

2019–2020 Student Attendance Accounting Handbook: Change Supplement to Version 2

Note: This Change Supplement highlights changes to the text of the 2019–2020 Student Attendance Accounting Handbook (SAAH) that are a result of the changes brought by HB 3. All changes to the SAAH text are in **bold**. All deletions to the SAAH text are in ~~strikethrough~~. Additional plain text from the SAAH is included to better understand the context of the changes.

**2019–2020 Student Attendance Accounting Handbook:
Change Supplement to Version 2**

Type of Change	Changes to 2019–2020 SAAH
Revision	<p style="text-align: center;">2019–2020 Student Attendance Accounting Handbook: Version 2</p> <p>Texas Education Agency October 2019</p>
Revision	<p>3.2.1.3 Code 2 Eligible for Half-Day Attendance</p> <p>Code 2 indicates that a student is eligible to generate half-day attendance. Code 2 applies to all students entitled to enroll under the TEC, §25.001, who are scheduled for and provided instruction at least two hours but fewer than four hours each school day for the purposes of ADA. These students include prekindergarten (pre-K) students who meet the eligibility requirements in Section 7 Prekindergarten (Pre-K) (see 7.5 Eligible Days Present and ADA Eligibility). Additionally, districts providing a full-day pre-K program to eligible four year olds would need to provide 75,600 operational minutes unless they have received a waiver from the agency.</p>
Revision	<p>3.2.1.4 Code 3 Eligible Transfer Student Full Day</p> <p>Charter schools are only approved to serve students in the geographic boundary authorized in the charter school’s charter agreement, unless the student is a child of an employee of the school and regardless of whether the child resides in the geographic boundary served by the school.</p>

2019–2020 Student Attendance Accounting Handbook: Change Supplement to Version 2

Type of Change	Changes to 2019–2020 SAAH
Revision	<p><i>3.2.3 Age Eligibility</i></p> <p>a student with a disability who graduated by meeting the requirements of 19 TAC §89.1070(b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) as determined by an admission, review, and dismissal (ARD) committee and who is still in need of special education services¹ (This student may be served through age 21 inclusive.²)</p> <p>a student with disabilities who has graduated with a high school diploma under 19 TAC §89.1070(b)(1) or (g)(1) or (3) (This student is no longer eligible to receive services or generate ADA.)</p>
Addition	<p><i>3.3.1 Residency</i></p> <p>A student whose parent or guardian is an active duty member of the armed forces of the United States may establish residency for the purposes of being enrolled in a school district by providing a copy of a military order that requires the parent or guardian to transfer to a military installation in or adjacent to the district’s attendance zone. Proof of residency must be provided within 10 days of the arrival date specified in the order. See the TEC, §25.001(c-1).</p>
Addition	<p><i>3.3 Enrollment Procedures and Requirements</i></p> <p>A charter school may enroll a child of an employee of the school regardless of whether the child resides in the geographic boundary served by the school under the TEC, §12.117(d).</p>
Addition	<p><i>3.3.6 Student Entitlement to Attend School in a Particular District</i></p> <p>Under the TEC, §25.001(b), your school district must admit a student who meets age eligibility requirements if the student:</p> <ul style="list-style-type: none"> • and either parent resides in your school district; • does not reside in your school district but has a parent who does and that parent is a joint or the sole managing conservator or possessory conservator of the student; • and the student’s guardian or other person having lawful control of the person under a court order resides within your school district; • has established a separate residence under the TEC, §25.001(d);

¹ as determined by the ARD committee per [19 TAC §89.1070\(f\)](#)

² [34 Code of Federal Regulations \(CFR\), §300.102\(a\)\(3\)](#)

