

The background of the slide is a photograph of a school hallway. In the foreground, a wide set of blue stairs with metal railings leads up. Several students are walking on the stairs, some carrying backpacks. In the background, a large glass window looks out onto a green, tree-filled area. To the left, a hallway with other students is visible. A semi-transparent blue rectangular box is overlaid in the center of the image, containing the title and author information.

Student Attendance Accounting Handbook

Joe Herrera, Financial Compliance

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Student Attendance Accounting Handbook

State law requires that every Texas school district adopts an attendance accounting system that includes procedures to ensure the accurate recording and reporting of student attendance data. The *Student Attendance Accounting Handbook (SAAH)* contains the official attendance accounting requirements that all public school districts and open-enrollment charter schools in Texas must meet. The agency collects student attendance data primarily to ensure that Foundation School Program (FSP) funds can be correctly allocated to Texas's public schools.

The SAAH

- describes the FSP eligibility requirements for all students,
- prescribes the minimum standards for all attendance accounting systems,
- lists the documentation requirements for attendance audit purposes, and
- details the responsibilities of all district personnel involved in student attendance accounting.

The proposed version of the 2022-2023 SAAH has been added to the table below. The comment period for the proposed SAAH is from June 24, 2022 to July 25, 2022. Public comments can be sent to: <https://form.jotform.com/210613401561138>. The webpage will be updated with the final adopted version of the document after the completion of the comment period.

SAAH	PDF Version	Change Document	PDF Version
2022-2023 Handbook, Proposed	PDF, 4,543 KB	2022-2023 Change Document	PDF, 869 KB
2021-2022 Handbook, Adopted	PDF, 4,493 KB	2021-2022 Change Document	PDF, 1,032 KB

Financial Compliance

- [Financial Integrity Rating System of Texas](#)
- [Student Attendance Accounting Handbook](#)
- [Annual Financial and Compliance Reports \(AFRs\)](#)
- [Resource Guide \(FASRG\)](#)
- [School Health and Related Services](#)

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SAAH: Why and How

TEC 48.004

**Statutory Citations Relating to Amendment to 19 TAC Chapter 129, Student Attendance,
Subchapter AA, Commissioner's Rules, §129.1025, Adoption by Reference:
Student Attendance Accounting Handbook**

SAAH by Section: 1-13

- 1: Overview
- 2: Audit Requirements
 - general, system, documentation
- 3: Attendance
 - responsibilities, attendance taking, caler
- 4: Special Education
 - ECSE
- 5: Career and Technology (CTE)
 - contact hours, documentation
- 6: Emergent Bilinguals/English Learne
- 7: Prekindergarten
- 8: Gifted/Talented
- 9: Pregnancy Related Services
- 10: AEP and Disciplinary Removals
- 11: Nontraditional Programs
 - dual credit, OFSDP
- 12: Virtual Remote and Electronic Learning
- 13: Appendix / Glossary

A high-angle photograph of a classroom activity. Several students are gathered around a wooden table, using tablets and colorful manipulatives. One student in the foreground is holding a tablet displaying a grid-based application. Another student is pointing at a tablet. On the table, there are trays containing colorful blocks and beads, and a large black tray with a grid of colored dots. The text '2024-2025 Updates' is overlaid in a semi-transparent white box with blue text.

2024-2025 Updates

SAAH Section 2.3.1 Student Detail Reports

18. attendance data totals for all students, **summarized by grade** and including:

- days membership (both eligible and ineligible students)
- days absent (both eligible and ineligible students)
- total days present (both eligible and ineligible students) ~~(in-person, remote synchronous, and remote asynchronous)~~
- ineligible days present and total ineligible minutes present for OFSDP or HSEP students
- eligible days present and total eligible minutes present for OFSDP or HSEP students
- eligible days present for bilingual/ESL students ~~(in-person, remote synchronous, and remote asynchronous)~~
- eligible days bilingual/ESL dual language one-way program ~~(in-person, remote synchronous, and remote asynchronous)~~
- eligible days bilingual/ESL dual language two-way program ~~(in-person, remote synchronous, and remote asynchronous)~~
- eligible days bilingual/ESL dual language two-way program (Non EL-EB/English Proficient) ~~(in-person, remote synchronous, and remote asynchronous)~~
- eligible days present for PRS students ~~(in-person, remote synchronous, and remote asynchronous)~~

SAAH Section 2.3.2 Campus Summary Reports

5. attendance data totals for all students, **summarized by grade** and including:

- days membership (both eligible and ineligible students)
- days absent (both eligible and ineligible students)
- total days present (both eligible and ineligible students)
- ineligible days present
- eligible days present (~~in-person, remote synchronous, and remote asynchronous~~)
- eligible days bilingual/ESL (~~in-person, remote synchronous, and remote asynchronous~~)
- eligible days bilingual/ESL dual language one-way program (~~in-person, remote synchronous, and remote asynchronous~~)
- eligible days bilingual/ESL dual language two-way program (~~in-person, remote synchronous, and remote asynchronous~~)
- eligible days bilingual/ESL dual language two-way program (Non EL-EB/English Proficient) (~~in-person, remote synchronous, and remote asynchronous~~)
- eligible days PRS (~~in-person, remote synchronous, and remote asynchronous~~)
- eligible days special education mainstream (~~in-person, remote synchronous, and remote asynchronous~~)
- eligible days early education allotment educationally disadvantaged (grades kindergarten through three), if applicable

SAAH Section 2.3.3 District Summary Reports

5. attendance data totals for all students, **summarized by grade** and including:

- days membership (both eligible and ineligible students)
- days absent (both eligible and ineligible students)
- total days present (both eligible and ineligible students)
- ineligible days present
- eligible days present (~~in-person, remote synchronous, and remote asynchronous~~)
- eligible days bilingual/ESL (~~in-person, remote synchronous, and remote asynchronous~~)
- eligible days bilingual/ESL dual language one-way program (~~in-person, remote synchronous, and remote asynchronous~~)
- eligible days bilingual/ESL dual language two-way program (~~in-person, remote synchronous, and remote asynchronous~~)
- eligible days bilingual/ESL dual language two-way program (Non EL-EB/English Proficient) (~~in-person, remote synchronous, and remote asynchronous~~)
- eligible days PRS (~~in-person, remote synchronous, and remote asynchronous~~)
- eligible days special education mainstream (~~in-person, remote synchronous, and remote asynchronous~~)
- eligible days early education allotment educationally disadvantaged (grades kindergarten through three), if applicable

SAAH Section 2.3.4 Reconciliation of Teacher's Roster Information and Attendance Accounting Records

20. board-approved local policy that defines the instruction methods (i.e., synchronous, asynchronous, or a combination of both) (This local policy should include the official attendance times for synchronous instruction. Additionally, if the board policy indicates approval for asynchronous method, the LEA must create an asynchronous instructional plan.)

21. documentation of a student's instructional schedule, whether synchronous or asynchronous, that includes the minimum amount of instructional time to meet the two-through-four rule

SAAH Section 2.3.5 Additional Required Documentation

20. board-approved local policy that defines the instruction methods (i.e., synchronous, asynchronous, or a combination of both) (This local policy should include the official attendance times for synchronous instruction. Additionally, if the board policy indicates approval for asynchronous method, the LEA must create an asynchronous instructional plan.)

