passport;
3. School ID card, records, or report card;
4. Military ID;
5. Hospital birth record;
6. Adoption records;
7. Church baptismal record; or
8. Any other legal document that establishes identity.

**Eligible Days Present**

Students who are being served in the prekindergarten program and are eligible for funding, according to (2) General Rules and (3) Eligibility earlier in this section, will be identified by a Grade Level Code of Prekindergarten and an ADA Eligibility Code of 2 (eligible for half-day attendance) in the attendance accounting system. The total number of eligible half-days present must be recorded for each twelve-weeks reporting period in the Student Detail Report for every student eligible for the program.

Magnet students who are being served in the prekindergarten program but are not eligible for funding will be identified by a Grade Level Code of PK and an ADA Eligibility Code of 5 (ineligible half-day) in the attendance accounting system. Total number of ineligible half-days present must be recorded for each twelve-week reporting period in the Student Detail Report for every student that is served in the program but did not meet the eligibility requirements.

Students who are being served in the prekindergarten program for half of the day and PPCD for the other half of the day will be identified by a Grade Level Code of Prekindergarten and an ADA Eligibility Code of 1 (eligible for full-day attendance) in the attendance accounting system. The total number of eligible days present must be recorded for each twelve-week reporting period in the Student Detail Report for every student eligible for both programs.

At the end of each twelve-week reporting period, a Campus Summary Report must be computed. Total eligible days present and ineligible days present for the prekindergarten grade level must be summarized on this report. There will be a separate Campus Summary Report for each instructional track for each campus in the district, but only those campuses with a prekindergarten program will report prekindergarten eligible and ineligible days present.
At the end of each twelve-week reporting period, a District Summary Report must be computed. Total eligible days present and ineligible days present for the prekindergarten grade level from all Campus Summary Reports for each track in the district must be summarized on this report.

The fields required on the Student Detail Report for students in the prekindergarten program are the same as students in all other grade levels.
Prekindergarten

TEA Funding or Compliance Audits

The following are some problems that will affect compliance audits:

- Enrollment of ineligible students
- No documentation or incomplete documentation of eligibility
- Enrolled 3 year-old children when there are 4 year-old children on a waiting list
APPLICATION FOR PREKINDERGARTEN
2013-2014
Houston Independent School District

Information on the Application for Prekindergarten can be found in the following link:  http://www.houstonisd.org/Page/72601
FEDERAL AND STATE COMPLIANCE
DATA QUALITY CHECKLIST
2013-2014

Prekindergarten

__________  Yes/No/NA – Student application on file for each student participating in Prekindergarten program

Total students participating in Prekindergarten program __________

Full-Day ________
SPECIAL EDUCATION
SPECIAL EDUCATION

Responsibility

Principal shall designate appropriate campus personnel to whom all Special Education coding questions should be directed:

The designee and phone number of the Central Administrative Staff member:

Contact: Sharon Cole-Braxton, Senior Manager, ARD/IEP Services

Phone Number: (713) 556-7025

SPECIAL EDUCATION PROGRAM

PROCEDURES FOR ENSURING DATA QUALITY

An Admission, Review, and Dismissal/Individualized Education Program (ARD/IEP) Committee meeting must be held to determine a student’s eligibility for special education services and to develop an individualized education program (IEP), as appropriate. Once eligibility has been established and an IEP developed, HISD is able to claim special education contact hours (funding) provided that the documentation (IEP) supporting the student’s eligibility is current and on file in the student’s eligibility folder (also known as a state folder).

In order for an IEP to be current, the most recent ARD/IEP committee meeting and evaluation dates are required. If either one of these dates is out of compliance (e.g., not within 364 days of the IEP start date), funding is automatically stopped. Funding is reinstated once the student’s IEP is returned to a state of compliance. To maintain compliance, an:

- IEP meeting must be held annually (within 12 months of the IEP start date), and
- evaluation or reevaluation that determines eligibility for services must be completed every three years based on the most recent date of eligibility.

