

Connecting PEIMS and Accountability



Today's Purpose

- TSDS PEIMS Data and Accountability Introduction
- Impact of Data Quality Procedures on Accountability Measures
- Reviewing TSDS PEIMS Reports through the Accountability Lens
- Apply Principles to LEA Data and Accountability Review



Questions to Answer

- How is PEIMS and Accountability Connected?
- What Data Quality procedures are currently implemented or need to be changed for current accountability issues?
- What PEIMS reports will assist in accountability related data review?
- What are some common data issues that can impact accountability?



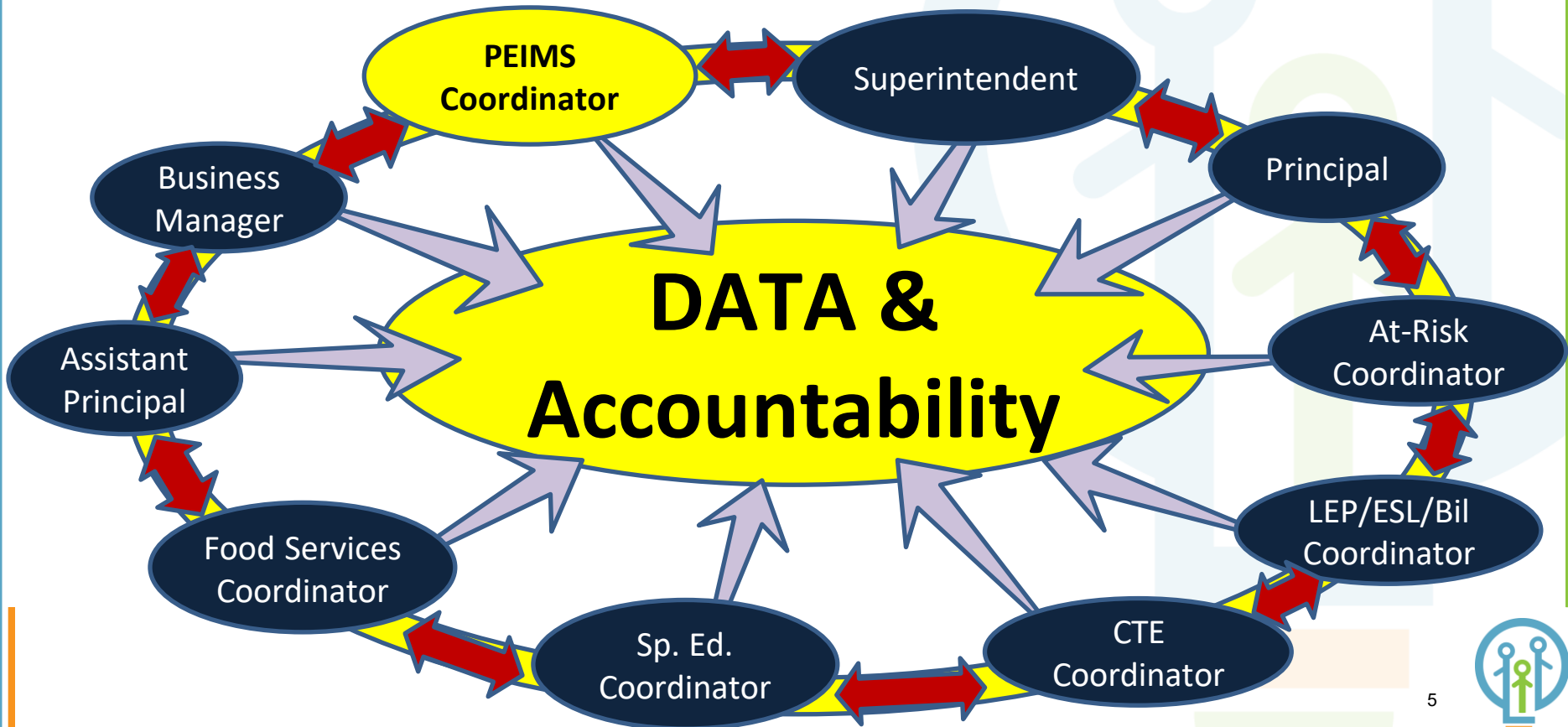


The Who, What, When, Where, and Why of Data?

Reviewing the resources that dictates what we do and what we report



It Takes a Team



Who Is Responsible for the Data?

The **PRINCIPAL** of each campus is responsible for reviewing his or her respective Campus Summary Reports for completeness and accuracy...signing the Campus Summary Report...has checked the accuracy and authenticity of the attendance data.

(Source: Student Attendance Accounting Handbook)



Who Is Responsible for the Data?

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

(Source: Student Attendance Accounting Handbook)



Who Is Responsible for the Data?

The **ATTENDANCE PERSONNEL** generating absence summaries and/or transcribing the absences or coding information into the accounting system 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 are true and correct to the best of his or her knowledge

(Source: Student Attendance Accounting Handbook)



Who Is Responsible for the Data?

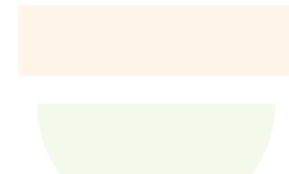
SPECIAL PROGRAM DIRECTORS AND/OR STAFF are responsible for reviewing special program data and totals for accuracy and completeness...for ensuring that attendance personnel are aware of any changes in a student's services and the effective dates of such changes... At the end of each 6-week reporting period, special program staff should verify the Student Detail Report for any coding errors.

(Source: Student Attendance Accounting Handbook)





Available Manuals and Reporting Guidance



Accountability Manual

2019 Accountability Manual for Texas Public School Districts and Campuses

About this Manual

The *2019 Accountability Manual* is a technical guide that explains how the Texas Education Agency (TEA) uses the accountability system to evaluate the academic performance of Texas public schools. The manual describes the accountability system and explains how information from different sources is used to calculate and assign accountability ratings and award distinction designations.

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Accountability Manual - Overview

The overall design of the accountability system evaluates performance according to three domains:

- **Student Achievement** evaluates performance across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.
- **School Progress** measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.
- **Closing the Gaps** uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).



Accountability Manual - Appendix H—Data Sources

- Provides data sources for all indicators broken out by category (i.e., data used in accountability, data used in distinction designations, etc.)
- Indicates the year(s) the data is from and which student groups are evaluated
- Often shows the exact numerators and denominators used in the methodology

Appendix H—Data Sources

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TSDS PEIMS

TSDS Web-Enabled Data Standards

Search. Drill. Find.

Search For:

Search By: **Data Elements**

Year: 2020-21
Collection: ALL
Submission: ALL
Submission Instance: ALL
Published Version: 2021.2.3

TEDS
2015-2019

Introduction Data Components Code Tables Data Submission Rules Change Logs

The Texas Student Data System (TSDS) is a statewide system for collecting and reporting education data for publicly funded schools in the State of Texas. TSDS offers a way to collect and manage data, as well as provide educators with timely, actionable, and historical student data.

The Texas Education Data Standards (TEDS) is a statewide system for collecting and reporting education data for publicly funded schools in the State of Texas. TSDS offers a way to collect and manage data, as well as provide educators with timely, actionable, and historical student data.

The collection of data standards for transferring data to TSDS based on the national Ed-Fi XML core with the addition of Texas data standards for transferring data to TSDS based on the national Ed-Fi XML core with the addition of Texas data standards describe the data

TSDS provides

Introduction
2020-2021 TEDS

State Board of Education
Introduction to Texas Education Data Standards (TEDS)
Introduction to Public Education Information Management System (PEIMS)
Introduction to Texas Student Data System (TSDS)
The Education Data Warehouse

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[TPEIR Public Reports](#)

[TEDS Data Standards](#)

[Technical Resources](#)

[News & FAQs](#)

[Feedback](#)

Simple Solution. Brighter Futures.



TSDS PEIMS

- Districts and charter schools have several opportunities to confirm and correct data submitted for accountability purposes, including a corrections window.
- Once the TSDS PEIMS Re-submission window has closed, the data is frozen for accountability purposes.
- Data corrections made in the TSDS PEIMS working collection are not used in accountability.