21. documentation of a student's instructional schedule, whether synchronous or asynchronous, that includes the minimum amount of instructional time to meet the two-through-four rule

22. any and all bell schedules used during the school year

SAAH 3.2.1 ADA Eligibility Coding

A student's eligibility to generate ADA is reported with an ADA eligibility code. Your district must use the following codes when reporting student attendance.

Note: The two-through four-hour rule includes recess and in-class breakfast.

Note: For prekindergarten (pre-K) or combined pre-k and EE programs ONLY, the two-through four-hour rule includes recess, breakfast, and lunch.



SAAH 3.2.1.1 Code 0 Enrolled, Not In Membership

- **A student receiving special education and related services who has graduated but returned to school or is continuing enrollment after meeting graduation requirements and is scheduled for fewer than two hours of instruction per day**
- a student who receives all his or her special education and related services through an approved **contract with a nonpublic day or nonpublic residential** school

SAAH 3.2.1.10 Code 9 Enrolled, Not In Membership Due to Virtual Learning

Code 9 applies to a student who is enrolled in a virtual learning program but not in membership. ~~This code applies to students who are attending a virtual program under SB15 and are not eligible to participate in the program.~~

SAAH 3.2.2 Funding Eligibility

The following table explains more fully the requirements a student must meet to be eligible to generate ADA and FSP funding.

Note: The two-through four-hour rule includes recess and in-class breakfast.

Note: For prekindergarten (pre-K) or combined pre-k and EE programs ONLY, the two-through four-hour rule includes recess, breakfast, and lunch.



SAAH 3.2.2 Funding Eligibility

through a flexible program, but not according to the requirements of that program,	is ineligible for flexible attendance program participation (is not eligible to generate ADA)	ADA eligibility code 8.
through a virtual, hybrid, and remote program, but does not meet the eligibility requirements for the program,	is not eligible to generate ADA but would be eligible for certain FSP allotment funding	ADA eligibility code 9.

SAAH 3.2.2 Funding Eligibility

Two-through-four-hour rule eligibility chart

Included	Not Included
<ul style="list-style-type: none">● instruction● in-class breakfast● breakfast and lunch (pre-K only <u>or combined pre-k and EE programs</u>)● recess● work-based learner● study program for state assessments (if the student has met all graduation requirements)	<ul style="list-style-type: none">● study hall● sign ins● repeated courses (if a student has already received credit for that course; see 3.2.2.2 Time Spent in Course for Which Student Has Already Received Credit for the exception)



SAAH 3.2.2.4 Funding Eligibility of Students Who Have Met All Graduation Requirements

If a student has completed all the requirements for a high school diploma, the student is not eligible to continue to generate ADA for funding purposes. Exceptions are students who are eligible to graduate but who continue their education to meet the requirements of a higher high school diploma standard; students enrolled in a TEA-designated Pathways in Technology Early College High School (P-TECH) and coded in TSDS PEIMS (**E3063**); **students** who have not met the assessment requirements for graduation; **students who are continuing enrollment to receive special education services; or students who have returned to school to receive special education services after receiving a diploma.** (See 3.2.2.5 Funding Eligibility of Students Who Have Met All Graduation Requirements Except Passing Required State Assessments **and 3.2.3 Age Eligibility**).

SAAH 3.2.3.2 Additional Information about Maximum Eligible Age

Your school district may provide instruction to a student who has **been awarded a** ~~already graduated with a regular~~ high school diploma. However, unless the student is returning to school after graduating under [19 TAC §89.1070\(b\)\(2\) or \(3\)\(A\), \(B\), or \(C\)](#) as determined by an ARD committee, the student is **not** eligible for funding and must be recorded with an ADA eligibility code of 0, 4, or 5, as applicable. Exceptions are students who are eligible to graduate but who continue their education to meet the requirements of a higher high school diploma standard. These students must still meet eligibility requirements for funding. (See [3.6.3.1 Attendance Taken Before the End of the Academic Year](#).) Districts may allow a student to remain enrolled in order to graduate with their class if graduation will occur by the end of the school year in which the student completes graduation requirements. However, the student is **not** eligible for funding and must be recorded with an ADA eligibility code of 0, 4, or 5, as applicable.



SAAH 3.3.2 District Responsibility to Secure Records

Upon a student **who is entitled to enroll per 3.3.6 Student Entitled to Attend School in a Particular District and who seeks to or intends to enroll** in your district, your district must request the required student information listed in [3.4 Withdrawal Procedures](#). Note that student records **must** be requested, sent, and received using the Texas Records Exchange (TREx) system. If your district requests this information from the district where a student was previously enrolled and that district fails to provide the required information within 10 working days, your district should report the noncompliant district to the Division of Compliance and Inquiries Division of TEA at (512) 463-3544.



SAAH 3.3.5 Entry and Reentry Dates

The student's entry date is the first day the student is physically or virtually present during the official attendance accounting period on a particular campus at the attendance taking time (see [3.6.2 Time of Day for Attendance Taking](#)). A student's reentry date is the first day the student is physically present during the official attendance accounting period at the attendance taking time after having been withdrawn from the same campus. **A student cannot be absent on either the entry or the reentry date. Also, a student cannot be absent on their first day of school.**

The student is in membership on both the entry date and the reentry date. See [3.2 Membership and Eligibility for Attendance and Foundation School Program \(FSP\) Funding](#) for minimum time requirements for a student to be in membership.

Students that begin school as homebound, including CEHI, may indicate their "official entry date" as the first day of the school year as long as all the documentation requirements are met and the full number of hours needed are provided by the end of that week.



SAAH 3.3.6.3 Entitlement of Students of Active Military Servicemembers and Peace Officers to Transfer

Districts must accept the transfer application of students whose parent or guardian is an active military servicemember or peace officer and requests a transfer to another campus in the currently enrolled district or to another adjoining school district.

SAAH 3.3.9 Infants and Toddlers Who Are Deaf or Hard of Hearing or Have Visual Impairments or Both

The following information is required to enroll an infant or toddler in the district or RDSPD that will be providing the appropriate services as described in the IFSP:

- Parent or guardian name**
- Family's home address**
- Legal name of the child**
- Child's date of birth**
- Child's identified disability/disabilities for which district services will be provided**
- Copy of current IFSP (Services are required to start within 28 days of the signed IFSP)**

Districts do not need proof of age or identity or current immunization records. Infants and toddlers receiving services under an IFSP, which is through the early childhood intervention (ECI) program coordinated by the Texas Health and Human Services Commission (HHSC) generally do not receive services at an actual school building; therefore, immunization records are not needed until the child transitions to IDEA Part B (school-age) services at age three or older. If an infant or toddler is attending a school-based program, the family will have to present the same enrollment documentation as is expected for any child who is attending school.

SAAH 3.4.4 Information and Record Transfer

- **if a language other than English is identified, the original copy of the home language survey**
- **initial/end-of-year Language Proficiency Assessment Committee (LPAC) documentation, if applicable**
- **parental permission/denial forms for bilingual education programs, or English as a second language (ESL) program services, if applicable**

SAAH 3.7 General Education Homebound (GEH) Program

Note: A student who has an infant (0-6 months) considered medically fragile and who meets the criteria in the bullets listed above may also be considered for the GEH program.