HISD’s automated data management system, EasyIEP™, is used to conduct ARD/IEP committee meetings and to develop standards-based IEPs for students with disabilities. Although EasyIEP™ provides a certain level of error checking, it neither prevents IEPs from being created in error nor from being conducted outside of established state and federal guidelines. However, EasyIEP™ does provide:

- state and federal compliance alerts to help campuses stay in compliance with IDEA timelines and requirements (see EasyIEP™ Compliance Symbols),
- a virtual file cabinet of each student’s special education-related documents to help manage record keeping,
• reports from data stored in the system to help to achieve data integrity and compliance, and

• automatic PEIMS and special education data reconciliation with Chancery based on information contained in the student’s web-based IEP to include instructional setting codes, special education contact hours, disability codes, eligibility determination, discipline records, related services, and IEP start and end dates.

Information in the student’s eligibility folder, including that which is created using EasyIEP™, shall be the primary source of compliance data. It is imperative to keep all aspects of the student’s eligibility folder current, including, but not limited to:

• Record of Communications,
• Folder Access Sheet,
• Receipt of Procedural Safeguards
• ARD/IEP committee meeting documents in chronological order (most current on top),
• FIE and eligibility documents in chronological order (most current on top),
• Confidential Student Reports of Student Assessment Outcomes,
• Home Language Survey,
• Referral Documentation, and
• Other data and documentation, as appropriate.

RESPONSIBILITIES FOR ENSURING DATA QUALITY

In order to ensure the data quality of information in the eligibility folder of students with disabilities, the following responsibilities have been established.

Campus Principals shall:
• ensure that all data submitted via PEIMS is reasonable and accurate,
• designate a certified special education teacher to act as the Campus Special Education Chairperson,
• ensure the Campus Special Education Chairperson completes all duties as outlined below

Campus Special Education Chairperson shall:
• Compare the “Current Special Ed Students” Chancery report to information in EasyIEP™, weekly, to ensure data integrity and accuracy,
• Review the “Compliance by School” EasyIEP™ report (see instructions), weekly, to ensure:
  o FIE dates are in compliance. This is the date of the most recent eligibility evaluation for the student. If the ARD/IEP committee has chosen to continue eligibility by review of existing evaluation data (REED), then the date of that ARD/IEP committee meeting is used as the FIE date,
ARD/IEP committee meetings are completed within the annual timeline. This is the date of the most recent full IEP which addresses up to one year of special education and related services for the student.

- Review “IEP at a Glance” for all ARD/IEP meetings conducted on their assigned campus to ensure accuracy of the following data elements as described and detailed in the Student Attendance Handbook:
  (C:\Documents and Settings\jjones8\Desktop\Student Attendance Handbook 2013-14.doc)
  - Instructional Arrangement/Setting Codes
  - Speech-Language Pathology Services (Speech Therapy) and Speech Therapy Indicator Codes
  - Other Special Education Services
    - Infants Receiving Visual Impairment and/or Orientation and Mobility (O&M) Services
    - Infants Receiving Auditory Impairment (Deaf) Services
    - Infants (Birth Through 2 Years of Age) Receiving Home-Based Instruction
    - Infants (Birth Through 2 Years of Age) Receiving Center-Based Instruction
    - Infants (Birth Through 2 Years of Age) Receiving Services in Other Environment
    - Preschool Program for Children with Disabilities (PPCD). *Note: The term PPCD refers to students in the Preschoolers Achieving Learning Skills (PALS) program*
    - Regional Day School Programs for the Deaf (RDSPD)
    - Extended School Year (ESY) Services
    - Students Ages 3 Through 5 Receiving Homebound Services Home Instruction

**Special Education Program Specialists**, under the direction of the Special Education Senior Managers, shall:

- Provide direct support to the Campus Special Education Department Chairperson,
- Review the “Compliance by School” EasyIEPTM report, monthly, to ensure that evaluation and ARD/IEP committee meetings are being completed within timelines,
- Compare the “Current Special Ed Students” Chancery report to information in EasyIEPTM monthly, to ensure data integrity and accuracy (see Basic Student Information, Managing Your Caseload, and EasyIEPTM Compliance Symbols),

**Special Education Senior Managers** (field office) shall:

- Provide training and support to Program Specialists and Campus Special Education Department Chairperson to ensure data quality,

**Senior Manager for ARD/IEP Services** shall:
• Provide district support for data quality questions regarding special education and related services