PEIMS Submissions

PEIMS Fall Submission (Sub 1)

PEIMS Fall Submission ready for users to promote data	September 14, 2020
Close of school-start window - Last Friday in September	September 25, 2020 October 30, 2020
PEIMS Fall snapshot date	October 30, 2020
TSDS PEIMS ready for users to complete, approve, and accept submissions	November 2, 2020
PEIMS Fall first submission due date for LEAs and ESCs	December 3, 2020
Requests to retire Unique IDs due at TEA	January 8, 2021
PEIMS Fall resubmission due date for LEAs and ESCs	January 14, 2021
PEIMS Fall data available to customers	February 11, 2021

*** Service Centers need submissions completed at least 7 days prior to due date to allow for internal review and data checks.**



PEIMS Submissions

PEIMS Mid-Year Submission (Sub 2)

PEIMS Mid-Year Submission ready for users to promote data	November 9, 2020
TSDS PEIMS ready for users to complete, approve, and accept submissions	December 14, 2020
PEIMS Mid-Year first submission due date for LEAs and ESCs	January 28, 2021
PEIMS Mid-Year resubmission due date for LEAs and ESCs	February 11, 2021
PEIMS Mid-Year data available to customers	March 4, 2021

*** Service Centers need submissions completed at least 7 days prior to due date to allow for internal review and data checks.**



PEIMS Submissions

PEIMS Summer Submission (Sub 3)

PEIMS Summer Submission ready for users to promote data	March 1, 2021
TSDS PEIMS ready for users to complete, approve, and accept submissions	May 17, 2021
Requests to retire Unique IDs due at TEA	June 11, 2021
PEIMS Summer first submission due date for LEAs	June 17, 2021
Requests to retire Unique IDs due at TEA	July 9, 2021
PEIMS Summer resubmission due date for LEAs	July 15, 2021
PEIMS Summer data available to customers	September 16, 2021

*** Service Centers need submissions completed at least 7 days prior to due date to allow for internal review and data checks.**



PEIMS Submissions

PEIMS Extended Year Submission (Sub 4) if applicable

PEIMS Extended Year Submission ready for users to promote data	March 22, 2021
TSDS PEIMS ready for users to complete, approve, and accept submissions	August 4, 2021
Requests to retire Unique IDs due at TEA	August 20, 2021
PEIMS Extended Year first submission due date for LEAs	August 26, 2021
Requests to retire Unique IDs due at TEA	September 10, 2021
PEIMS Extended Year resubmission due date for LEAs	September 16, 2021
PEIMS Extended Year data available to customers	October 14, 2021

*** Service Centers need submissions completed at least 7 days prior to due date to allow for internal review and data checks.**





Economically Disadvantaged



Economically Disadvantaged

- The district and campus economically disadvantaged rate, which is used in School Progress, Part B, is from the TSDS PEIMS October snapshot (as reported in the fall submission and resubmission).
- Whether a student is economically disadvantaged is also reported on STAAR answer documents. This information, however, is not used to calculate the percentage of economically disadvantaged students at a district or campus. It is used only to identify which students are included in the economically disadvantaged student group in the Closing the Gaps domain.
- Each student's economically disadvantaged status must be reported in TSDS PEIMS (E0785).



Economically Disadvantaged

Texas Education Agency
 PDM1-120-003
 PSI 1.1
 *** CONFIDENTIAL ***
 LEA:
 Grade: PK
 Student Name
 TSDS PEIMS STUDENT PROGRAM ROSTER
 LEA-level Data
 Campuses: All
 2020 - 2021 Fall Collection, First Submission
 PDM1-120-003
 DOB
 As Of
 Aut
 Title 1

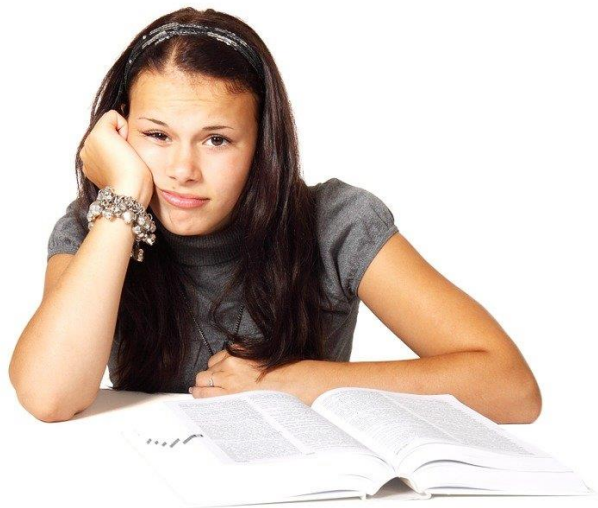
DOB	As Of	Attr	Title 1	Spec Ed	G & T	Mig	Bilingual	ESL	Alt Lang	Alt Risk	Eco Dis	Mlti Con	Post Care	Intrv Strat	Sect 504
05/25/2017	X	00	6	0	0	0	5	0	00	1	99	0	0	0	
							0	0	00	1	99	0	0	0	0
							0	0	00	1	01	0	0	0	0
							5	0	00	1	01	0	0	0	0
							0	0	00	1	01	0	0	0	0
							0	0	00	1	02	0	0	0	0
							0	0	00	1	00	0	0	0	0
							0	0	00	1	01	0	0	0	0
							0	0	01	1	00	0	0	0	0
							0	0	00	1	00	0	0	0	0
							0	0	00	0	01	0	0	0	0
							0	0	00	1	01	0	0	0	0
							0	0	00	0	99	0	0	0	0
							0	0	00	1	00	0	0	0	0
							5	0	00	1	00	0	0	0	0
							5	0	00	1	01	0	0	0	0
							0	0	00	0	01	0	0	0	0

Texas Education Agency
PDM1-120-012
13
*** CONFIDENTIAL ***
LEA:
Grade: EE

TSDS PEIMS STUDENT INDICATOR REPORT BY GRADE
LEA-level Data | Student Type: ALL
Campuses: All
2020 - 2021 Fall Collection, First Submission

PDM1-120-012

Student Name	Unique ID	Local ID	Student ID	Gen	Sex	Ethnicity	Date of Birth	ADA	Economically Disadvantaged	Title I	Migrant	Immigrant	LEP	Bilingual	Alt Lang	Special Education	IEP	Continuer	Home Language	Student Language	Parental Permission	Gifted & Talented	At Risk	Homeless	Unaccompanied Youth	Dyslexia	Intervention Strategy	Section 504	Adult Prev Attend
...	M	H		03/22/2016	1	00	0	0	0	1	0	0	0	1		01	01	7	0	1	0	0	0	0	0	0
...	F	T		06/21/2016	1	00	0	0	0	0	0	0	0	1		98	98	0	0	0	0	0	0	0	0	0
...	F	B		12/28/2016	2	00	0	0	0	1	0	2	00	1		38	38	K	0	1	0	0	0	0	0	0
...	M	H		10/28/2019	0	00	0	0	0	0	0	0	00	0		98	98	0	0	0	0	0	0	0	0	0
...	M	T		09/25/2015	1	00	0	0	0	0	0	0	00	1		98	98	0	0	0	0	0	0	0	0	0
...	M	W		12/05/2016	0	00	0	0	0	0	0	0	00	1		98	98	0	0	0	0	0	0	0	0	0
...	F	W		02/29/2016	2	00	6	0	0	0	0	0	00	1		98	98	0	0	0	0	0	0	0	0	0
...	F	W		11/04/2015	2	00	6	0	0	0	0	0	00	1		98	98	0	0	0	0	0	0	0	0	0
...	F	W		01/20/2017	1	00	6	0	0	0	0	0	00	1		98	98	0	0	0	0	0	0	0	0	0



At-Risk



At-Risk

- Each student's at-risk status must be reported in TSDS PEIMS (E0919).
- The 14 at-risk criteria are defined in TEC §29.081 and 2020-2021 TWEDS (<https://tealprod.tea.state.tx.us/TWEDS/87/0/0/0/DataComponents/DataElements/List/14310>) .
- In order to register to be evaluated by alternative education accountability provisions, the campus must have at least 50 percent of enrollment in grades 6–12 and at least 75 percent at-risk enrollment on the TSDS PEIMS October snapshot (as reported in the fall submission and resubmission).