SAAH 3.8 Calendar

Full-day Pre-K for Eligible <u>Four Year Olds</u>	75,600			Provide 75,600 minutes of operation along with any applicable waivers.
Full-day Virtual Campus with Its Own CDCN	75,600			Provide 75,600 minutes of operation along with any applicable waivers.
Half-day Pre-K for Eligible <u>Three Year Olds</u> and Ineligible Students		32,400		Provide 32,400 minutes of instruction along with any applicable waivers.

SAAH Section 3.8

Note: Calendars for some standalone programs (e.g. grade level of EE or high school continuer programs) may follow the main campus calendar if the program also follows the regular schedule of the main campus. Students who could be scheduled by an ARD committee to be on the main campus at any time during the school day, may be reported on the main campus calendar. Standalone programs that do not follow the main campus calendar and have not been allotted a modified operational minutes requirement by TEC, §48.005(i)-(j) as outlined in the chart above, are expected to meet the 75,600 operational minute requirement. Any calendar that does not meet minimum minute requirements is subject to audit and may experience a proportional funding adjustment.



SAAH Section 3.8.1.3 Low-Attendance Day Waivers

Note: An instructional day that experienced low attendance but does not meet the qualifications for the waiver must still report that date as a day of instruction and should not be changed to a non-instructional day, even if the LEA has excess minutes in the calendar. Local education agencies are responsible for submitting current, complete, and accurate data required for each PEIMS and TSDS collection.

Each person entering data into the attendance accounting system must attest that the data he or she has entered are true and correct to the best of his or her knowledge. The superintendent must affirm that he or she has taken measures to verify the accuracy and authenticity of the attendance data (see SAAH, Section 3.1 Responsibility).

SAAH Section 3.8.1.4 Staff Development Waivers

Note: Effective with the 2025–2026 school year, districts and open-enrollment charter schools that are four-day-school-week LEAs are not eligible to receive a staff development waiver.

SAAH Section 3.8.1.4 Staff Development Waivers

Note: Districts or charter schools must demonstrate that they are providing high quality staff development that will impact student outcomes. **The waiver is applicable only to real-time staff development that all district staff participate in simultaneously in lieu of student instruction.** Staff development on staff development waiver days may be specific to the needs of individual campuses/workgroups and may be delivered at different physical locations, however the professional development must be synchronous and scheduled to take place at the same time and for the same length of time for all staff employed at the same campus on the day(s) the district is claiming staff development waiver minutes for that campus. Staff development not utilized as part of the waiver may still take place, however “exchange/trade” days or professional development that staff receive on their own time outside of the school/workday may not be counted toward the waiver minutes allotted for staff development.



SAAH Section 3.8.1.8 School Safety Training Waiver

A waiver of operational and instructional time may be applied for by a district requiring each educator employed by the district to attend an approved Texas School Safety Center (TxSSC) school safety training course. As the waiver is for operational and instructional minutes, it may not be used prior to the first day of student instruction or after the last day of student instruction. In order to qualify for the waiver, the training course must be listed on the TxSSC's List of Approved Trainings for Operational and Instructional Time Waivers for School Safety Training. The waiver is limited to a maximum of 420 minutes but must reflect actual training minutes provided for the approved training course.

An application for school safety training minutes must be submitted using TEA's automated waiver application system and the School Safety Waiver application, which is available in TEAL. Your district must include the following items in its application:

- the specific TxSSC approved training course information; and
- a copy of the board agenda at which the board approved the specific waiver request.

The district must locally retain documentation and records of all staff taking the training, including the date and hours or minutes of the training. The agenda should clearly identify the type(s) of training and how long each agenda item took to cover the material.

SAAH Section 3.11 Examples

See Section 3 Examples

SAAH Section 4.1 Responsibility

Note: Your district must not assign attendance personnel the responsibility of determining the coding information for a student who is receiving special education services. Special education staff members, directors, or teachers should provide attendance personnel with names and coding information of students who are eligible and whose documentation is in order. Special education directors and staff members are responsible for reviewing special education 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 those changes. The attendance personnel are then responsible for entering the changes in the student attendance accounting system. At the end of each six-week reporting period, special education staff members should check the Student Detail Report for any coding errors.

SAAH Section 4.3.3 Enrollment Procedures for a Student Who is New to Your District but Was Previously Receiving Special Education Services

1. When a student moves from one district to another within the state **of Texas** in the same school year **or during the summer** and either the parents or previous district verifies that the student had an IEP that was in effect in the previous district, your district must meet the requirements of 34 CFR, §300.323(e), **by either adopting the student's IEP from the previous district or developing, adopting, and implementing a new IEP. The** timeline for adopting the student's previous IEP or developing, adopting, and implementing a new IEP is 20 school days from the date the student is verified as being a student eligible for special education services.

Verification means the new district has received a copy of the student's IEP that was in effect in the previous district.



SAAH Section 4.3.3 Enrollment Procedures for a Student Who is New to Your District but Was Previously Receiving Special Education Services

2. When a student transfers from a school district in another state in the same school year **or during the summer** and the parents or previous district verifies that the student had an IEP that was in effect in the previous district, **your district** must, **if determined necessary, conduct a full individual and initial evaluation and make an eligibility determination and, if appropriate, develop, adopt, and implement a new IEP, within the timelines established by 19 TAC §89.1011. If your district determines that an evaluation is not necessary, the timeline to develop, adopt, and implement a new IEP is 20 school days from the date the student is verified as being a student eligible for special education services.**



SAAH Section 4.3.3 Enrollment Procedures for a Student Who is New to Your District but Was Previously Receiving Special Education Services

3. Your district must take reasonable steps to promptly obtain the student's records from the previous district. If a parent hasn't already provided verification of eligibility and your district has been unable to obtain the necessary verification records from the previous district by the 15th working day after the date a request for the records was submitted by your district to the previous district, your district must seek verification from the student's parent. If the parent provides verification, your district must comply as described in (1) and (2) above. You are encouraged to ask the parent to provide verification before the 15th working day after the date a request for the records was submitted by your district to the previous district. If the parent is unwilling or unable to provide such verification, your district must continue to take reasonable steps to obtain the student's records from the previous district and provide any services comparable to what the student received at the previous district if the previous district communicates those to your district.



SAAH Section 4.3.3 Enrollment Procedures for a Student Who is New to Your District but Was Previously Receiving Special Education Services

4. “Verify” means that your district has received a copy of the student’s IEP that was in effect in the previous district. The first school day after your district receives a copy of the student’s IEP that was in effect in the previous district begins the timelines described in (1) and (2) above.

5. While your district waits for verification, you must take reasonable steps to provide, in consultation with the student’s parents, services comparable to those the student received from the previous district if your district has been informed by the previous district of the student’s special education and related services and placement.



SAAH Section 4.3.3 Enrollment Procedures for a Student Who is New to Your District but Was Previously Receiving Special Education Services

6. Once your district receives verification that the student had an IEP in effect at the previous district, comparable services must be provided to a student during the timelines described in (1) and (2) above. Comparable services include provision of extended school year (ESY) services if those services are identified in the previous IEP or if your district has reason to believe that the student would be eligible for ESY services.