2019–2020 Student Attendance Accounting Handbook: Change Supplement to Version 2

Type of Change	Changes to 2019–2020 SAAH										
	<ul style="list-style-type: none"> • is homeless, regardless of the residence of the student, either parent, or the person’s guardian or other person having lawful control of the person; • is a foreign exchange student placed with a family that resides in your district by a nationally recognized foreign exchange program;³ • resides at a residential facility that is in your district; • resides in your district and either is 18 years old or older or has had the disabilities of minority removed; or • does not reside in your school district but has a grandparent who does and who provides a substantial amount of after-school care for the student⁴; or • resides or a parent of the student resides in a residence that is located on a parcel of property located on any part of two or more districts. 										
Revision	<p><i>3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes</i></p> <ul style="list-style-type: none"> • is in his or her junior or senior year of high school and misses school for the purpose of visiting an institution of higher education accredited by a generally recognized accrediting organization to determine the student’s interest in attending the institution.⁵ Your district must not excuse for this purpose more than six days during a student’s junior year and six days during a student’s senior year and must adopt a policy stating when an absence will be excused for this purpose and a procedure for verifying students’ visits to institutions of higher education. 										
Revision	<p>3.8 Calendar</p> <p style="text-align: center;">Calendar Requirements for Funding</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Program Type</th> <th style="text-align: center;">Operational Minutes</th> <th style="text-align: center;">Instructional Minutes</th> <th style="text-align: center;">Days of Instruction</th> <th style="text-align: center;">Full Funding</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">School Districts</td> <td style="text-align: center;">75,600</td> <td></td> <td></td> <td style="text-align: center;">Provide 75,600 minutes of operation along with any applicable waivers.</td> </tr> </tbody> </table>	Program Type	Operational Minutes	Instructional Minutes	Days of Instruction	Full Funding	School Districts	75,600			Provide 75,600 minutes of operation along with any applicable waivers.
Program Type	Operational Minutes	Instructional Minutes	Days of Instruction	Full Funding							
School Districts	75,600			Provide 75,600 minutes of operation along with any applicable waivers.							

³ unless the school district has applied for and been granted a waiver by the commissioner under the [TEC, §25.001\(e\)](#)

⁴ as determined by the school board

⁵ [TEC, §25.087\(b-2\)](#)

2019–2020 Student Attendance Accounting Handbook: Change Supplement to Version 2

Type of Change	Changes to 2019–2020 SAAH				
	Charter Schools Operating Before January 1, 2015	75,600		180	Provide 180 days of attendance with a minimum of four hours of daily instruction with any applicable waivers and comply with charter contract terms regarding student instruction time OR provide 75,600 minutes of operation along with any applicable waivers.
	Charter Schools Operating After January 1, 2015	75,600			Provide 75,600 minutes of operation along with any applicable waivers.
	Full-day Pre-K for Eligible Four Year Olds	75,600			Provide 75,600 minutes of operation along with any applicable waivers.
	Half-day Pre-K for Eligible Three Year Olds and Ineligible Students		32,400		Provide 32,400 minutes of instruction along with any applicable waivers.
	<ul style="list-style-type: none"> • Dropout Recovery Campus(es) or Program(s)⁶ • Day Treatment Facility • Residential Treatment Facility • Psychiatric Hospital • Medical Hospital • Correctional Facility • DAEP • Adult High School and Industry 		43,200		Provide 43,200 minutes of instruction along with any applicable waivers.

⁶ [TEC, §12.1141\(c\)](#) or [§39.0548](#); school program(s) and campus(es)

2019–2020 Student Attendance Accounting Handbook: Change Supplement to Version 2

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	Certification charter school ⁷					
	JJAEP			180	Provide seven hours (420 minutes) of operation per day. Refer to 10.3.1 Requirements for JJAEP.	
Addition	<p><i>3.8.3 Summer School and State Funding</i></p> <p>Beginning in the 2020–2021 school year, an additional instructional days incentive will be available to district or charter school campuses that offer up to an additional 30 days of half-day instruction for students enrolled in pre-K through fifth grade. In order to be eligible for the incentive for the additional days, a district or charter school campus will have to meet the regular year minimum operational and instructional minutes requirements and provide at least 180 days of instruction. Participating campuses will receive half-day funding for students attending each additional day. Similar to 3.2.1.3 Code 2 requirements, additional days must provide a minimum of two hours of instruction for students. If all the criteria are met for the additional days of incentive funding, a school district or charter school that is entitled to both the incentive and funding for a campus under the TEC, §48.252, may receive only the incentive or the funding for the campus under the TEC, §48.252, whichever would result in the greater amount of funding. Additional funding does not start until September 1, 2020. See the TEC, §48.0051, for more information.</p> <p>The Optional Extended Year Program, a grant program that allows for state funding of school days beyond the 75,600 minutes that make up the state funding year, has not been funded for the 2019–2020 school year.</p> <p>If a student is in membership for additional days beyond the 75,600 minutes, including intermissions and recesses, that make up the state funding year, the attendance that exceeds the 75,600 minutes will not generate state funding other than the exceptions noted above, assuming eligibility requirements have been met such as providing a 180-day calendar for Additional Days School Year funding. For the purposes of calculating state funding, the state funding calendar year begins the fourth Monday in August unless a district uses a year-round system or is a District of Innovation that changes its start date.</p> <p>Situations sometimes occur in which a student who has been served in one public school throughout the school year moves to another public school that is operating a calendar track during the summer. To account for situations in which school calendars do not align, up to 77,700 minutes of state funding will be allowed for individual students. However, no public school will be funded in excess of a 180-day calendar except for the schools that meet all the criteria for the additional days incentive funding that becomes available starting in the 2020–2021 school year. The criteria are defined in the TEC, §48.0051.</p>					