At-Risk

Texas Education Agency
 TDS PEIMS STUDENT PROGRAM ROSTER
 LEA-level Data
 Campuses: All
 2020 - 2021 Fall Collection, First Submission

PDM1-120-003
 ** CONFIDENTIAL ***
 Grade PK
 Student Name

PDM1-120-003

DOB	A-Cr	Altcr	Spced	G & T	Wing	Bilingual	ELL	ELL Lang	At Risk	Excl Dis	ELL Con	Post Care	Inv Strat	Spec Sds
09/29/2017	X	00	0	0	0	5	0	00	1	99	0	0	0	0
04/27/2016	X	00	0	0	0	0	0	00	1	99	0	0	0	0
10/08/2015	X	00	0	0	0	0	0	00	1	01	0	0	0	0

The screenshot shows the 'TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA' window. At the top, it says 'Texas Education Agency' and 'LEA-level Data'. Below this, it says 'Campuses: All Campuses' and '2020 - 2021 Fall Collection, First Submission'. A red box highlights the 'PDM1-120-009' selection in the 'SELECT STUDENT DATA' section. A blue arrow points from this box to a larger red box in the center of the screen, which also contains the text 'PDM1-120-009'. To the left of this central box is a list of checkboxes for various data categories: 'TITLE PAR', 'DOE NO', 'ATTENDS', 'ATTENDS', 'PREVIO', and 'HOMELE'. At the bottom, there is a table with columns for 'TOTAL', '48,306', and '100.00%'.

[illegible]

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	78	0.48%	0.16%
ASIAN	2,045	12.14%	4.23%
BLACK/AFRICAN AMER.	2,076	12.32%	4.30%
HISPANIC/LATINO	7,696	45.50%	15.87%
WHITE	4,346	25.79%	9.00%
HAWAIIAN/PAC ISLAND	29	0.17%	0.06%
TWO OR MORE	609	3.61%	1.29%
TOTAL	16,849	100.00%	34.88%

SPECIAL EDUCATION	Count	% Group	%Enroll
AMER. INDIAN/ALASKAN	18	0.34%	0.04%
ASIAN	367	6.59%	0.76%
BLACK/AFRICAN AMER.	781	14.88%	1.62%
HISPANIC/LATINO	2,068	39.41%	4.26%
WHITE	1,774	33.81%	3.67%
HAWAIIAN/PAC ISLAND	7	0.13%	0.01%
TWO OR MORE	232	4.42%	0.48%
TOTAL	5,247	100.00%	10.86%

Group	PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
0.00%	*1* TUITION FEES	0	0.00%	0.00%
0.00%	*2* LOCAL DIST SHARE	754	100.00%	1.66%
0.00%	*3* STATE GRANT	0	0.00%	0.00%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%



Accountability Factors



STAAR and TELPAS Data

- Districts and charter schools have several opportunities to confirm and correct data submitted for accountability purposes, including a corrections window.
- Student demographic data is final once answer documents have been scored.
- The inclusion and exclusion of certain English learners is dependent upon correct TELPAS data.



College, Career, and Military Readiness

College Ready

- Meet criteria of 3 on AP or 4 on IB examinations (*College Board or IB*)
- Meet TSI criteria (SAT/ACT/TSIA/College Prep course) in reading and mathematics (*TSDS PEIMS 43415, THECB, College Board, and ACT*)
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics) (*TSDS PEIMS 43415*)
- Earn an associate's degree (*TSDS PEIMS 49010*)
- Complete an OnRamps course in any subject and earn college credit (*OnRamps*) [Prior Years]

Career Ready

- Earn an industry-based certification (*TSDS PEIMS 40100*)
- (*TSDS PEIMS 43415 & 40110 [Summer]*)
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55) (*TSDS PEIMS 40203*)
- Earn a Level I or Level II certificate (*THECB*)
- Graduate under an advanced degree plan and identified as a current special education student (*TSDS PEIMS 40203 and 40110*)

Military Ready

- Enlist in the United States Armed Forces (*TSDS PEIMS 40203*)



College, Career, and Military Readiness

- The majority of CCMR data is sourced from TSDS PEIMS.
- For accountability purposes, PEIMS data is frozen after the resubmission window closes.
- AP, IB, SAT, ACT, and TSIA results are matched to the annual graduates file from TSDS PEIMS.
- TSIA results are received from the Texas Higher Education Coordinating Board and matched to students on our annual graduates list using an algorithm which includes TSDS Unique ID, SSN, and a combination of first name, last name, and DOB.
- The results are attributed to the districts and campuses at which the students are identified as annual graduates in TSDS PEIMS.





Military Enlistment



MILITARY-ENLISTMENT-INDICATOR-CODE (E1589) SUB 1

- Indicates that a student leaver enlisted in the United States Armed Forces.
- State document requirements: Confirmed Actual Enlistment and Confirmed Imminent Enlistment.
- It is a YES or NO field.



MILITARY-ENLISTMENT-INDICATOR-CODE (E1589) SUB 1

- LEAs should implement their own procedure for collecting and documenting military enlistment with the following guidance:
 - “Confirmed Actual Enlistment” means students who, by December 31 immediately following high school graduation, are confirmed to be enlisted in the military
 - “Confirmed Imminent Enlistment” means students who, on the day of graduation, will enlist in the military by December 31 immediately following high school graduation
 - The methodology used must be developed and applied in good faith and not intended to artificially inflate the CCMR indicator



MILITARY-ENLISTMENT-INDICATOR-CODE (E1589) SUB 1

- LEAs should implement their own procedure for collecting and documenting military enlistment with the following guidance:
 - The methodology used must be reasonably calculated to accurately determine within a reasonable margin of error the Confirmed Actual Enlistment and Confirmed Imminent Enlistment of its graduating class
 - Districts must maintain verifiable, supporting documentation that may be reasonably determined by the agency to conclusively demonstrate and accurately account for Confirmed Actual Enlistment and Confirmed Imminent Enlistment
 - This documentation may be subject to audit by the agency



College, Career, and Military Readiness

Texas Education Agency

PDM1-124-007

20.1.2

*** CON

LEA:

PDM1-124-007

TSDS PEIMS GRADUATE ROSTER BY GRADUATE TYPE

LEA-level Data

Campuses: All

2019 - 2020 Fall Collection, Accepted Submission

Grad Type: 34

Student Name	Unique ID	Local ID	Student ID	Grade	Sex	Ethnicity	Migrant Code	As-of Status	Date of Grad	Military Enlistment	IGC Code	Associate Degree	Post Secondary Cert Licensure	Date Cert Earned	Prior Year Data									
															LEP	Bil	ESL	Alt Lang	Mig	CTE	Spec Ed	GT	At Risk	ADA Elig
				12	M	H	0	A	05/2019	1	00	0			0	0	0		0	1	0	0	1	1
				12	M	H	0	A	04/2019	0	02	0			0	0	0		0	2	0	0	1	1
				12	M	H	0	A	05/2019	0	00	0			0	0	0		0	2	0	0	0	1
				12	F	W	0	A	05/2019	0	00	0	470	05/16/2018	0	0	0		0	2	0	0	0	1
				12	F	W	0	A	05/2019	0	00	0			0	0	0		0	2	0	0	1	1
				12	M	W	0	A	05/2019	0	00	0			0	0	0		0	2	0	0	0	1
				12	M	W	0	A	08/2019	0	00	0						0						
				12	M	A	0	A	05/2019	0	00	0	336	05/18/2016	0	0	0		0	2	0	1	0	1
				12	F	A	0	A	05/2019	0	00	0	336	05/18/2016	0	0	0		0	2	0	0	0	1
				12	F	A	0	A	05/2019	0	00	0	380	05/17/2019	0	0	0		0	2	0	0	0	1
				12	M	W	0	A	05/2019	1	00	0			0	0	0		0	0	0	0	0	1
				12	F	W	0	A	05/2019	0	00	0	017	05/18/2016	0	0	0		0	2	0	0	1	1
				12	M	W	0	A	05/2019	0	00	0	011	05/01/2019	0	0	0		0	2	0	0	0	1
				12	M	W	0	A	05/2019	0	00	0	014	05/17/2017	0	0	0		0	2	0	0	0	1
				12	M	W	0	A	05/2019	0	00	0	015	05/17/2017	0	0	0		0	2	0	0	0	1
				12	M	W	0	A	05/2019	0	00	0	017	05/18/2016	0	0	0		0	2	0	0	0	1
				12	M	H	0	A	05/2019	0	00	0			0	0	0		0	2	0	0	0	34
				12	M	H	0	A	04/2019	0	00	0			F	0	0		0	0	0	0	1	1
				12	F	H	0	A	05/2019	0	00	0	470	05/03/2019	0	0	0		0	2	0	0	0	1





Associate Degree Indicator



ASSOCIATE-DEGREE-INDICATOR-CODE (E1596)

(SUB 1 and SUB 3) (FALL and SUMMER)

- Indicates that the student earned an associate degree prior to graduation from high school.
- An associate degree is defined as an award that **normally requires at least 2 but less than 4 years of full-time equivalent college work** in a grouping of courses designed to lead the individual directly to employment in a specific career or to transfer to an upper-level baccalaureate program. This typically refers to the associate of arts, associate of science, associate of applied arts, associate of applied science, associate of arts in teaching, and association of occupational studies degrees. The term “applied” in an associate degree name indicates a program in which the content is primarily technical. (Source: Texas Higher Education Coordinating Board Glossary of Terms)
For Submission 1 and 3: The district where the student received the associate degree will be the district to report this information.)