7. The ARD committee must determine the instructional setting code and speech therapy indicator code according to the committee's interim placement for the student (that is, the placement necessary to provide comparable services pending development and implementation of a new IEP) or final placement for the student (as determined by the adopted or newly implemented IEP). Additionally, the ARD committee determines the date that services will begin (the effective date).



SAAH ~~Section 4.3.3.2 Summer Registration Procedures~~

~~A student with a disability who has an IEP in place from a previous in- or out-of-state school district and who registers in a new school district during the summer is not considered a transfer student for the purposes of 34 CFR, §300.323(e) or (f). For these students, if the parents or in- or out-of-state district verifies before the new school year begins that the student had an IEP that was in effect in the previous district, the new school district must implement the IEP from the previous school district in full on the first day of class of the new school year or must convene an ARD committee meeting during the summer to revise the student's IEP for implementation on the first day of class of the new school year.~~

~~If the student's eligibility for special education and related services cannot be verified before the start of the new school year, then the timelines for a student who transfers during the school year from an in-state or out-of-state district described above will apply, as applicable to the location of the student's previous district.~~

~~If the new district wishes to convene an ARD meeting to consider revision to the student's IEP before the beginning of the school year, the new district must determine whether the parents will agree to waive the five-school day notice. If the parents agree, the new district must make every reasonable effort to hold the ARD meeting prior to the first day of the new school year.~~

~~Verification means the new district has received a copy of the student's IEP that was in effect in the previous district.~~



SAAH Section 4.5.2 Private or Home School Student Aged Five through 21 Years

If an ARD committee determines that a private or home school student five through 21 years of age is eligible for special education and related services, the parent may enroll the student full time in public school.

If the parent does not do this, your school district must make the special education and related services available as provided for in 19 TAC §89.1096. Since the obligation of your district to provide special education and related services is limited, **the** services provided will be under a services plan, **sometimes referred to as an individualized services plan, or ISP**, not an IEP. **These** students will not generate ADA. However, **students receiving services under a services plan** should be entered into TSDS PEIMS with an ADA eligibility code of 0 – Enrolled, Not in Membership, and counted on the **last Friday of October for the TSDS PEIMS Fall Submission** child count snapshot for data reporting purposes.



SAAH Section 4.7 Instructional Setting Codes

This subsection provides a description of each instructional setting and the numeric code that is used to report that setting in the local attendance accounting system and TSDS PEIMS. (See code descriptor table C035, TSDS PEIMS Data Standards, available at <https://www.texasstudentdatasystem.org/tsds/teds/ods-upgrade-data-standards>.) **Please note that recent changes to commissioner rules related to instructional arrangements at 19 TAC §89.1005 have been incorporated into this document. There may be a lag between updating the descriptions in the TSDS PEIMS Data Standards; your district should use this document as the source of updated descriptions until those edits are made.**



SAAH Section 4.7.2 Code 00 No Instructional Setting (Speech Therapy)

Instructional Setting Code 00: Information Specific to TSDS PEIMS StudentSpecialEducationProgramAssociation Entity

The TSDS PEIMS **StudentSpecialEducationProgramAssociation Entity** allows for only one instructional setting code to be reported for a student.

A student will have an instructional setting code of 00 reported on the TSDS PEIMS StudentSpecialEducationProgramAssociation Entity when:

- **a student is receiving speech therapy (regardless of whether the therapy is provided by a push-in model in a general education classroom or pull-out model in another location) and no other special education instructional or related services; or**
- **a student is receiving speech therapy and one or more related services (supportive services that do not constitute instructional services such as occupational therapy, physical therapy, etc.) (regardless of whether the related services are provided by a push-in model in a general education classroom or pull-out model in another location) but no special education instructional services.**

SAAH Section 4.7.2 Code 00 No Instructional Setting (Speech Therapy)

A student whose instructional setting code is reported as 00 on the TSDS PEIMS **StudentSpecialEducationProgramAssociation Entity** must have a speech therapy indicator (**SpecialEducationProgramService (C341) 24 (Special Education Student Receives Speech Therapy Only)**).

A student will NOT have an instructional setting code of 00 reported on the TSDS PEIMS StudentSpecialEducationProgramAssociation Entity when the student receives speech therapy (regardless of whether the therapy is provided by a push-in model in a general education classroom or pull-out model in another location) and also receives special education instructional services. In this case, the code used for the TSDS PEIMS StudentSpecialEducationProgramAssociation Entity will be the student's primary instructional arrangement and will indicate a speech therapy indicator (SpecialEducationProgramService (C341) 25 (Special Education Student Receives Speech Therapy and Other SPED Instructional Setting)). If the student receives related services, the time spent in those related services in a special education setting will be considered when determining the student's instructional arrangement setting.

Instructional Setting Code 00: Information Specific to TSDS PEIMS **SpecialEducationProgramReportingPeriodAttendance Entity**

The TSDS PEIMS **SpecialEducationProgramReportingPeriodAttendance Entity** (for special education attendance data - student) allows for multiple instructional setting code to be reported for a student for a given period. If two instructional setting codes are reported for a student for a given period, one of them must be 00. **The only time two setting codes would be reported is when a student receives special education instructional services in addition to speech therapy.**

SAAH Section 4.7.2 Code 00 No Instructional Setting (Speech Therapy)

A student who is receiving speech therapy services and is not receiving **special education** instructional services through any other instructional setting (for example, the resource room) for a given period should have only one instructional setting code reported on the **TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity** for that period: 00. Code 00 is used regardless of whether the **therapy is provided by a push-in model in a general education classroom or a pull-out model in another location and if the student is receiving any other related services.**

A student who receives speech therapy services and who also receives **special education** instructional services **in a special education setting (see exception below as to why special educational instructional services in a general education setting cannot be reported through the TSDS PEIMS Special EducationProgramReportingPeriodAttendance Entity)** for a given period should have two instructional setting codes reported on the **TSDS PEIMS SpecialEducationProgramReportingPeriodAttendance Entity** for that period: 00 and the code for the other instructional setting through which the student is receiving **special education** instructional services

SAAH Section 4.7.2 Code 00 No Instructional Setting (Speech Therapy)

Exception: The **SpecialEducationProgramReportingPeriodAttendance Entity** does not permit reporting of the 40 - Mainstream instructional setting code. If a student **receives their special education instructional services** in a general education instructional setting and also receives speech therapy services, the **SpecialEducationProgramReportingPeriodAttendance Entity** should have only one instructional setting code reported: 00.