⁷ [TEC, §29.259](#)

2019–2020 Student Attendance Accounting Handbook: Change Supplement to Version 2

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	<p>TEA will adjust the state funding accordingly for any school district or charter school that reports a student whose membership exceeds 77,700 minutes during a state funding year. TEA will not make such adjustments when additional attendance is reported for eligible special education extended school year services.</p> <p>If a student attends additional instructional days, the school in which they are enrolled is held accountable to the 180-day requirement, regardless of if the student is attending a different campus. Additionally, the funding for additional days will go the campus in which the student is officially enrolled, even if the services are offered at a different location.</p> <p>The following table provides details specific to additional days incentive funding implications for three situations for campuses not providing a full 180-day calendar.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; text-align: center;">Situation</th> <th style="width: 50%; text-align: center;">Agency Policy</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p style="text-align: center;">Students Attend a 35-Day Summer Program at Their Enrolled Campus</p> <p>Campus A conducts 175 days of instruction for all enrolled students and 25 percent of students attend a 35-day summer program (five required days in addition to additional instructional days).</p> </td> <td style="vertical-align: top;"> <p>Campus A's ADA for the remaining five days of the core calendar (days 176–180) would reflect the 25 percent attendance, negatively impacting overall ADA. Campus A also receives funding for the additional days.</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p style="text-align: center;">Students Attend a 35-Day Summer Program at a Different Campus</p> <p>Campus A conducts 175 days of instruction for all students and 25 percent of their students attend a 35-day summer program at Campus B (five required days in addition to additional instructional days)</p> </td> <td style="vertical-align: top;"> <p>Campus A's ADA for the remaining five days of the core calendar (days 176–180) would reflect the 25 percent attendance, negatively impacting overall ADA.</p> <p>Campus A would also receive the funding for the additional days since the students' enrollment campus does not change even though they are attending Campus B.</p> </td> </tr> </tbody> </table>	Situation	Agency Policy	<p style="text-align: center;">Students Attend a 35-Day Summer Program at Their Enrolled Campus</p> <p>Campus A conducts 175 days of instruction for all enrolled students and 25 percent of students attend a 35-day summer program (five required days in addition to additional instructional days).</p>	<p>Campus A's ADA for the remaining five days of the core calendar (days 176–180) would reflect the 25 percent attendance, negatively impacting overall ADA. Campus A also receives funding for the additional days.</p>	<p style="text-align: center;">Students Attend a 35-Day Summer Program at a Different Campus</p> <p>Campus A conducts 175 days of instruction for all students and 25 percent of their students attend a 35-day summer program at Campus B (five required days in addition to additional instructional days)</p>	<p>Campus A's ADA for the remaining five days of the core calendar (days 176–180) would reflect the 25 percent attendance, negatively impacting overall ADA.</p> <p>Campus A would also receive the funding for the additional days since the students' enrollment campus does not change even though they are attending Campus B.</p>
Situation	Agency Policy						
<p style="text-align: center;">Students Attend a 35-Day Summer Program at Their Enrolled Campus</p> <p>Campus A conducts 175 days of instruction for all enrolled students and 25 percent of students attend a 35-day summer program (five required days in addition to additional instructional days).</p>	<p>Campus A's ADA for the remaining five days of the core calendar (days 176–180) would reflect the 25 percent attendance, negatively impacting overall ADA. Campus A also receives funding for the additional days.</p>						
<p style="text-align: center;">Students Attend a 35-Day Summer Program at a Different Campus</p> <p>Campus A conducts 175 days of instruction for all students and 25 percent of their students attend a 35-day summer program at Campus B (five required days in addition to additional instructional days)</p>	<p>Campus A's ADA for the remaining five days of the core calendar (days 176–180) would reflect the 25 percent attendance, negatively impacting overall ADA.</p> <p>Campus A would also receive the funding for the additional days since the students' enrollment campus does not change even though they are attending Campus B.</p>						