ASSOCIATE-DEGREE-INDICATOR-CODE (E1596)

(SUB 1 and SUB 3) (FALL and SUMMER)

- Schools should not wait to report the associate degree information at the point of graduation if the student earns the associate degree prior to graduation.
- It is a YES or NO field.



ASSOCIATE-DEGREE-INDICATOR-CODE (E1596)

(SUB 1 and SUB 3) (FALL and SUMMER)

Texas Education Agency

PDM1-124-007

20.1.2

* CON

LEA:

PDM1-124-007

Grad Type: 34

TSDS PEIMS GRADUATE ROSTER BY GRADUATE TYPE

LEA-level Data

Campuses: All

2019 - 2020 Fall Collection, Accepted Submission

Student Name	Unique ID	Local ID	Student ID	Grade	Sex	Ethnicity	Migrant Code	As-of Status	Date of Grad	Military Enlistment	JGC Code	Associate Degree	Post Secondary Cert Licensure	Date Cert Earned	Prior Year Data									
															LEP	Bil	ESL	Alt Lang	Mig	CTE	Spec Ed	GT	At Risk	ADA Elig
				12	F	W	0	A	05/2019	0	00	0	017	05/17/2017	0	0	0		0	2	0	0	0	1
				12	F	B	0	A	05/2019	0	00	1			0	0	0		0	1	0	0	1	1
				12	M	W	0	A	05/2019	0	00	0	334	05/16/2018	0	0	0		0	2	0	0	0	1
				12	F	W	0	A	05/2019	0	00	0	018	05/18/2016	0	0	0		0	1	0	0	0	1
				12	M	W	0	A	05/2019	0	00	0			0	0	0		0	0	0	0	1	1
				12	F	W	0	A	01/2019	0	00	1			0	0	0		0	2	0	0	0	3
				12	F	W	0	A	05/2019	0	00	0			0	0	0		0	0	0	1	0	1
				12	F	T	0	A	05/2019	0	00	0	380	05/22/2019	0	0	0		0	2	0	0	0	1
				12	M	H	0	A	03/2019	0	00	0			0	0	0		0	2	0	0	1	1
				12	F	W	0	A	05/2019	0	00	0	470	05/02/2019	0	0	0		0	2	0	0	0	1
				12	M	W	0	A	05/2019	1	00	0			0	0	0		0	2	0	0	0	1
				12	F	H	0	A	05/2019	0	00	0	015	05/16/2018	0	0	0		0	2	0	0	0	1
				12	F	H	0	A	05/2019	0	00	0	016	04/12/2019	0	0	0		0	2	0	0	0	1
				12	F	H	0	A	05/2019	0	00	0	017	01/18/2019	0	0	0		0	2	0	0	0	1
				12	F	H	0	A	05/2019	0	00	0	019	04/16/2019	0	0	0		0	2	0	0	0	1
				12	M	B	0	A	05/2019	0	00	0			0	0	0		0	0	0	0	0	1
				12	F	B	0	A	12/2018	0	00	1			0	0	0		0	0	0	0	1	38
				12	M	W	0	A	10/2018	1	00	0							0					1
				12	F	B	0	A	05/2019	0	00	0			0	0	0		0	2	0	0	0	1
				12	F	B	0	A	05/2019	0	00	0			0	0	0		0	2	0	0	0	1





Dual Credit



DUAL-CREDIT-INDICATOR-CODE (E1011)

SUB 3 AND SUB 4) (SUMMER AND EXTENDED)

- Indicates whether the student was eligible to receive both high school and college credit for a college course.
- **Advanced Placement courses reported on Student Academic Record Reference Complex Type cannot be reported as dual credit unless the course has been approved as an AP® course by the College Board through the AP® Course Audit.**
- A College Board-approved AP® course must adhere to the AP® course descriptions and be approved through the AP® Course Audit. This means the college instructor must have submitted his/her course syllabus and have received approval in advance.
- It is a YES or NO field.



DUAL-CREDIT-INDICATOR-CODE

Texas Education Agency

PDM3-120-008

v20.3.2

* * CONF

LEA:

Campus:

PDM3-120-008

TSDS PEIMS STUDENTS WITH DUAL CREDIT COURSES AND COLLEGE CREDIT HOURS

LEA-level Data

Campuses: All

2019 - 2020 Summer Collection, Accepted Submission

Student Name	Unique ID	Local ID	Student ID	Grade Level	Service ID	Course Description	Class ID	Course Sequence	Non Campus Instruction	Course Finish	Pass/Fail Credit	College Credit Hours	OnRamps Dual Enrollment
				12	03220400	ENG 4	HED5041000000	D0	00	1	02	0	
				12	03220400	ENG 4	HED5041000000	D0	00	1	01	3	
					03220400	ENG 4	HED6052000000	D0	00	1	01	3	
				12	03220400	ENG 4	HED6052000000	D0	00	1	01	3	
				11	03340100	US HIST	HUD1031000000	D0	00	1	01	3	
					03340100	US HIST	HUD2022000000	D0	00	1	01	3	
				12	03241400	COMMAPP	HSPD022000000	D0	01	1	01	3	
					03330100	GOVT	HGD5012000000	D2	00	1	06	0	
					13037200	SCIRD	SCDC011000000	D1	00	1	01	4	
					N1290050	CLGTRN	PSDC021000000	D0	00	1	01	3	
				12	03102500	INSTUMTH	HCA1032000000	D0	01	1	01	3	
					03220400	ENG 4	HED5011000000	D0	00	1	01	3	
					03330100	GOVT	HGD5021000000	D1	00	1	01	3	
				12	03220400	ENG 4	HED5011000000	D0	00	1	01	3	
					03310300	ECO-FE	HECD021000000	D1	00	1	01	3	
					03370100	SOC	SCDC022000000	D0	00	1	01	3	

DUAL-CREDIT-INDICATOR-CODE

Texas Education Agency

PDM3-133-002

20.3.3

LEA: PDM3-133-002

TSDS PEIMS STUDENTS COMPLETING COURSES WITH ADVANCED/DUAL CREDIT/ENROLLMENT

LEA-level Data | Dual Credit

Campuses: All

2019 - 2020 Summer Collection, Accepted Submission

Service ID	Course Description	Seq	Dual Credit
03101100	Precalculus	D1	2
03102500	Independent Study In Mathematics (First Time Taken)	D0	3
03220300	English III	D0	20
03220400	English IV	D0	14
03241400	Communication Applications	D0	1
03310300	Economics with Emphasis on the Free Enterprise System and its Benefits	D1	3
03330100	United States Government	D1	3
03330100	United States Government	D2	5
03340100	United States History Studies Since 1877	D0	24
03370100	Sociology	D0	3
13020300	Medical Terminology	D0	1
13037200	Scientific Research and Design	D1	4
13037200	Scientific Research and Design	D2	2
N1290050	College Transition	D0	4

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Common Mistakes

- Course sequence codes are not used to calculate dual credit hours in CCMR.
- Course sequence codes are used for college prep courses completion.

0—One Semester Course

1—First Half Of A Two Semester Course

2—Second Half Of A Two Semester Course

3—First Third Of A Three Semester Course

4—Second Third Of A Three Semester Course

5—Last Third Of A Three Semester Course

6—First Fourth Of A Four Semester Course

7—Second Fourth Of A Four Semester Course

8—Third Fourth Of A Four Semester Course

9—Last Fourth Of A Four Semester Course

A—Non-High School Year Long Course

* Course sequence codes are also used in advanced coursework/dual credit course completion used in distinction designations.