SAAH Section 4.7 Instructional Setting Codes

- **4.7.2 Code 01 - Homebound**
- **4.7.3 Code 02 - Hospital Class**
- **4.7.4 Code 08 - Vocational Adjustment Class (VAC)**
- **4.7.6 Applicable Federal Law and Additional Guidance Regarding the Location of Services for Students Currently Residing in a Hospital, Residential Facility, or State Supported Living Center**
- **4.7.10 Code 40 – Special Education Mainstream**
- **4.7.11 Code 41 or 42 - Resources Room/Services**
- **4.7.12 Code 43 or 44 - Self-Contained, Mild/Moderate/Severe, Regular Campus**
- **4.7.13 Additional Guidelines for Instructional Setting Codes 41-44**
- **4.7.15 Code 50 - Residential Nonpublic School**
- **4.7.16 Code 60 - Nonpublic Day School**
- **4.7.19 Code 81, 82, 83, 84, 85, 86, 87, 88, 89, or 89 - Residential Care Treatment Facility (Not School District Resident)**
- **4.7.20 Code 91, 92, 93, 94, 95, 96, 97, or 89 - Off Home Campus**
- **4.8.1 Speech Therapy Indicator Codes**



SAAH Section 4.9.3 ECSE Services and Pre-K Programs

Coding Chart 1: ECSE Services and Pre-K													
½ day for purposes of this chart is a 2 hour instructional day Full day for purposes of this chart is at least a 4 hour instructional day	Student Age ¹	ADA Elig. Code	Instructional Setting Code	Grade Level	PPCD Ind.	ECI Ind	Child Count	ADA Elig. Code	Instructional Setting Code	Grade Level	PPCD Ind.	ECI Ind	Child Count
		Coding Information for Student Who is Eligible for Both Special Education AND Free Pre-K						Coding Information for Student Who is Eligible for Special Education BUT Ineligible for Free Pre-K ²					
served in the pre-K classroom by pre-K and special education teachers for ½ day ³	3 or 4	2 half-day	40	pre-K	1	0	3	2 half-day	40	EE	1	0	3
served in the pre-K classroom by pre-K and special education teachers for full day ³	3 or 4	1 full-day	40	pre-K	1	0	3	1 full-day	40	EE	1	0	3
served in the pre-K classroom by pre-K teacher for ½ day with indirect and/or consultative services by special education teacher	3 or 4	2 half-day	40	pre-K	1	0	3	5 ineligible half-day	40	EE	1	0	3
served in the pre-K classroom by pre-K teacher for full day with indirect and/or consultative services by special education teacher	3 or 4	1 full-day	40	pre-K	1	0	3	4 ineligible full-day	40	EE	1	0	3
served in the ½ day pre-K classroom by pre-K teacher but leaves for special education and related services in a self-contained (S-C) environment less than 21% of the instructional day	3 or 4	2 half-day	41	pre-K	1	0	3	5 ineligible half-day	41	EE	1	0	3
served in the ½ day pre-K classroom by pre-K teacher but leaves for special education and related services in a S-C environment at least 21% but less than 50% of the instructional day	3 or 4	2 half-day	42	pre-K	1	0	3	5 ineligible half-day	42	EE	1	0	3
served in the ½ day pre-K classroom by pre-K teacher but leaves for special education and related services in a S-C environment at least 50% but less than 60% of the instructional day	3 or 4	2 half-day	43	pre-K	1	0	3	5 ineligible half-day	43	EE	1	0	3
served in the pre-K classroom by pre-K teacher for ½ day and in a S-C classroom for another ½ day	3 or 4	1 full-day	43	pre-K	1	0	3	2 half-day	43	EE	1	0	3
served in the pre-K classroom by pre-K and special education teachers for ½ day and in a S-C classroom for another ½ day	3 or 4	1 full-day	43	pre-K	1	0	3	1 full-day ³	43	EE	1	0	3
served in the ½ day pre-K classroom by a pre-K teacher but leaves for special education and related services in a S-C environment more than 60% of the instructional day	3 or 4	2 half-day	44	pre-K	1	0	3	5 ineligible half-day	44	EE	1	0	3
served in a S-C classroom by a special education teacher for ½ day (Students in this setting receive only special education and related services.) ⁴	3 or 4	2 half-day	45	EE	1	0	3	2 half-day	45	EE	1	0	3
served in a S-C classroom by a special education teacher for full day (Students in this setting receive only special education and related services.) ⁴	3 or 4	1 full-day	45	EE	1	0	3	1 full-day	45	EE	1	0	3



More SAAH Section 4 Updates

- **4.10 Special Education Services for Infants and Toddlers**
- **4.12 Coding Chart: Services for Students with Disabilities—
Exceptions to the Norm**
- **4.13 Extended School Year (ESY) Services**
- **4.17: Teacher Requirements**
- **Section 4 Examples**



SAAH Section 5.5 CTE (Contact Hour) Codes

Each CTE course must be reviewed separately to determine the average minutes per day students attend that course. **Three contact hours (V3) is the maximum an LEA may claim for a single course.** To receive CTE weighted funding, **LEAs must ensure CTE course periods are a minimum of 45 minutes on standard/regular bell schedule days.** Days **covered by a waiver in Section 3 should be** excluded from the local calculation **since they are not part of standard/regular bell schedule days.**



SAAH Section 5.10 Documentation

documentation showing the average minutes per day for each CTE course, such as a course calendar (class periods are required to be a minimum of 45 minutes in length **on standard/regular bell schedule days** to receive CTE weighted funding; see 5.5. CTE (Contact Hour) Codes for more details);



SAAH Section 5.12 Examples

See Section 5 Examples



SAAH Section 6 Bilingual/English as a Second Language

The term “exit,” as used in this section, is interchangeable with the term “transfer,” used in the TEC, Chapter 29, Subchapter B. A distinction has been made to clarify the difference between the use of the terms “reclassification” and “exit” in alignment with 19 TAC Chapter 89, Subchapter BB. Reclassification is the process ~~for EB students who have met criteria to be identified as non-EB/English Proficient (EP)~~ **by which the LPAC determines that an EB student has met the appropriate criteria to be classified as English Proficient, and the student enters year 1 of monitoring as indicated in TSDS PEIMS.** ~~“Exit” describes the process for reclassified students to no longer participate in a bilingual or ESL program~~ **is the point at which a student is no longer classified as an EB student and ends bilingual or ESL program participation based on LPAC recommendation and parental approval.**

Within this section, the term “parent” includes the parent or legal guardian of the student in accordance with the TEC, §29.052. Also, the term “district” includes all school districts, public open-enrollment charter schools, and districts of innovation.

SAAH 6.2 Identification of Emergent Bilingual (EB) Students and Enrollment Procedures

1. Upon initial enrollment in a Texas public school, a student's parent completes a home language survey (HLS), indicating **which languages are used at home, which languages are used by the child at home, and which languages were used in a previous home setting, if applicable.** (see 6.10.1 Home Language Survey (HLS) Requirements). Students in grades nine through 12 may complete the HLS themselves.

SAAH 6.2 Identification of Emergent Bilingual (EB) Students and Enrollment Procedures

2. If multiple languages are indicated on questions 1 or 2, LEAs are guided to report the language other than English. If multiple languages other than English are listed, LEAs are guided to ask the parent to indicate (in writing or through documented phone conversation) which of the two non-English languages is used most of the time. This clarification should occur in a timely manner so the identification process can be completed within the 4-week period. If English is indicated on questions 1 and 2 but a language other than English is indicated on question 3, LEAs are guided to report the language other than English for the student language.

Parents may request a correction on the HLS only if the child has not yet been assessed for English proficiency and corrections are made within two calendar weeks of the child's enrollment date.