**2019–2020 Student Attendance Accounting Handbook:
Change Supplement to Version 2**

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	<p style="text-align: center;">Students Unenroll and Attend a Summer Program at a Different Campus</p> <p>Campus A conducts 175 days of instruction for all students and 25 percent of students unenroll from Campus A and enroll in Campus B to attend a 35-day summer program (five required days in addition to additional instruction days).</p>	<p>Campus A’s ADA has no negative impact. Campus B receives the additional ADA from the five required days and the additional instructional days for the newly enrolled students.</p>
	<p>Note that while the OFSDP allows for state funding-eligible OFSDP credit recovery classes to be offered during the summer recess, an OFSDP-eligible student cannot earn more than the equivalent of one ADA (75,600 minutes worth of perfect attendance in the regular attendance program) for a 12-consecutive-month school year.</p>	
Revision	<p>3.11.2 Example 2 A four-year-old student enrolls in a pre-K program in a district that offers separate programs for three year and four year olds.</p>	
Revision	<p>3.11.18 Example 18 Your school district decides that it will have an early release day on which classes are dismissed at noon. Your district has morning and afternoon sections of eligible three-year-old pre-K students.</p>	
Revision	<p>4.2 Special Education and Eligibility</p> <p>To be eligible to receive special education services, a student must be a child with a disability and who, by reason thereof, requires specially designed instruction.</p>	

2019–2020 Student Attendance Accounting Handbook: Change Supplement to Version 2

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Revision	<p>4.2 Special Education and Eligibility</p> <p>The determination of a student’s eligibility for special education and related services is made by the student’s individualized family services plan (IFSP) committee (for children age two years or younger) or ARD committee (for students age three years or older).¹</p> <p>¹ 19 TAC §89.1040(b) and §89.1050(b)</p>
Revision	<p>4.2 Special Education and Eligibility</p> <p>Your district must make special education services available to the following:</p> <ul style="list-style-type: none"> • an eligible student beginning on his or her third birthday; • an eligible student who has not reached his or her 22nd birthday on September 1 of the current school year and who has not received a regular high school diploma; or • an eligible student who meets all three of the following requirements: <ul style="list-style-type: none"> ○ the student has not reached his or her 22nd birthday on September 1 of the current school year; ○ the student has received a regular high school diploma under 19 TAC §89.1070(b)(2)(A), (B), or (C) or §89.1070(g)(4)(A), (B), or (C), and the student is returning to school under 19 TAC §89.1070(k).
Revision	<p>4.3.1 Enrollment Procedures for a Student in Your District Who Was Not Previously Receiving Special Education Services</p> <p>The enrollment procedures for a student in your district who was not previously receiving special education services are as follows:</p> <ol style="list-style-type: none"> 1. Upon completion of a full individual and initial evaluation (FIE), an ARD committee meets and develops the student’s IEP that includes the appropriate educational placement for implementing the student’s IEP.
Revision	<p>4.3.3 Enrollment Procedures for a Student Who Is New to Your District but Was Previously Receiving Special Education Services</p> <p>The ARD committee must determine the instructional setting code and speech therapy indicator code according to the committee’s interim placement for the student 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).</p>

¹ [19 TAC §89.1040\(b\)](#) and [§89.1050\(b\)](#)

**2019–2020 Student Attendance Accounting Handbook:
Change Supplement to Version 2**

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Revision	<p><i>4.3.3 Enrollment Procedures for a Student Who Is New to Your District but Was Previously Receiving Special Education Services</i></p> <p>A FIE must be completed within the timelines established by 19 TAC §89.1011(c) and (e) and meet the requirements in 34 CFR, §300.323(f)(2), within 30 calendar days from the date of the completion of the evaluation report.</p>
Addition	<p>4.3.3.1 Transfer of Records</p> <p>¹ TEC, §25.002(a-1)</p>
Revision	<p>4.4 Withdrawal Procedure</p> <p>¹ 34 CFR, §300.9(c)(3); 34 CFR, §300.300(b)(4)</p> <p>¹ 34 CFR, §300.300(b)(4) and §300.503; 19 TAC §89.1050(h)</p>
Revision	<p>4.7 Instructional Setting Codes</p> <p>¹ 34 CFR, §300.324(b)(1)(i)</p>
Revision	<p><i>4.7.5 Code 30 - State Supported Living Centers</i></p> <p>If services are provided on a local district campus, the student’s instructional setting should be coded as residential care and treatment facility.</p>
Revision	<p><i>4.7.19 Code 81, 82, 83, 84, 85, 86, 87, 88, or 89 - Residential Care and Treatment Facility (Not School District Resident)</i></p> <p>¹ “Foster group home” and “foster family home” are defined in 40 TAC §749.43(25–26) and §750.43(1–2).</p>
Revision	<p>4.8.1.1 Indicator Code 1 – Speech Therapy</p>