ENSURING COMPLIANCE OF DATA QUALITY IN SPECIAL EDUCATION PROGRAMS

The Department of Federal and State Compliance in collaboration with the Office of Special Education Services (OSES) routinely conduct desktop and eligibility folder reviews to ensure data accuracy and integrity. These reviews are conducted using locally developed checklists.
Students Tab (in EasyIEP™)

- To search for a student, enter your search criteria such as ‘Student Last Name’ or ‘Student ID’ and click ‘View Students’

- Click on ‘View My Caseload’ to access your personalized caseload of students. This button will only appear if you are, or can be, a Case Manager for students

Hint: Click on the ‘Advanced Student Search’ button if you want to search for students with certain special education criteria. Using ‘Advanced Student Search’ you can search for students by disability category, service offerings, or Special Education compliance status.

Criteria for Selecting Students to View

Grade Level: All Grades
School: All Schools
Student Last Name: [input field]
Student First Name: [input field]
Student Middle Name: [input field]
Student ID: [input field]

- Exact Match
- General Ed
- Eligibility
- IEP
- Child Study
- Special Ed
- Discontinued
- Referral

Medicaid Status: Has Medicaid Number
Sort List By: Student’s Last Name

View Students
Advanced Student Search
View My Caseload
Managing Your Caseload (in EasyIEP™)

- Click on the ‘Students’ tab in the green navigation bar
- Click on the button labeled ‘View My Caseload’ and you will see the students on your caseload
- You can sort your caseload by any field by clicking on the name of the field at the top of the table (look for the blue hyperlink)
- Click on a student’s name, and you will be brought into the student’s record where you can access the ARD/IEP Process

Each student’s Compliance symbol will display here. Click on “CP” to view the compliance symbol page.

You can click on any of the blue hyperlinks at the top of the list to filter the list of student that displays. Click on the student name under the “name” column to view that student’s profile.
Basic Student Information (in EasyIEP™)

- An empty check mark means that nothing has been done to that section of a student’s record
- ✓ A green check mark means you have verified/completed the section
- ✗ A red X means you still have more information to add to the section

✓ ARD Team
✓ Notice of ARD Committee Meeting
✓ ARD Meeting Information
✓ Information Reviewed and Considered
✓ Evaluations and FIE Notice
✓ Eligibility Determination for Special Education and Related Services
✓ Present Levels of Academic Achievement and Functional Performance
✓ Annual Goals
✓ Supplementary Aids and Services
✓ Personal Health Plan
✓ Transition Information and Grad Plan
✓ Consideration of Special Factors
✓ Behavior Support Plan
✓ Instructional Services
✓ Related Services
✓ State and District-Wide Assessments
✓ Least Restrictive Environment
✓ Assurances
✓ Placement
✓ Notice of Proposal or Refusal
✓ Deliberations and ARD/IEP Team Signatures
✓ Parent Response to Proposed IEP
# EasyIEP™ Compliance Symbols