If a language other than English is indicated on any of the **three** required questions on the **home language** survey, the district must assess the student for English language proficiency using the state-approved assessment. Additionally, if the school district is required to provide a bilingual education program at the elementary grades, a language proficiency assessment in the primary language of the student must be administered for students at the elementary grade levels whose primary language is that of the bilingual education program.

SAAH 6.2 Identification of Emergent Bilingual (EB) Students and Enrollment Procedures

3. District personnel who are proficient in the language of the test and trained in the language proficiency testing requirements of the test publisher assess the student for English language proficiency using the state-approved English language proficiency assessment. Additionally, primary language proficiency is assessed, as appropriate, using the state-approved Spanish language proficiency assessment or informal language assessment measures for languages other than Spanish (19 TAC §89.1226(d)).

Important: A student will be identified as EB if the student is not English proficient or the student's disabilities are so severe that the English language proficiency assessment cannot be administered (19 TAC §89.1226(g)). **The student's primary language proficiency level is not a criteria for identification but is used for subsequent instructional purposes.**

SAAH 6.2 Identification of Emergent Bilingual (EB) Students and Enrollment Procedures

4. The language proficiency assessment committee (LPAC) convenes to identify the student as EB or as English proficient based on the results of the English language proficiency assessment and recommends placement of the identified EB student in either the bilingual or ESL education program, in accordance with 19 TAC §89.1205 (a) and (c). However, district personnel **do not yet** assign the student a bilingual or ESL program type code in the attendance accounting system until parental consent is received.

SAAH 6.2 Identification of Emergent Bilingual (EB) Students and Enrollment Procedures

5. The LPAC must **use the standardized Parental Notification of Identification and Approval of Placement letter** to **inform the parent** that the student has been identified as EB and to request documented parental approval to place the student in the required bilingual or ESL education program. (19 TAC §89.1220(h)).

Documentation of parental approval for bilingual or ESL program participation must be obtained. Parental approval may be obtained in writing with the parent's signature and date on the **Parental Notification of Identification and Approval of Placement letter**, through a documented phone conversation, or through an email that is retained in accordance with 19 TAC §89.1220(m).

SAAH 6.2 Identification of Emergent Bilingual (EB) Students and Enrollment Procedures

6. Once documented parental approval has been received, district personnel assign the student the appropriate bilingual or ESL program type code and parental permission code in the attendance accounting system.

SAAH 6.2.1 Student Transferring from within Texas

The procedures below must be completed within the first four calendar weeks of a student's transfer to and enrollment in a Texas public school.

1. District personnel shall obtain student records from the sending district, including the HLS and supporting LPAC documentation. Multiple attempts to obtain records shall be documented in writing.
2. If the sending district cannot **provide** the original HLS, a new HLS should **not** be administered if there is sufficient LPAC documentation, such as Texas English Language Proficiency Assessment System (TELPAS) scores, **LPAC documents such as parental approval forms**, and/or TSDS PEIMS data from the sending district that shows the student was identified as EB. **The receiving district documents that the original HLS was not included in the student's cumulative folder and document the attempts and/or reason why the HLS was not obtained.**

SAAH 6.2.1 Student Transferring from within Texas

3. The LPAC convenes to analyze student records from the sending district, determines whether the student was previously identified as EB, recommends continuation of program services, as appropriate, and ensures that documented parental approval for current program participation has been obtained.

4. Once documented parental approval has been confirmed by the LPAC, district personnel assign the student the appropriate bilingual or ESL program type code and parental permission code in the attendance accounting system. The date of the student's enrollment from another Texas public school is the start date for continued program services if the student has been previously identified and served in Texas.

SAAH 6.3 Initial Program Placement/Eligibility

Each EB student must be served according to the following guidelines. On a student's initial enrollment and at the end of each school year, the LPAC must review all pertinent information on the EB student. The LPAC must: designate, subject to parental approval, the initial instructional placement of each EB student in the required bilingual or ESL program; classify the student's level of English proficiency according to the results of appropriate tests; identify the level of academic achievement of each EB student; determine whether reclassification criteria has been met at the end of the year only; and recommend the student's exit from the bilingual or ESL education program, as appropriate, upon reclassification at the end of the year only. 158 Reclassification as English proficient may only occur at the end of the school year, and a student may not be reclassified in pre-K or kindergarten.

SAAH 6.3 Initial Program Placement/Eligibility

The LPAC's responsibilities for each EB student at the time of program placement include the following as stated in TEC §89.1220(g)

- **Designate the language proficiency level of each EB student in accordance with §89.1226(b)-(f).**
- **For Texas transfer students, review permanent record and LPAC documentation from the previous Texas school district to determine EB identification.**
- **Recommend, subject to parental approval, the initial instructional placement of each EB student without restricting access due to scheduling, staffing, or class size constraints.**
- **Review linguistic progress and academic achievement data of each EB student to inform instructional practices**
- **Facilitate EB student participation in other special programs for which they are eligible while ensuring full access to the language program required under TEC 29.053.**

SAAH 6.10.1 Other Required Documentation

The student's record must contain documentation of all actions impacting the EB student. This documentation must include the following:

1. **the original home language survey**
2. the identification of the student as EB
3. the designation of the student's level of language proficiency
4. the recommendation of program placement
5. parental **approval or denial of placement** into the program
6. the **date of placement in** the program
7. documentation of state assessment participation decisions, any designated supports provided, and the justification for these decisions
8. **additional instructional linguistic accommodations provided to address the specific language needs of the student**
9. documentation of the student's eligibility to use the special provision for the end-of-course exam for English I/ESOL I, if applicable
10. **the date of reclassification as English proficient by the LPAC and the date of exit from the program with parental approval**

SAAH 7.2.2.1 Documentation Required

If the student is eligible for pre-K based on the identification **as emergent** bilingual, the following documentation must be on file.

- HLS. The HLS is administered in English and the home language. For students of other language groups, the HLS is translated into the home language whenever possible. The survey contains the following questions:
 - “What language(s) is/are used in the child’s home most of the time?”
 - “What language(s) does the child use most of the time?”
 - **If the child had a previous home setting, what language(s) was/were used for communication in that home setting?**
- Proof that the student's score on the state’s English oral language proficiency test is below the level designated for indicating English proficiency.
- Documentation of the LPAC’s identification of the student **as emergent** bilingual.

SAAH 7.2.3 Pre-K Eligibility Based on Being Educationally Disadvantaged (Eligible for the NSLP)

Additional notes regarding State Medicaid Program:

The only way to verify whether a student receives Medicaid Free or Reduced is through direct verification in Texas-ELMS, to which the staff verifying prekindergarten eligibility do not have access.

Additionally, there are other types of assistance in Texas that produce an assistance card/ EDG number similar to Medicaid but would not qualify for the National School Lunch Program due to income levels. It is recommended for local educational agencies to request income documentation to verify that the income level meets requirements for the student's participation in the NSLP.