2019–2020 Student Attendance Accounting Handbook: Change Supplement to Version 2

Type of Change	Changes to 2019–2020 SAAH
	¹ 19 TAC §89.63(c)(4)
Revision	<p>4.9 Early Childhood Special Education (ECSE) Services</p> <p>Eligible children with disabilities aged three through 21 years are entitled to receive a FAPE under the Individuals with Disabilities Education Act (IDEA). In Texas, special education and related services for eligible children with disabilities, aged three through five years, have historically been referred to as preschool programs for children with disabilities (PPCD). In an effort to clarify and promote understanding that a child who qualifies for these services must be served in the least restrictive environment specified in the child’s IEP, TEA will phase out references to PPCD in this and other TEA publications over time. Instead, children aged three through five who qualify for special education and related services will receive services through ECSE.</p>
Revision	<p><i>4.9.9 ECSE Services and Private or Home School Student Aged Three or Four Years and in Need of Special Education</i></p> <p>¹ See also 34 CFR, §§300.130–300.144.</p>
Revision	<p>5.2 Eligibility and Eligible Days Present</p> <p>Your district is responsible for ensuring CTE contact hour funding eligibility by meeting the following four criteria:</p>
Revision	<p>5.2 Eligibility and Eligible Days Present</p> <ul style="list-style-type: none"> • When districts partner with technical or community colleges to offer dual credit, including locally articulated CTE courses, the postsecondary faculty must meet Southern Association of Colleges and Schools teacher requirements.
Deletion	<p>5.2 Eligibility and Eligible Days Present</p> <p>[5.—— To be eligible for CTE contact hour funding, your district must offer at least one coherent sequence of CTE courses in at least three different Career Clusters.⁸</p>

⁸ A Career Cluster is one of the 16 Career Clusters around which CTE is organized. A list of the 16 Career Clusters is available at https://tea.texas.gov/Academics/College_Career_and_Military_Preparation/Career_and_Technical_Education/CTE_Texas_Essential_Knowledge_and_Skills_for_2017-2018/.

2019–2020 Student Attendance Accounting Handbook: Change Supplement to Version 2

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	<p>⁴A Career Cluster is one of the 16 Career Clusters around which CTE is organized. A list of the 16 Career Clusters is available at https://tea.texas.gov/Academics/College,_Career,_and_Military_Prep/Career_and_Technical_Education/CTE_Texas_Essential_Knowledge_and_Skills_for_2017-2018/.</p>
Revision	<p><i>5.2.1 Eligibility of Students for Funding</i></p> <p>Eligibility for Contact Hours: Students in grades seven through 12 are eligible for CTE contact hours when enrolled in a course from 19 TAC Chapter 130 or 19 TAC Chapter 126 that grants high school credit. Students in grades seven and eight are eligible for weighted funding if they are enrolled in middle school career and technical education for the disabled courses (see 5.9 Career and Technical Education for the Disabled (CTED) Courses).</p>
Revision and Deletion	<p><i>5.2.2 Eligibility of Courses for Funding</i></p> <p>State-approved CTE courses are listed in Section 4, Code Table C022 of the TSDS PEIMS Data Standards, available at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/, and designated with an H in the CTE column.</p> <p>Your district must spend its CTE state allotment funding in accordance with the provisions of 19 TAC §105.11, related to maximum allowable indirect costs.</p> <p>Your school district may receive state weighted funding for all CTE innovative courses approved by TEA for students in grades seven through 12. To receive CTE weighted funding, your district must maintain documentation of local board approval to offer any TEA-approved innovative course.⁹ With the approval of the local board of trustees, school districts and charter schools may offer any state-approved innovative course for state elective credit. No application is required for a district or charter school to offer an approved innovative course. If your district wishes to submit a new innovative course, your district must follow the process for applying to TEA for approval to offer the new innovative course.</p> <p>[The state approved technology application courses in cybersecurity that are part of a cybersecurity pathway for the science, technology, engineering, and mathematics (STEM) endorsement beginning in the 2018–2019 school year. School districts receive weighted funding for students who enroll in technology application courses on cybersecurity that are included in the cybersecurity pathway. Districts must report CTE attendance contact hours for students enrolled in approved cybersecurity courses.]</p>

⁹ [19 TAC §74.27](#)