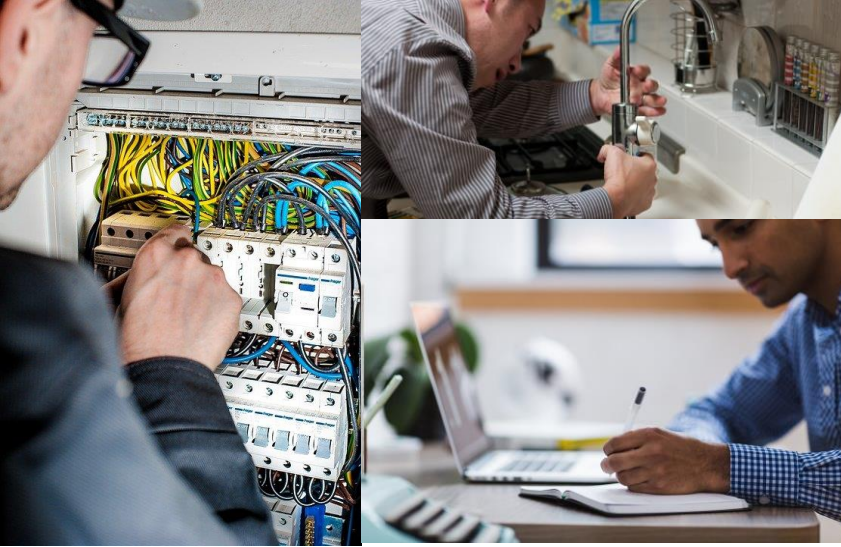
Common Mistakes

- Course sequence codes are not used to calculate dual credit hours in CCMR.
- Course sequence codes are used for college prep courses completion.

D0 Single Semester DC Course	D5 Last Third of a Three Semester DC Course
D1 First Half of a Two Semester DC Course	D6 First Fourth of a Four Semester DC Course
D2 Second Half of a Two Semester DC Course	D7 Second Fourth of a Four Semester DC Course
D3 First Third of a Three Semester DC Course	D8 Third Fourth of a Four Semester DC Course
D4 Second Third of a Three Semester DC Course	D9 Last Fourth of a Four Semester DC Course

* Course sequence codes are also used in advanced coursework/dual credit course completion used in distinction designations.





Texas Industry Certification



TX-Industry Certifications

(SUB 1 and SUB 3) (FALL and SUMMER)

- TX-Industry Certification represents a single industry certification a student **has received**. More than one industry certification may be reported for each student. For each unique industry certification earned by a student while enrolled in a particular LEA, a TX-Industry Certification will be reported. In the XML reporting, this is known as “unbounded” and allows an XML item or set of items to be **repeated as many times as needed**.
- Effective dating is a method of tracking data changes over time. A new instance of the TX-Industry Certification will be reported each time a student earns a post-secondary industry certification on license. With each new instance a new date should be reported in the EFFECTIVE-DATE (TX-DateCertEarned).

Data Element	Used by PEIMS Sub 1	Used by PEIMS Sub 3
EFFECTIVE-DATE (TX-DateCertEarned)	Yes	Yes
POST-SECONDARY-CERTIFICATION-LICENSURE-CODE	Yes	Yes
IBC-EXAM-FEE-AMOUNT	Yes	Yes
IBC-VENDOR-CODE	Yes	Yes



The following table illustrates when an earned Industry Certification should be reported for a given school year. The industry certifications are limited to the choices in code table C214.

If an Industry Certification is earned:	Then the Industry Certification should be reported in the:	
	PEIMS Fall Submission (Sub 1)	PEIMS Summer Submission (Sub 3)
During the summer months after the end of the previous school year	X	
From the first day of the new school year through the PEIMS Fall snapshot date	X	
Anytime during the current school year since the PEIMS Fall snapshot date		X

Important Note: Industry Certifications earned after the 2019-2020 PEIMS Fall Snapshot date can be reported in the 2020-2021 Fall Submission.



TX-Industry Certifications

(SUB 1 and SUB 3) (FALL and SUMMER)

Texas Education Agency

PDM1-124-007

20.1.2

*** CONFIDENTIAL ***

LEA:

PDM1-124-007

Grad Type: 34

TSDS PEIMS GRADUATE ROSTER BY GRADUATE TYPE

LEA-level Data

Campuses: All

2019 - 2020 Fall Collection, Accepted Submission

Grad Type: 34															FDMT-124-007		Prior Year Data												
Student Name	Unique ID	Local ID	Student ID	Grade	Sex	Ethnicity	Migrant Code	As-of Status	Date of Grad	Military Enlistment	IGC Code	Associate Degree	Post Secondary Cert Licensure	Date Cert Earned	LEP	Bil	ESL	Alt Lang	Mig	CTE	Spec Ed	GT	At Risk	ADA Elig					
				12	F	A	0	A	05/2019	0	00	0	380	05/22/2019	0	0	0		0	2	0	0	0	1					
				12	F	A	0	A	05/2019	0	00	0			0	0	0	0		0	2	0	0	0	1				
				12	M	W	0	A	05/2019	1	00	0			0	0	0		0	2	0	0	0	1					
				12	F	A	0	A	05/2019	0	00	0			0	0	0		0	0	0	0	0	1					
				12	F	A	0	A	05/2019	0	00	0	470	05/16/2018	0	0	0		0	2	0	0	0	1					
				12	F	A	0	A	05/2019	0	00	0	790	05/18/2019	0	0	0		0	2	0	0	0	1					
				12	F	A	0	A	05/2019	0	00	0	470	05/16/2018	0	0	0		0	2	0	1	0	1					
				12	F	A	0	A	05/2019	0	00	0	790	05/21/2019	0	0	0		0	2	0	1	0	1					
				12	F	A	0	A	05/2019	0	00	0			0	0	0		0	2	0	0	0	1					
				12	F	W	0	A	05/2019	0	00	0			0	0	0		0	0	0	0	0	1					
				12	F	B	0	A	05/2019	0	00	0			0	0	0		0	1	0	0	0	1					
				12	M	W	0	A	05/2019	0	00	0	017	05/17/2017	0	0	0		0	2	0	0	1	1					
				12	M	W	0	A	05/2019	0	00	0	551	05/18/2016	0	0	0		0	2	0	0	1	1					
				12	M	W	0	A	05/2019	0	00	0	552	05/18/2016	0	0	0		0	2	0	0	1	1					
				12	M	H	0	A	11/2018	0	00	0			0	0	0		0	0	1	0	1	1					
				12	M	H	0	A	05/2019	0	00	0	630	05/18/2016	0	0	0		0	1	0	0	0	1					
				12	F	H	0	A	05/2019	0	00	0	336	05/18/2016	0	0	0		0	2	0	0	0	1					
				12	F	H	0	A	05/2019	0	00	0	017	05/16/2018	4	0	0		0	2	0	0	0	1					
				12	F	H	0	A	05/2019	0	00	0	470	05/03/2019	0	0	0		0	2	0	0	0	1					
				12	F	H	0	A	05/2019	0	00	0			0	0	0		0	2	0	0	0	1					





Graduates and Dropouts



Graduation- Longitudinal Rate

- Graduate: Graduated from a TX public school by Aug. 31
- Continuer: Enrolled in school-start window in fall
 - Ends the last Friday in September [Extended by TEA in 2020-2021 to last Friday in October]
 - A student must be enrolled in the school-start window in order to not be counted as a dropout.
- TxCHSE recipient: Received Texas Certificate of High School Equivalency by Aug. 31
- Dropout: Dropped out



Graduation- Longitudinal Rate

- Class: Graduates + Continuers + TxCHSE recipients + Dropouts
- Cohort: Graduates + Continuers + TxCHSE recipients + Dropouts + Other Leavers + Underreported students + ID errors



Building the 2019 Cohort and Determining Four-Year Rates

- Capture data from years 1, 2, 3, 4, and 5
- Capture TxCHSE data
- Merge all records
- Determine final statuses



2019 Cohort – Year 1 Data (2015-16)

- Capture attendance records for students who began Grade 9* in any TX public school in 2015-16 (2015-16 TSDS PEIMS submission 3).
- Students are considered first-time ninth graders if they are ever reported in PEIMS as entering Grade 9.
- Capture 2015-16 leaver records*, if any, for the above students (2016-17 TSDS PEIMS submission 1).

* Students repeating grade 9 in 2015-16 are not part of the 2019 cohort.

* A student who dropped out in 2015-16 and does not return to school may become a dropout for the class of 2019.



2019 Cohort – Year 2 Data (2016-17)

- Capture Year 2 attendance records for students who were in the cohort in Year 1 (2016-17 TSDS PEIMS submission 3).
- Capture attendance records for students who transferred into a TX public school in Grade 10 in Year 2* (2016-17 TSDS PEIMS submission 3).
- Students are added to a cohort based on the lowest grade level reported for the year.
- Capture 2016-17 leaver records*, if any, for the above students (2017-18 TSDS PEIMS Submission 1).

* Students are added to the cohort based on TSDS PEIMS attendance records. Non-TSDS PEIMS records are not considered.