SAAH Section 11.5 Additional Days School Year (ADSY)

~~In June 2019, the passage of House Bill 3 (HB3) by the 86th Texas Legislature added~~ **Additional Days School Year (ADSY) provides** half-day formula funding for school systems that add instructional days to any of their ~~elementary schools starting in the 2020–2021 school year~~ **pre-K through fifth grade serving campuses** (TEC, §48.0051). Districts will generate half-day funding for each instructional day after their 180th instructional day up to their 210th instructional day. ADSY funding is available at the campus level. To be eligible for ADSY funding, a campus must meet the following requirements:

SAAH Section 11.5.1 ADSY Program Design

Should an LEA utilizing ADSY funding file for and receive a low attendance waiver as described in Section 3.8.1.4, the granting of a low attendance waiver does not reduce the 180 days of instruction for ADSY purposes. As such, an ADSY waiver is not required to be filed for the same date as an approved low attendance day waiver.

SAAH Section 11.3 College Credit Programs

College Credit Option	Definition	College Credit (at Texas PS ¹ Institutions)	Eligibility for Foundation School Funds	District Expense	Student Expense	Other Considerations
<p>Dual Credit</p> <p>19 TAC §4.54, §§4.81–4.85, and §74.25</p>	<p>An opportunity for a student to earn HS credit for a college course offered at or in conjunction with a PS institution that provides advanced academic instruction beyond, or in greater depth than, the TEKS⁵ for the equivalent HS course</p>	<p>Corresponding College Courses taken as part of the may be included from the Academic Course Guide Manual (ACGM) are awarded immediately by the PS institution offering the course when a passing grade is earned; recognized by the school district and PS institution based on articulation agreement. Courses taken as part of the or Workforce Education Course Manual (WECM) course as determined by PS institution awarded on the student's meeting the requirements of the PS institution and school district</p>	<p>Eligible regardless of whether course and textbook are available free to the student³</p>	<p>District may choose to pay part or all of students' tuition, purchase required textbooks, or both.</p> <p>Note: FAST participating institutions and partnerships must follow the FAST requirements. Only students eligible for FAST must be able to take the course at no charge, including tuition, books, fees, and other educational materials.</p> <p>All other dual credit students attending high school in a school district or charter school in Texas can be charged tuition and other course costs as long as the tuition amount does not exceed the maximum rate specified through rule by Texas Higher Education Coordinating Board.</p>	<p>Any tuition or textbook expenses not waived or not provided by the institution or district.</p> <p>Note: If the tuition or fees are provided free of student expense, the student must not be required to reimburse the tuition or fees based on performance.</p>	<p>If a student has already earned HS credit for a course, the student may not earn credit for that course again unless explicitly permitted in the TEKS for the course.</p> <p>While dual credit for local credit courses is allowed in accordance with THECB requirements, the most beneficial dual credit opportunities will allow students to earn state credits toward HS graduation.</p> <p>Dual credit and dual enrollment are synonymous.</p>

SAAH Section 11.3.1 Dual Credit (High School and College or University) Programs

~~A public junior college, college, or university may offer a course in which a high school student may enroll and for which the student may receive both high school and college credit.~~

SAAH Section 11.3.1 Dual Credit (High School and College or University) Programs

A dual credit or dual enrollment course must meet the following requirements:

- **The course is offered pursuant to an agreement under §4.84 (relating to Institutional Agreements)**
- **A course for which the student may earn one or more of the following types of credit:**
 - **joint high school and junior college credit under Education Code, §130.008, or**
 - **another course offered by an institution of higher education, for which a high school student may earn semester credit hours or equivalent of semester credit hours toward satisfaction of:**
 - **a Career Technical Education course defined in §4.83 satisfies a requirement necessary to obtain an industry-recognized credential, certificate, or an associate degree**
 - **a foreign language requirement at an institution of higher education;**
 - **a requirement in the core curriculum, as that term is defined by Education Code, §61.821, at an institution of higher education; or**
 - **a requirement in a field of study curriculum developed by the Coordinating Board under Education Code, §61.823.**

Dual credit includes a course for which a high school student may earn credit only at an institution of higher education (previously referred to as a dual enrollment course) if the course meets the requirements of Texas Administrative Code, chapter 4, subchapter D. Dual credit and dual enrollment are synonymous. An institution is not required to offer dual credit courses for high school students.

SAAH Section 11.3.1.1 Student Eligibility for Dual Credit Courses

11.3.1.1 Student Eligibility for Dual Credit Courses

A high school student is eligible to enroll in dual credit courses if the student demonstrates college readiness ~~by achieving the minimum passing standard(s) on a qualifying assessment instrument~~ **in alignment with Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter C, §§4.51 - 4.63 and 19 TAC Part 1, Chapter 4, Subchapter D. 19 TAC §4.85**

SAAH Section 11.3.1.1 Student Eligibility for Dual Credit Courses

Student Eligibility Requirements Specific to Academic Dual Credit Courses

A high school student is eligible to enroll in academic dual credit courses if the student:

- ~~demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in 19 TAC §4.57 (relating to College Ready Standards) on relevant section(s) of an assessment instrument approved by the Texas Higher Education Coordinating Board as set forth in 19 TAC §4.56 (relating to Assessment Instrument);~~ **is not a degree-seeking student as defined in §4.83(9) and demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth in §4.54 of this chapter (relating to Exemption);** or
- demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth in 19 TAC §4.54 (relating to Exemptions, Exceptions, and Waivers). **college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in §4.57 (relating to Texas Success Initiative Assessment College Readiness Standards) on relevant section(s) of an assessment instrument approved by the Board as set forth in §4.56.**

SAAH Section 11.3.1.1 Student Eligibility for Dual Credit Courses

Minimum Passing Standards to Demonstrate Dual Credit Eligibility
 Dual credit eligibility is not a college readiness benchmark but allows qualifying students to enroll in a college-level course (by subject area[s]).

Assessment	To Qualify for Math Courses		To Qualify for English Courses*					
	Math/Algebra	Composite	ELA/Reading Skills	Objective Writing/Sentence Skills	Writing/Essay	Evidenced Based Reading & Writing (EBRW)	Combined (E+R)	Composite
TSIA (prior to 1/11/2021)	350		351	=>30 with Essay 4-8 OR =>40 and Diagnostic Levels 4-6 with Essay 8				
TSIA 2.0 (after 1/11/2021)	=>950 OR < 950 and Diagnostic Level 6		=>45 with Essay 5-8 OR < 945 and Diagnostic Level 5 or 6 with Essay 5-8					
ACT prior to February 15, 2023	19	23	19					23
ACT on or after February 15, 2023	22						40	
SAT	530					480		
PSAT/NMSQT ²¹⁵	510					460		
PLAN	19	23						23
ACT ASPIRE	431		435					
STAAR EOC English III			4000					
STAAR EOC Algebra I and passing score in Algebra II Course	4000							

**Students must meet both subject and composite score standards where both are listed.*
 An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with TAC rules. Also, an institution is not required to offer dual credit courses for high school students.