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>What to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>ARD/IEP and Eligibility are current.</td>
<td>All information in the system for the student is compliant.</td>
</tr>
<tr>
<td>🟡</td>
<td>It has been 1095 days (3 years) since this student’s Eligibility Date (i.e. a triennial re-evaluation is due).</td>
<td>When a re-evaluation is performed, you should update the student Eligibility Date. You can do this on the student’s Eligibility page.</td>
</tr>
<tr>
<td>🔴</td>
<td>It has been 1035 days since this student’s Eligibility Date (i.e. a triennial re-evaluation is due within two months).</td>
<td>When a re-evaluation is performed, you should update the student Eligibility Date. You can do this on the student’s Eligibility page.</td>
</tr>
<tr>
<td>🔴</td>
<td>Either 1) it has been 365 days since this student's Last ARD/IEP Date or 2) it has been 30 days since this student’s Eligibility Date and no ARD / IEP has been recorded (i.e. the student's Last ARD/IEP Date field is empty).</td>
<td>When you generate an ARD / IEP for this student using EasyIEP™, the Last ARD / IEP Date will automatically be updated.</td>
</tr>
<tr>
<td>🔴</td>
<td>Either 1) it has been 335 days since this student's Last IEP date, or 2) it has been 23 days since this student’s Eligibility Date and no ARD / IEP has been recorded (i.e. the student's Last ARD/IEP Date field is empty).</td>
<td>When you generate an IEP for this student using EasyIEP™, the Last ARD / IEP Date will automatically be updated.</td>
</tr>
<tr>
<td>⬧</td>
<td>It has been 30 school days since this student’s Referral Date and Eligibility has not yet been determined.</td>
<td>When a student’s Eligibility status is determined, the disability along with the date of the Eligibility determination should be entered on the student’s Eligibility Page.</td>
</tr>
<tr>
<td>⬧</td>
<td>It has been 23 days since this student’s Referral Date and Eligibility has not yet been determined.</td>
<td>When a student’s Eligibility status is determined, the disability along with the date of the Eligibility determination should be entered on the student’s Eligibility Page.</td>
</tr>
<tr>
<td>⬧</td>
<td>Within 30 days the student will need a new parent consent to determine eligibility.</td>
<td>Enter Parent Consent Date on Eligibility page.</td>
</tr>
<tr>
<td>🟠</td>
<td>If the Projected Parent Consent Date is reached without a new Parent Consent event entered in the system, the red stop sign will appear with a P inside.</td>
<td>Once you receive the Parent Consent and enter into the system, you have 50 days to determine eligibility. The Projected Eligibility Date will reflect this date.</td>
</tr>
<tr>
<td>🟠</td>
<td>The Final IEP is currently awaiting approval from the family. It is considered ‘proposed.’</td>
<td>When the family signs off on the signature page of the IEP, put the results into the system on the ‘Documents’ page.</td>
</tr>
</tbody>
</table>
TITLE I
TITLE I, PART A

Responsibility

The appropriate personnel to whom all Title I, Part A, coding questions should be directed:

Name: Tiffany Green, Grants Administrator–Title I, Part A
Department of External Funding

Phone Number: 713-556-6928

The Title I Campus Contact Person must provide personnel with names and coding information of students who are being served in the program. In no case should data entry/clerical personnel be responsible for determining whether a student is Title I eligible.

Principals must ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to campus reports for reasonableness and accuracy.

Title I, Part A, Schoolwide and Targeted Assistance Programs

Title I, Part A, schools have either schoolwide or targeted assistance programs. A schoolwide program permits a school to use funds from Title I, Part A, and other federal education program funds and resources to upgrade the entire educational program of the school in order to raise academic achievement for all the students. A Title I, Part A, targeted assistance program uses funds only for supplementary educational services for low-income students who are failing or at risk of failing to meet state standards.

Data Components

All students enrolled on a Title I, Part A, schoolwide campus must have a Title I, Part A Student Data record also referred to as a 461 record. The student data that is to be coded in Chancery for PEIMS reporting is required by TEA.

Schoolwide Campus

The only data elements that are to be completed for the PEIMS Fall October 2013 submission for Title I, Part A, schoolwide campus students are:

- INPUT-RECORD-TYPE-CODE (the record type code is 461)
- DISTRICT-ID (the district ID is 101912)
STUDENT-ID (the student ID generated by Chancery at the time of enrollment or should be provided from transferring campus if a student is coming from a campus within the state of Texas)

CAMPUS-ID-OF-ENROLLMENT (The campus ID of enrollment is the district ID and the campus number.)

TITLE-1-PART-A-INDICATOR-CODE (The indicator code is “6” for Title I, Part A, schoolwide campuses. A “6” was pre-coded for the returning students and indicates that the student attended a Title I, Part A, schoolwide campus the prior school year.)

Add Title I Participation Code

The Title I Participation Code must be entered prior to the PEIMS snapshot date which is the last Friday in October. For the 2013–2014 school year, that date will be October 25, 2013.

- To enter participation code click Actions after selecting a student from the task bar.
- Next click Add Title I Coding.

B. From the Add Title I PEIMS Coding page, click calendar icon  to enter Effective Date.

C. After clicking calendar icon, you are able to select a date. You can also add a date by directly entering it in the Effective Date box by using the correct format of mm/dd/yyyy.
D. From the drop down box next to Title I Part A Code, select the appropriate participation code for your campus.