* A student who dropped out in 2016-17 and does not return to school may become a dropout for the class of 2019.



2019 Cohort – Year 3 Data (2017-18)

- Capture Year 3 attendance records for students who were in the cohort in Years 1 or 2 (2017-18 TSDS PEIMS submission 3).
- Capture attendance records for students who transferred into a TX public school in Grade 11 in Year 3* (2017-18 TSDS PEIMS submission 3).
- Students are added to a cohort based on the lowest grade level reported for the year.
- Capture 2017-18 leaver records* , if any, for the above students (2018-19 TSDS PEIMS submission 1).

* Students are added to the cohort based on TSDS PEIMS attendance records. Non-TSDS PEIMS records are not considered.

* A student who dropped out in 2017-18 and does not return to school may become a dropout for the class of 2019.



2019 Cohort – Year 4 Data (2018-19)

- Capture Year 4 attendance records for students who were in the cohort in Years 1, 2, or 3 (2018-19 TSDS PEIMS submission 3).
- Capture attendance records for students who transferred into a TX public school in Grade 12 in Year 4* (2018-19 TSDS PEIMS submission 3).
- Students are added to a cohort based on the lowest grade level reported for the year.
- Capture 2018-2019 leaver records*, if any, for the above students (2019-2020 TSDS PEIMS Submission 1).

* Students are added to the cohort based on TSDS PEIMS attendance records. Non-TSDS PEIMS records are not considered.

* A student who dropped out in 2018-19 and does not return to school may become a dropout for the class of 2019.



2019 Cohort – Year 5 Data (2019-20)

- Capture school-start window enrollment records for students who were in the cohort in years 1, 2, 3, or 4 (2018-19 TSDS PEIMS submission 1).
- No students are added to the statewide cohort* in year 5.
- Leaver records are not captured for year 5. Leaver records for 2019-2020 leavers are not submitted until 2020-21 TSDS PEIMS submission 1.

*** A student from the statewide cohort who enrolls in a different district in year 5 will be removed from the cohort for the sending district and added to the cohort for the receiving district.**



Students can be added to a district's cohort in one of two ways:

- **District-to-district movers:**

- A student begins grade 9 in one district and moves into and enrolls in another district. The student is still in the cohort, regardless of the grade-level assignment in the receiving district. The student is removed from the sending district's cohort and enters the receiving district's cohort.

- **Students new to the TX public school system:**

- A student who enrolls in the expected grade level of the cohort is added to the cohort. For example, a student who enrolled in grade 10 in 2015-16, when the 2018 cohort was expected to be in grade 10, is added to the district's 2018 cohort.



Every student will have one of these statuses:

Status	Definition	Included in longitudinal rates?
Graduate	Graduated by August 31, 2020	Yes
Continuer	Enrolled by September 25, 2020 Enrolled by October 30, 2020 ^a	Yes
TxCHSE recipient	Received TxCHSE by August 31, 2020	Yes
Dropout	Dropped out	Yes
Other leaver	Left for reasons other than graduating or dropping out	No
Underreported	No record received	No
Student ID error	Cannot track student from year to year because of errors in identification information ^b	No

^aThe school-start window ends the last Friday in September.

NOTE: TEA changed the school-start window to the last Friday in October for 2020.

^bError might have been made by either sending or receiving district.



Determining Final Statuses

- The student's status in the last year is the student's final status in the rate calculations, except:

If leaver status is:	Then final status in cohort is:
Graduate in any year	Graduate
Dropout in last year but student received TxCHSE by August 31, 2020	TxCHSE recipient



State Exclusions

- Under state statute, a student who meets one or more of the following criteria is excluded from campus and district rate calculations used for state accountability purposes:

Rates	Number of exclusions applied
Campus and district rates calculated for state accountability purposes (e.g., Student Achievement Domain)	Seven: court-ordered high school equivalency program (not earned), previous dropouts, ADA ineligible, refugee/asylee, in a juvenile detention or residential treatment facility, incarcerated as adult, or an IEP continuer
Campus and district rates not calculated for federal accountability purposes (e.g., Closing the Gaps Domain)*	One: in a juvenile detention or residential treatment facility
State, region, and county rates	None



Texas Education Code (TEC) Exclusions Applied for State Accountability – Student Achievement Domain

- Under TEC §39.053(g-1), the following groups of students are excluded:
 - Students court-ordered to attend a high school equivalency program, certificate not earned;
 - Students previously reported as dropouts;
 - Students not eligible for state funding;
 - Students whose initial enrollment in U.S. schools was in grades 7-12 as unschooled refugees and asylees;
 - Students in the district exclusively as a function of having been detained at a county detention facility; and
 - Students incarcerated in state jails or federal penitentiaries as adults or as persons certified to stand trial as adults.



Texas Education Code (TEC) Exclusions Applied for State Accountability – Student Achievement Domain

- Under TEC §39.053(g-2), a student who (a) is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; (b) has not completed his or her individualized education program (IEP); and (c) is enrolled and receiving IEP services is excluded from longitudinal rate calculations.
- Under TEC §39.053(g-3), the dropout record for a student who fails to enroll in school after leaving a residential treatment facility or a pre- or post-adjudication facility is not attributed to the district serving the facility for annual dropout and longitudinal rate calculations.
- Under TEC §39.055, a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from campus and district annual dropout and longitudinal rate calculations.



GRADUATION-TYPE-CODE (E0806) indicates the type of plan under which the student graduated. (SUB 1) (FALL)

- Graduation data is reported for all students who graduated during the prior school year, including summer graduates up through August 31st. To graduate, students must satisfy the requirements under 19 TAC, Section 74, Subchapter B. Special education students must satisfy requirements under 19 TAC, Section 89.1070.
- The GRADUATION-TYPE-CODE code represents the program with the most stringent requirements that was completed by the student.
- Refer to the Texas State Graduation Requirements found on the TEA website at:
 - <http://tea.texas.gov/index2.aspx?id=2147486096>.



GRADUATION-TYPE-CODE (E0806) indicates the type of plan under which the student graduated. (SUB 1) (FALL)

The following code applies to students entering grade 9 in 2014-2015 and thereafter, or who entered grade 9 prior to the 2014-2015 school year and opted to graduate under the Foundation High School Program. These students will graduate under TAC Chapter 74.

- 34 Foundation High School Program
TAC Chapter 74.1021, revised December 16, 2013. [38 TexReg 9021]. TAC 74.12, revised July 8, 2014. [39 TexReg 5149]; revised January 1, 2015 [39 TexReg 10446].
(For students who entered grade 9 in 2014-2015 and thereafter or entered grade 9 prior to the 2014-2015 school year and opted to graduate under the Foundation High School Program). The student completed curriculum requirements for graduation under the Foundation High School Program, including satisfactory performance as established in TEC, Chapter 39, on the required state assessments.)

The following code applies only to students receiving special education and related services who entered grade 9 in 2014-2015 and thereafter or who entered grade 9 prior to the 2014-2015 school year and opted to graduate under the Foundation High School Program. These students will graduate under TAC Chapter 89.

- 35 Completion of Minimum Curriculum And Credit Requirements for Graduation Applicable To Students In General Education And Participated In The Exit-Level Assessment Instrument Identified in The IEP-Foundation High School Program TAC 89.1070(b)(1), revised January 1, 2015. [39 TexReg 10446]

The following codes will apply only to students receiving special education services on the Foundation High School Program under TAC Chapter 74 with curriculum content modifications through the student's individualized education program (IEP).

- 54 Completion Of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School Services TAC §89.1070(b)(2)(A), effective January 1, 2015 [39 TexReg 10446]
- 55 Completion Of IEP And Demonstrated Mastery Of Specific Employability And Self-Help Skills That Do Not Require Public School Services
TAC §89.1070(b)(2)(B), effective January 1, 2015 [39 TexReg 10446]



GRADUATION-TYPE-CODE (E0806) indicates the type of plan under which the student graduated. (SUB 1) (FALL)

- The following three GRADUATION-TYPE-CODE charts differentiate the requirements for coding general education and special education students.

- GRADUATION-TYPE-CODE Chart 1 applies to all students who completed the curriculum and credit requirements for graduation, including satisfactory performance on the exit-level assessment.
- GRADUATION-TYPE-CODE Chart 2 applies only to students who received special education services, completed the curriculum and credit requirements for graduation, and participated in the statewide assessment instrument identified in the IEP.
- GRADUATION-TYPE-CODE Chart 3 applies only to students who received special education services who completed credit requirements for graduation, but whose curriculum content was modified or substituted.