SAAH Section 11.3.2 College and Career Readiness School Models: Student Eligibility Requirements

A student enrolled in a TEA-designated ECHS or P-TECH program may enroll in dual credit courses if the student demonstrates college readiness in alignment ~~by achieving the minimum passing standard(s) on a qualifying assessment instrument or has demonstrated dual credit eligibility, as shown in the chart on the preceding page.~~ **with Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter C, §§4.51 - 4.63 and 19 TAC Part 1, Chapter 4, Subchapter D.**

SAAH Section 12.3.1 Remote Conferencing-Regular Education Students

Students participating through remote conferencing will generate attendance in the following ways:

- Students in grades pre-K to five must receive the equivalent of four hours of instruction with at least two hours of synchronous instruction each school day. This instruction does not need to be consecutive.
- Students in grades six to 12 must receive at least four hours of instruction through synchronous instruction each school day. This instruction does not need to be consecutive

Additionally, attendance will be generated based on whether the student is virtually “present” at the official attendance-taking time. The student’s attendance must be marked Remote Synchronous – Present in the LEA’s local student management system. Instruction must be provided synchronously, which means two-way, real-time/live virtual instruction between teachers and students. The instruction cannot be concurrent, which means remote students must not be taught by a teacher who is also teaching in-person students at the same time. **Note:** A student who is served through remote conferencing and who is at a grade level at which state standardized assessments are to be administered is **not** eligible to generate attendance on state standardized assessment days.

SAAH Section 12.3.1 Remote Conferencing-Regular Education Students

~~A district can submit a request for a general “Other” waiver using TEA’s automated waiver application system, which is available in TEAL. When submitting a waiver request, one or both requirements must be cited in item 3 of the General Waivers section. (Item 3 reads: Cite the sections(s) of Texas Education Code or the Texas Administrative Code that the district or campus wishes to waive.) If the student is not on campus and receiving face-to-face instruction at the official attendance-taking time, cite 19 TAC §129.1025.~~ **Your district can submit a request for a general waiver using TEA’s automated waiver application system, which is available in TEAL. When submitting a waiver request, cite the following requirements in item 3 of the General Waivers section: 1) the requirement that a student be on campus at the official attendance-taking time in order to be considered present for FSP funding purposes, as required by 19 TAC §129.21 and the handbook, which is adopted annually through 19 TAC §129.1025, and 2) the agency’s policy of considering only face-to-face instruction as classroom time for purposes of FSP funding.**

SAAH Section 12.3.2 Remote Conferencing-Students Receiving Special Education and Related Services

Students participating through remote conferencing will generate attendance in the following ways:

- Students in grades pre-K to five must receive the equivalent of four hours of instruction with at least two hours of synchronous instruction each school day. This instruction does not need to be consecutive.
- Students in grades six to 12 must receive at least four hours of instruction through synchronous instruction each school day. This instruction does not need to be consecutive

Additionally, attendance will be generated based on whether the student is virtually “present” at the official attendance-taking time. The student’s attendance must be marked Remote Synchronous – Present in the LEA’s local student management system. Instruction must be provided synchronously, which means two-way, real-time/live virtual instruction between teachers and students. The instruction cannot be concurrent, which means remote students must not be taught by a teacher who is also teaching in-person students at the same time. **Note:** A student who is served through remote conferencing and who is at a grade level at which state standardized assessments are to be administered is **not** eligible to generate attendance on state standardized assessment days.

SAAH Section 12.3.2 Remote Conferencing-Students Receiving Special Education and Related Services

~~A district can submit a request for a general “Other” waiver using TEA’s automated waiver application system, which is available in TEAL. When submitting a waiver request, one or both requirements must be cited in item 3 of the General Waivers section. (Item 3 reads: Cite the sections(s) of Texas Education Code or the Texas Administrative Code that the district or campus wishes to waive.) If the student is not on campus and receiving face-to-face instruction at the official attendance-taking time, cite 19 TAC §129.1025.~~ **Your district can submit a request for a general waiver using TEA’s automated waiver application system, which is available in TEAL. When submitting a waiver request, cite the following requirements in item 3 of the General Waivers section: 1) the requirement that a student be on campus at the official attendance-taking time in order to be considered present for FSP funding purposes, as required by 19 TAC §129.21 and the handbook, which is adopted annually through 19 TAC §129.1025, and 2) the agency’s policy of considering only face-to-face instruction as classroom time for purposes of FSP funding.**

~~SAAH Section 12.6 Virtual Instruction (Local Remote Learning Programs under the TEC, §29.9091, or as Modified by the TEC, §48.007(c))~~

~~**12.6 Virtual Instruction (Local Remote Learning Programs under the TEC, §29.9091, or as Modified by the TEC, §48.007(c))**~~

SB 15 that allowed virtual instruction expired on September 1, 2023

SAAH Appendix

Bilingual/ESL—Weight: 0.1 or 0.15 if the student is in a bilingual education program using a dual language immersion/one-way or two-way program model; additional 0.05 weight for programs using a dual language immersion/two-way program model for students not described by the TEC, §48.105(1).

Bilingual/ESL funding pays for bilingual/ESL program staff salaries and additional resources. **For more specific funding guidance please see the BEA and Title III Funding Guidebook.**

SAAH Glossary

bilingual/English as a second language (ESL) eligible days – A term used to describe the days that students **with parental permission to participate** in a bilingual education or ESL program were in attendance. This includes students participating in a standard bilingual education or ESL program per [19 TAC §89.1210\(c\) and \(d\)](#) and students participating in a temporary alternative language program (ALP) approved by TEA under a bilingual education exception or an ESL waiver (Section 6 Bilingual/English as a Second Language (ESL)).

SAAH Glossary

~~noncategorical early childhood~~ – Term used to describe a student aged three through five years who meets the eligibility criteria for intellectual disability,²⁴² emotional disturbance, specific learning disability, or autism.



SAAH Glossary

prekindergarten (pre-K) – A grade level for children aged three and four years. These children include students in a state-funded pre-K program or a locally funded pre-K program.

~~The state-funded pre-K is operated for a half day.~~ Attendance in pre-K is eligible for half-day (ADA eligibility code 2). A pre-K student with disabilities may be eligible for full-day (ADA eligibility code 1) if the student is served through a combination of pre-K and special education and all eligibility requirements are met (see [Section 4 Special Education](#) and [Section 7 Prekindergarten \(Pre-K\)](#)).

Students in a state-funded pre-K program that is coordinated with a Head Start program to provide a full-day program are only counted as half-day (ADA eligibility code 2) for attendance accounting purposes.

SAAH Glossary

reclassification - The process by which the language proficiency assessment committee (LPAC) determines that an emergent bilingual/English learner has met the appropriate criteria to be classified as **non-EL/**English Proficient and is coded as such in TSDS PEIMS. This is distinguished from the term “exit,” which ~~describes the process for reclassified students who no longer participate in a bilingual education or ESL program~~ **is the point at which a student is no longer classified as an EB student and ends bilingual or ESL program participation based on LPAC recommendation and parental approval.**

A photograph of a female teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to a group of young children. The children are also sitting on the floor, looking at the book. They are in a library or classroom setting with bookshelves in the background. A semi-transparent white banner with the word "Questions?" in blue text is overlaid on the center of the image.

Questions?

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[Student Attendance Accounting Handbook | Texas Education Agency](#)

A group of diverse young children are sitting on a large, colorful patterned rug in a classroom. They are looking at various papers and books, some holding them up. The children are wearing colorful clothing like yellow, red, purple, and blue. The scene is brightly lit and shows a collaborative learning environment.

Thank you!