2019–2020 Student Attendance Accounting Handbook: Change Supplement to Version 2

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	<p>Funding students enrolled in a Pathways in Technology Early College High School (P-TECH)</p> <p>TEA-designated P-TECH campuses will generate funding in the amount of \$50.00 per enrolled student (grades nine through 12 only). The campus must be designated by TEA and listed on the Texas Education Standards website. Campuses shall report the students enrolled on the TEA-designated P-TECH campus in PEIMS submissions 1 and 3 using the PEIMS indicator E1612.</p> <p>Funding students enrolled in a New Tech Network (NTN) school</p> <p>Campuses that have an active agreement with the NTN will generate funding in the amount of \$50.00 per enrolled student (grades seven through 12 only). The campus must have an active agreement with the NTN and be listed on the Texas Education Standards website. Campuses shall report the students enrolled on NTN campus in PEIMS submissions 1 and 3 using the PEIMS indicator E1647.</p>
Deletion	<p><i>5.2.3 Earning CTE Contact Hours</i></p> <p>A student may enroll simultaneously in as many CTE courses as his or her schedule permits. For funding purposes, however, the student may receive no more than six contact hours per day (see 4.15 Eligible Days Present and Contact Hours). [with the exception of students enrolled in approved cybersecurity courses. Districts must report CTE attendance contact hours for students enrolled in the approved cybersecurity courses.]</p>
Revision	<p><i>5.5.1 Special Instructions for Districts Operating Block Schedules</i></p> <p>For students who are enrolled in more than one CTE course, CTE codes are combined to determine the correct code assigned to each student. For example, a student is enrolled in a CTE course that averages 45 minutes per day (V1) and a CTE course that averages 135 minutes per day (V3). When the V1 and the V3 class codes are combined, the student is assigned a code of V4 in the attendance accounting system.</p>
Revision	<p>5.13.4 Example 4</p> <p>A grade eight student is enrolled in Principles of Transportation Systems (a grade 9–12 course) for the first semester.</p> <p><i>This student will have a CTE code in the attendance accounting system and can earn contact hours. The student may earn high school credit for successful completion of the grade 9–12 course. District personnel will report the course on the student’s 40170 Record on the fall snapshot date.</i></p>

2019–2020 Student Attendance Accounting Handbook: Change Supplement to Version 2

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Revision	<p>5.13.8 Example 8</p> <p>A student in grade seven is taking Touch System Data Entry.</p> <p><i>This student will have a CTE code in the attendance accounting system and district personnel will report the course on the student's 40170 Record on the fall snapshot date (see the TSDS PEIMS Data Standards).</i></p>
Revision and Deletion	<p>5.13.14 Example 14</p> <p>An eighth grade student who [is not enrolled in a CTED course but] is enrolled in a Principles of Law, Public Safety, Corrections, and Security course is [not] eligible to generate contact hour funding.</p> <p>Students in grades seven through 12 are eligible for CTE contact hours when enrolled in a course from Chapter 130 or Chapter 126 of the TEKS. [, except for students in grades seven and eight who are eligible for and enrolled in CTED courses. The student in the example would not be included in the 42401 record.] (See the TSDS PEIMS Data Standards for instructions on completing [that record and] the TSDS PEIMS 40100 record for CTE students.)</p>
Revision	<h3 style="color: #4F81BD;">6.3 Program Placement/Eligibility</h3> <p>To be eligible for state funding, a student in the bilingual or ESL education program must meet the following requirements:</p> <ul style="list-style-type: none"> • have a language other than English indicated on the home language survey • be identified as an LEP/EL based on scoring below fluent level on the state-approved English language proficiency assessment for identification as follows (19 TAC §89.1226(f)): <ul style="list-style-type: none"> ○ in pre-K through grade one, the student's score from the listening and speaking components on the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency ○ in grades two through 12, the student's score from the listening, speaking, reading, and writing components on the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency • be recommended for placement in the program by a language proficiency assessment committee (LPAC) • have a record of parental approval to place the EL in a bilingual or ESL education program

2019–2020 Student Attendance Accounting Handbook: Change Supplement to Version 2

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Revision	<p>6.3 Program Placement/Eligibility</p> <p>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.¹⁰</p> <p>¹ 19 TAC §89.1226(j)</p>
Revision	<p>6.3.1 Students Who Are Eligible to Be Served in the Bilingual or ESL Education Program but Are Not Eligible for Funding</p> <p>The following students may be served by a district’s bilingual or ESL education program with parental approval. However, these students are not eligible for bilingual or ESL education program funding.</p> <ul style="list-style-type: none"> • Students who do not meet identification criteria to be considered an EL participating in one-way dual language, transitional, or ESL program. • Students who have met reclassification criteria but will continue in a one-way dual language, transitional, or ESL program.
Revision	<p>6.5 Program Services: Eligibility for State Bilingual Education Allotment (BEA) Funding</p> <p>For a district to claim eligible days present for bilingual education program funding, a district must show that its bilingual education program meets at least one of the three following state requirements.¹¹</p> <ol style="list-style-type: none"> 1. A student is served in a full-time bilingual instructional program by staff members certified to teach bilingual education. The amount of instruction in each language (the student’s home language and English) must align with TEA guidelines specific to either transitional bilingual programs (early exit, late exit) or dual language programs (one-way, two-way). The appropriate bilingual program type code should be recorded for each student served in a bilingual program.