1. **6 Schoolwide Participation**
   a. Selected for a Schoolwide Title I Campus
   b. Total number of students with an active eligibility code of 6 should be equal to the total enrollment for the campus

**Targeted Assistance Campus**

The only data elements that are to be completed for the PEIMS Fall October 2013 submission for Title I, Part A, targeted-assistance campus students are:

- **INPUT-RECORD-TYPE-CODE** (the record type code is 461)
- **DISTRICT-ID** (the district ID is 101912)
- **STUDENT-ID** (the student ID generated by Chancery at the time of enrollment or should be provided from transferring campus if a student is coming from a campus within the state of Texas)
- **CAMPUS-ID-OF-ENROLLMENT** (The campus ID of enrollment is the district ID and the campus number.)
- **TITLE-1-PART-A-INDICATOR-CODE** (The indicator code for Title I, Part A targeted assistance schools is “7” for only those students on the campus who participate in Title I, Part A targeted-assistance programs and/or services.)
- **TITLE-1-PART-A-READING -INDICATOR-CODE** (indicates whether a student on a targeted assistance campus has received Title I, Part A, funded supplementary reading instruction for a period of time during the course of the current school year or will receive Title I, Part A, reading instruction before July 1.)
- **TITLE-1-PART-A-MATHEMATICS-INDICATOR-CODE** (indicates whether a student on a targeted assistance campus has received Title I, Part A, funded supplementary mathematics instruction for a period of time during the course of the
current school year or will receive Title I, Part A, mathematics instruction before July 1.)

- **TITLE-1-PART-A-SCIENCE-INDICATOR-CODE** (indicates whether a student on a targeted assistance campus has received Title I, Part A, funded supplementary science instruction for a period of time during the course of the current school year or will receive Title I, Part A, science instruction before July 1.)

- **TITLE-1-PART-A-SOCIAL STUDIES-INDICATOR-CODE** (indicates whether a student on a targeted assistance campus has received Title I, Part A, funded supplementary social studies instruction for a period of time during the course of the current school year or will receive Title I, Part A, social studies instruction before July 1.)

**Eligibility Requirements**

Section 1113 of No Child Left Behind (Public Law 107-110) contains the requirements for identifying eligible school attendance areas and selecting the eligible areas that will participate in the Title I, Part A, program. A school district may use Title I, Part A, funds only in eligible school attendance areas.

A school district must use the same measure of poverty uniformly throughout the district to:

- identify eligible school attendance areas;
- determine the ranking of each area; and
- determine the allocation for each area.

The school district must select a poverty measure from the following options:

- the number of children ages 5 to 17 in poverty as counted by most recent census data approved by the Secretary [in this case, the 2010 Census];
- the number of children eligible to receive free or reduced-price lunch under the Richard B. Russell National School Lunch Act;
- the number of children in families receiving assistance under the Temporary Assistance for Needy Families (TANF) program;
- the number of children eligible to receive medical assistance under Medicaid program; or
- a composite of any of the above indicators.

Of the four measures of poverty that the statute permits a school district to use for identifying eligible school attendance areas and allocating funds, eligibility for free or reduced-price lunch is the measure most frequently used.
Documentation Requirements

Additional data must be captured and coded by the close of the school year for the Title I, Part A, program section of the NCLB Consolidated Compliance Report as required by TEA. The following end-of-year checklist will ensure that students are properly coded in Chancery. For a list of 2013–2014 Title I, Part A, campuses, visit the External Funding Web site (Quick Links) on HISDConnect.
https://www.houstonisd.org/portal/site/ExternalFunding

Schoolwide Campus:
- Is school a Title I schoolwide campus? Yes/No
- What is the total number of students (active and withdrawn) enrolled this year?
- What is the total number of active students with an eligibility code of “6” for “schoolwide”?
- Mandatory field of “parent involvement” (conference, education/training, family literacy, parent literacy, planning, volunteer) is coded and documentation on file. Yes/No?
- School/Parent Compact is coded and documentation on file. Yes/No?

Targeted Assistance Campus:
- Is school a Title I targeted assistance campus? Yes/No
- What is the total number of students (active and withdrawn) enrolled this year?
- What is the total number of active students with an eligibility code of “7” for “targeted assistance”?
- Mandatory field of “services” (math, reading, science, social studies, guidance, social work, health) is coded and documentation on file. Yes/No?
- Mandatory field of “parent involvement” (conference, education/training, family literacy, parent literacy, planning, volunteer) is coded and documentation on file. Yes/No?
- School/Parent Compact is coded and documentation on file. Yes/No?