PLEASE NOTE: The content of the curriculum determines the graduation type and drives the applicable coding.



Graduation Type Code Chart

GRADUATION-TYPE-CODE Chart 1

Coding of students who meet all graduation requirements under TAC Chapter 74 and Chapter 101.3022 (or the assessment requirement in place at the time of the student's enrollment in grade 9)

Year Entering Grade 9 Curriculum Requirements in Effect During School Year	High School Program	Graduation Codes	
2014-2015 (TAC Chapter 74, Subchapter B)			
TAC §74.1021, TAC §74.12	High School Program	General Education and Special Education	34



Graduation Type Code Chart

GRADUATION-TYPE-CODE Chart 2

Coding of students who meet the curriculum and credit requirements under TEC Chapter 74 and participated in or were exempted from the statewide assessment instrument(s) identified in the Individualized Education Plan (IEP).

Year Entering Grade 9 Curriculum Requirements in Effect During School Year	High School Program	Graduation Codes	
Students receiving special education and related services who entered grade 9 in 2014-2015 and thereafter or prior school years for students who opted to graduate under the Foundation High School Program. These students will graduate under TAC Chapter 89.			
TAC §74.12 TAC §89.1070(b)(1)	Completion of Minimum Curriculum And Credit Requirements for Graduation Applicable To Students In General Education And Participated In The Exit-Level Assessment Instrument Identified in The IEP-Foundation High School Program.	Special Education Only	35

In the event that a student receiving special education services completes all requirements of the foundation program, including satisfactory performance on the standard assessments required for graduation, that student should be coded with one of the codes in Chart 1.



Graduation Type Code Chart

GRADUATION-TYPE-CODE Chart 3

Year Entering Grade 9 Curriculum Requirements in Effect During School Year	Minimum High School Program	Graduation Codes	
Students receiving special education and related services who entered grade 9 in 2014-2015 and thereafter or prior school years for students who opted to graduate under the Foundation High School Program. These students will graduate under TAC Chapter 89.			
TAC §89.1070(b)(2)(A)	Completion Of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School Services	Special Education Only	54
TAC §89.1070(b)(2)(B)	Completion Of IEP And Demonstrated Mastery Of Specific Employability And Self-Help Skills That Do Not Require Public School Services	Special Education Only	55
TAC §89.1070(b)(2)(C)	Completion Of IEP And Access To Services, Employment, Or Education Outside Of Public Education	Special Education Only	56
TAC §89.1070(b)(2)(D)	Completion Of IEP And Reached Age 22 Foundation	Special Education Only	57



Cohort Members

- A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in a given school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. **Students stay with their original cohort, whether they are retained or promoted.** Students are members of only one cohort.



Class vs. Cohort

- The denominator of the graduation rate calculation is defined as the “class.” For purposes of these rates, the class is the sum of students from the original cohort who have a final status of “graduated,” “received TxCHSE,” or “dropped out” as of August 31, 2019, or who have a final status of “continued” as of fall 2019.
- There are other students who are members of the original cohort but whose final status does not affect the graduation rate calculation.



Class vs. Cohort

- These are:
 - students with a final status that are not considered to be either a graduate, continuer, TxCHSE recipient, or a dropout based on specific leaver codes;
 - students whose final status could not be determined because data errors prevented records from being matched or because final status records were not submitted; and
 - students who are excluded from accountability ratings due to state statutory requirements (see Annual Dropout Rate definition).
- Students in the cohort but not in the class do not affect the graduation rate calculation; they are in neither the numerator nor the denominator.



Accounting for Students

- Each student served in the district in one school year must be accounted for the next fall either through TEA or district records.
- TSDS reports available in the fall provide the full roster of students expected to be accounted for by TEA or the district.

Sample Reports:

PDM1-320-001	Interim List to Assist LEAs in Leaver Record Submission
PDM1-320-002	Preliminary Presumed Underreported Students List
PDM1-321-001	Presumed Underreported Students List



Accounting for Students

Texas Education Agency

PDM1-320-002

v20.1.1

*** CONFIDENTIAL ***

LEA:

TSDS PEIMS PRELIMINARY PRESUMED UNDERREPORTED STUDENTS LIST

LEA-level Data | Reported Type: All

Campuses: ALL

2019 - 2020 Fall Collection, Accepted Submission

Campus:

Grade: 07

Student Name	Unique ID	Local ID	Student ID	DOB	S e t x h	E t Reported Type	Current Year Information			Prior Year Information			
							Presumed Summertime Mover**	Presumed Returned Student	Presumed Leaver	School Year Mover	Texas GED Recipient Date	Prior Texas Graduate	TSDS Unique ID Error
					M	B Attendance Only	No	Yes	No	No		No	No
					F	H Attendance Only	Yes	No	No	No		No	No
					M	W Attendance Only	No	No	Yes	No		No	No
					F	H Attendance Only	Yes	No	No	No		No	No
					F	H Attendance Only	Yes	No	No	Yes		No	No
					F	B Attendance Only	Yes	No	No	No		No	No
					F	A Attendance Only	No	Yes	No	No		No	No
					F	H Attendance Only	No	Yes	No	No		No	No
					F	H Attendance Only	No	No	Yes	No		No	No
					M	W Attendance Only	No	Yes	No	No		No	No
					M	H Attendance Only	Yes	No	No	Yes		No	No
					M	T Attendance Only	No	Yes	No	No		No	No
					M	A Attendance Only	Yes	No	No	Yes		No	No
					F	H Attendance Only	No	Yes	No	No		No	No
					M	W Attendance Only	No	Yes	No	No		No	No
					F	A Attendance Only	No	Yes	No	No		No	No



Accounting for Students

Texas Education Agency

PDM1-320-001

v20.1.1

*** CONFIDENTIAL ***

LEA:

Campus:

Grade: 07

TSDS PEIMS INTERIM LIST TO ASSIST LEAS IN LEAVER RECORD SUBMISSION

LEA-level Data | Reported Type: All

Campuses: ALL

2019 - 2020 Fall Collection, Accepted Submission

Student Name	Unique ID	Local ID	Student ID	Date of Birth	S e x	E t h	Reported Type	School Year Mover	Texas GED Recipient Date	Prior Texas Graduate	TX Unique ID Error
					M	B	Attendance Only	No		No	No
					F	H	Attendance Only	No		No	No
					M	W	Attendance Only	No		No	No
					F	H	Attendance Only	No		No	No
					F	H	Attendance Only	Yes		No	No
					F	B	Attendance Only	No		No	No
					F	A	Attendance Only	No		No	No
					F	H	Attendance Only	No		No	No
					F	H	Attendance Only	No		No	No
					M	W	Attendance Only	No		No	No
					M	H	Attendance Only	Yes		No	No
					M	T	Attendance Only	No		No	No
					M	A	Attendance Only	Yes		No	No
					F	H	Attendance Only	No		No	No
					M	W	Attendance Only	No		No	No
					F	A	Attendance Only	No		No	No
					F	A	Attendance Only	No		No	No
					F	A	Attendance Only	No		No	No
					M	W	Attendance Only	No		No	No
					F	W	Attendance Only	No		No	No



Accounting for Students by TEA

Students accounted for ^a :	Source:
Texas Certificate of High School Equivalency (TxCHSE) recipients	TEA's TxCHSE database
Previous TX public school graduates	TEA's graduate database
Movers (or students who move from one TX public school district and enroll in another)	TSDS PEIMS submission 3 records submitted by districts in June (school-year movers), and TSDS PEIMS submission 1 records submitted by districts the next fall (summertime movers)

^aDistricts can use TSDS reports on TxCHSE recipients, previous graduates, and school-year movers (PDM1-320-001) in October and on presumed summertime movers (PDM1-321-001) in December.



Texas Certificate of High School Equivalency

- A student is classified as a TxCHSE recipient if he or she earns a high school equivalency certificate through one of three TEA-approved assessments:
 - the General Educational Development (GED) test
 - the High School Equivalency Test (HiSET)
 - the Test Assessing Secondary Completion (TASC)
- High school equivalency assessments are given throughout the state in school districts, colleges and universities, and education service centers.