¹⁰ [19 TAC §89.1225\(j\)](#)

¹¹ [19 TAC §89.1210](#); [19 TAC §89.1205](#)

2019–2020 Student Attendance Accounting Handbook: Change Supplement to Version 2

Type of Change	Changes to 2019–2020 SAAH
	<p>2. A student is served in an alternative language program approved by TEA under an exception to the bilingual education program. A TEA-approved exception remains valid for the current year only (the TEC, §29.061; 19 TAC §89.1207). The appropriate alternative language program type code should be recorded for each student served in an alternative language program under a bilingual education exception.</p> <p>3. A student who is English proficient or a reclassified EL participating in a two-way dual language program.</p>
Revision	<p><i>6.8.2 Reclassification Procedures and Criteria for ELs Receiving Special Education Services</i></p> <p>Information describing the process described in 19 TAC §89.1226(l–m) on reclassifying ELs served through special education and ELs with a significant cognitive disability served through special education is located on the TEA Bilingual and English as a Second Language Education Programs web page.</p>
Deletion	<p>6.11 Resources</p> <p>[Additional PEIMS coding clarification can be found in the Section 6 TSDS Appendices in the document Code Guide for Bilingual/English as a Second Language (ESL) Program Association from the July 2019 release.]</p>
Revision	<p><i>7.2.1 Pre-K Eligibility and Age</i></p> <p>A child who is three years old is eligible for pre-K only if your district operates a three-year-old pre-K program. A child who is eligible and enrolls in a pre-K class at the age of three remains eligible for enrollment in a pre-K class for the following school year. A child who is five years of age on September 1 of the current school year is not eligible for enrollment in a pre-K class.</p>
Revision	<p><i>7.2.2 Pre-K Eligibility Based on a Student’s Being Limited English Proficient (LEP)</i></p> <p>If preregistration has not occurred, starting on the first day of school, a district has up to four calendar weeks¹² to complete this documentation. However, as stated before, a district may not claim a student as eligible for pre-K funding until this documentation is on file (see 6.10.1 Home Language Survey Requirements).</p>

¹² [19 TAC §89.1225\(g\)](#)

2019–2020 Student Attendance Accounting Handbook: Change Supplement to Version 2

Type of Change	Changes to 2019–2020 SAAH
Revision	<p>7.5 Eligible Days Present and ADA Eligibility</p> <p>Pre-K classes for eligible four year olds must operate on a full-day basis unless the district has applied for and received a waiver. Pre-K classes for eligible three year olds and ineligible three and four year olds may be operated as a half-day program.^[13] In general, students who meet eligibility requirements for the pre-K program should be coded as eligible for half-day attendance (ADA eligibility code 2) and not as eligible for full-day attendance (ADA eligibility code 1).</p> <p>[¹TEC, §29.153(c)]</p>
Revision	<p>7.5 Eligible Days Present and ADA Eligibility</p> <p>For every student eligible for the program, district personnel must record the total number of eligible days present for each six-week reporting period in the Student Detail Report. For every student who is served in the program but did not meet the eligibility requirements, district personnel must record the total number of ineligible half-days present for each six-week reporting period in the Student Detail Report.</p>
Revision	<p>7.6.7 Example 7</p> <p>A student is served in the pre-K program for the day. The student is eligible for the pre-K program because he is LEP. The district in which the student attends pre-K has a certified bilingual teacher teaching the pre-K class.</p>
Revision and Deletion	<p>8.2 Eligibility</p> <p>Final selection of students to be served in the gifted/talented program must be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students.¹⁴</p> <p>Your district must identify a kindergarten student for participation in the gifted/talented program and serve him or her in the program before March 1 of the current school year, unless the student has moved to your district from another district where he or she was previously served.</p>

¹³ [TEC, §29.153\(c\)](#)

¹⁴ [19 TAC §89.1\(4\)](#)