Accounting for Students by Districts

Students accounted for:	Source:
Returned students	Enrollment records (i.e., TSDS PEIMS submission 1 records submitted by districts the next fall)
Leavers (graduates, dropouts, and students who leave for non-dropout reasons)	Leaver records (i.e., TSDS PEIMS submission 1 records submitted by districts the next fall)



Determine Student Statuses

- TEA determines each student's status at each district.
- For those who did not return to a district, TEA determines whether the student is a graduate, other leaver, TxCHSE recipient, or dropout.
- A dropout is a student who attends Grade 7-12 in a public school in a particular school year, does not return the following fall, is not expelled, and does not:
 - Graduate,
 - Receive a Texas Certificate of High School Equivalency (TxCHSE),
 - Continue school outside the public school system,
 - Begin college, or
 - Die.

Student can have only one status at each district. Statuses are not always mutually exclusive, so a hierarchy exists to determine the status.
Statuses may vary from district to district. A district is held accountable for student's leaver status in that district.

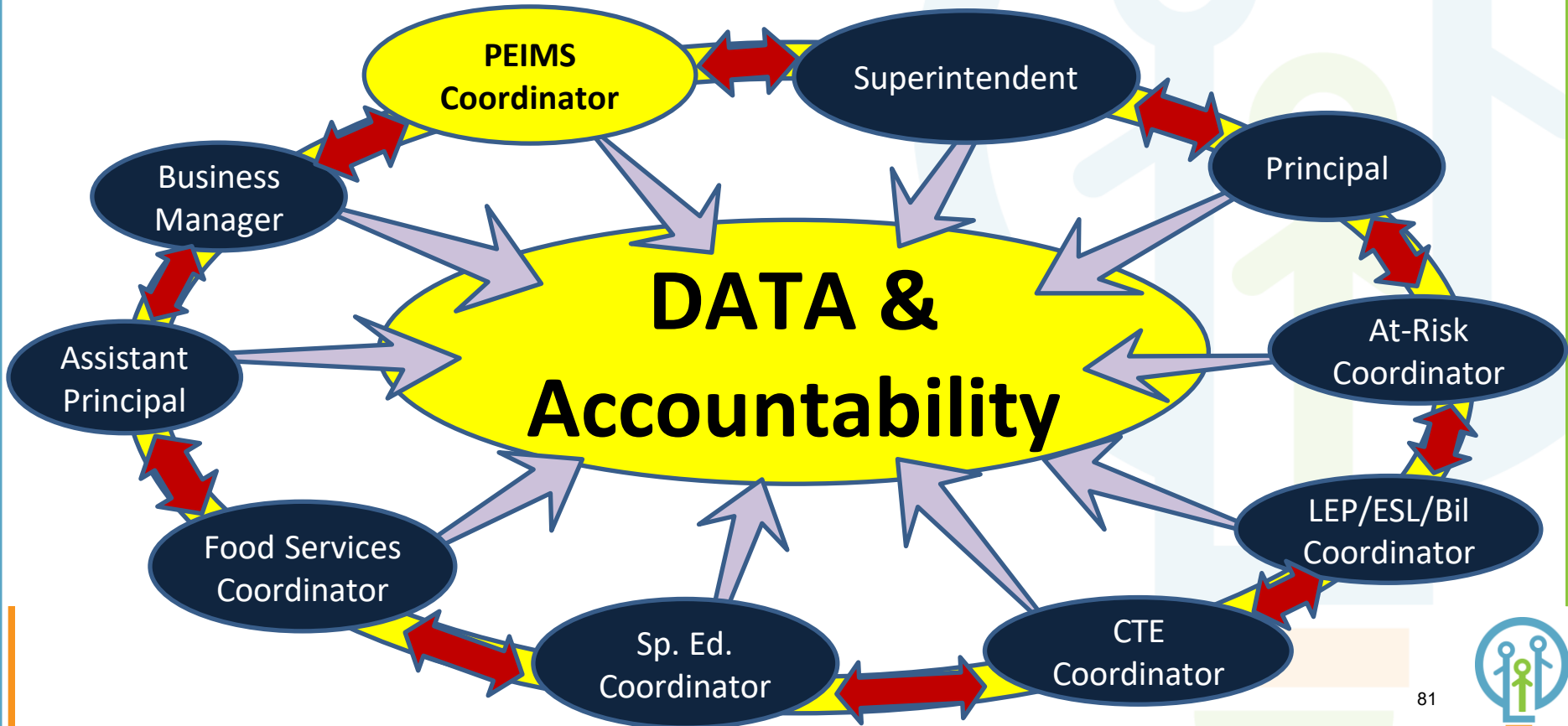


Individual Graduation Committee Graduates

- Students who graduated by decisions of individual graduation committees (IGCs) are graduates and are therefore **included** as graduates in longitudinal rates.



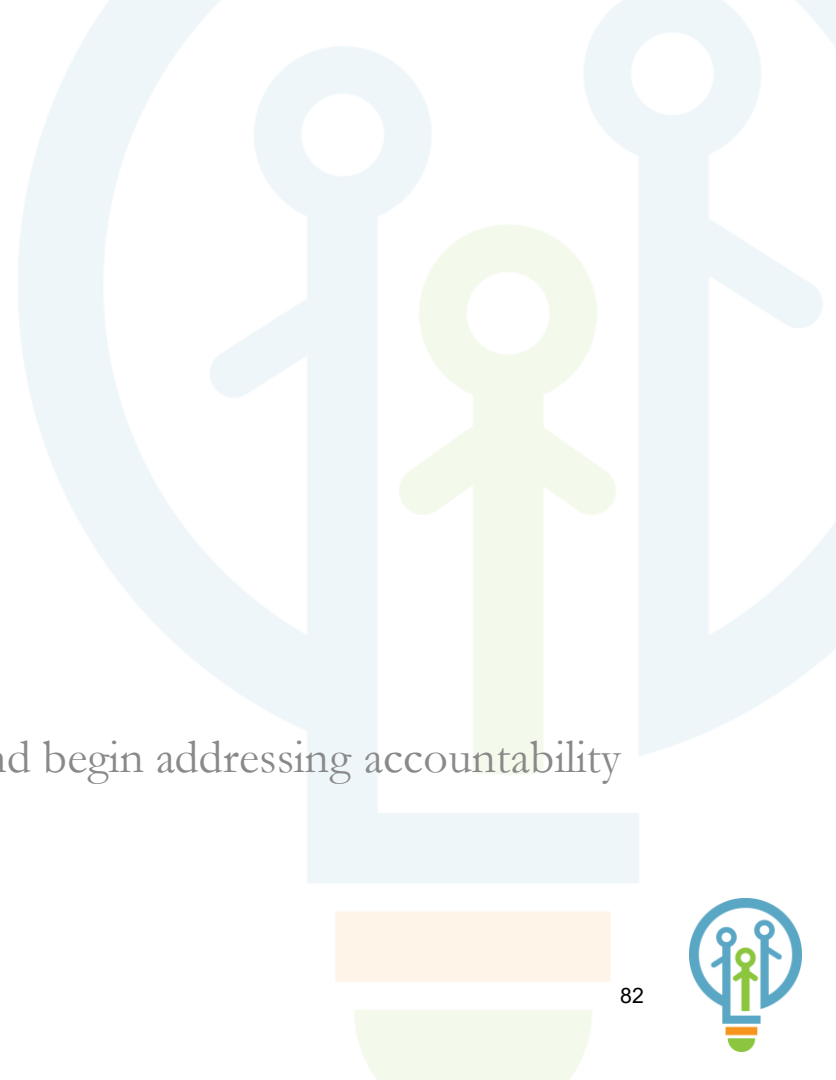
It Takes a Team





Application

Let's spend time reviewing data from your LEA and begin addressing accountability concerns.



Things to Consider

- Student Dropout Rates
- Graduate Coding
- Dual Credit
- Dual Enrollment
- CCMR Coding
- At-Risk Identification
- LEP Identification
- Military Enlistment
- Texas Industry Certification



Reports to Review

PDM1-120-003	Student Program Roster
PDM1-120-005	Student Data Review
PDM1-120-009	Disaggregation of PEIMS Student Data
PDM1-120-012	Student Indicator Report by Grade
PDM1-124-005	School Leaver Summary
PDM1-124-007	Unreported Students Presumed At Risk
PDM1-320-001	Interim List to Assist LEAs in Leaver Record Submission
PDM1-320-002	Preliminary Presumed Underreported Students List
PDM3-120-008	Students with Dual Credit Courses And College Credit Hours
PDM3-133-002	Students Completing Courses with Advanced/Dual Credit/Enrollment



Questions to Answer

- How is PEIMS and Accountability Connected?
- What Data Quality procedures are currently implemented or need to be changed for current accountability issues?
- What PEIMS reports will assist in accountability related data review?
- What are some common data issues that can impact accountability?





Report Review and Q&A



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