2019–2020 Student Attendance Accounting Handbook: Change Supplement to Version 2

Type of Change	Changes to 2019–2020 SAAH																				
	<p>The gifted/talented indicator code must reflect the student’s services in the gifted/talented program for each six-week reporting period. If a student stops being served during a reporting period, he or she is shown with a 0 indicator code in the subsequent period unless the gifted/talented program services are resumed for the student during that subsequent period.¹⁵</p> <p>Your district should include all students identified and served in the gifted/talented program as part of its gifted/talented enrollment. [However, not more than 5 percent of your district’s students in average daily attendance are eligible for gifted/talented funding.¹⁶]</p> <p>[¹⁰ TEC, §42.156(c)]</p>																				
Revision	<p><i>9.12.2 SPED, PRS, and Earning Eligible Days Present</i></p> <p>Use the following chart to determine eligible days present when a student receives homebound services through both the special education and the PRS programs.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2" style="padding: 5px;">Amount of Time Served per Week (SPED and PRS Combined) (Week Is Sunday Through Saturday)</th> <th rowspan="2" style="padding: 5px;">SPED and PRS Eligible Days Present Earned per Week</th> </tr> <tr> <th style="padding: 5px;">SPED Homebound</th> <th style="padding: 5px;">PRS</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1 hour</td> <td style="padding: 5px;">1 hour</td> <td style="padding: 5px;">1 day present SPED and PRS</td> </tr> <tr> <td style="padding: 5px;">2 hours</td> <td style="padding: 5px;">2 hours</td> <td style="padding: 5px;">2 days present SPED and PRS</td> </tr> <tr> <td style="padding: 5px;">3 hours</td> <td style="padding: 5px;">2 hours</td> <td style="padding: 5px;">3 days present SPED and PRS</td> </tr> <tr> <td style="padding: 5px;">4 hours</td> <td style="padding: 5px;">2 hours</td> <td style="padding: 5px;">4 days present SPED and PRS (if the week is a 4-day week) 5 days present SPED and PRS (if the week is a 5-day week)</td> </tr> <tr> <td style="padding: 5px;">More than 4 hours</td> <td style="padding: 5px;">2 hours</td> <td style="padding: 5px;">4 days present SPED and PRS (if the week is a 4-day week) 5 days present SPED and PRS (if the week is a 5-day week)</td> </tr> </tbody> </table>	Amount of Time Served per Week (SPED and PRS Combined) (Week Is Sunday Through Saturday)		SPED and PRS Eligible Days Present Earned per Week	SPED Homebound	PRS	1 hour	1 hour	1 day present SPED and PRS	2 hours	2 hours	2 days present SPED and PRS	3 hours	2 hours	3 days present SPED and PRS	4 hours	2 hours	4 days present SPED and PRS (if the week is a 4-day week) 5 days present SPED and PRS (if the week is a 5-day week)	More than 4 hours	2 hours	4 days present SPED and PRS (if the week is a 4-day week) 5 days present SPED and PRS (if the week is a 5-day week)
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¹⁵ PEIMS Data Standards

¹⁶ [TEC, §42.156\(c\)](#)

**2019–2020 Student Attendance Accounting Handbook:
Change Supplement to Version 2**

Type of Change	Changes to 2019–2020 SAAH
Revision	<p align="center">Section 13 Appendix: Average Daily Attendance (ADA) and Funding Information on Weights</p> <p>Special Education — Weight: 1.15 to 5.0 A special education student is assigned one of 12 special education instructional settings, each with a varying weight (from 1.15 to 5.0) that is based on the duration of the daily service provided and the location of the instruction.</p>
Revision	<p align="center">Section 13 Appendix: Average Daily Attendance (ADA) and Funding</p> <p>Dyslexia—Weight: 0.1 per student Funding is based on actual counts of students receiving services for dyslexia or related disorders.</p> <p>Compensatory Education—Weight: based on five tiers, 0.225, 0.2375, 0.25, 0.2625, and 0.275; 2.41 for a student receiving PRS Compensatory education funding provides funding for programs and services designed to supplement the regular education program for students identified as at risk of dropping out of school.</p> <p>Funding is based on a student who is educationally disadvantaged and resides in an economically disadvantage census block group. The weights assigned to the five tiers are from least to most severe economically disadvantaged. If insufficient data is available for any school year to evaluate the level of economically disadvantaged in a census block group, a district is entitled to an annual allotment equal to the basic allotment multiplied by 0.225 for each student who is economically disadvantaged and resides in that census block group.</p>
Addition	<p align="center">Section 13 Appendix: Average Daily Attendance (ADA) and Funding</p> <p>CTE—Weight: 1.35; and \$50.00 for each of the following in which the student is enrolled:</p> <ul style="list-style-type: none"> • two or more advanced CTE classes for a total of three or more credits; • a campus designated as a P-TECH school under the TEC, §29.556; or • a campus that is a member of the New Tech Network and focuses on project-based learning and work-based education.
Addition	<p align="center">Section 13 Appendix: Average Daily Attendance (ADA) and Funding</p>

**2019–2020 Student Attendance Accounting Handbook:
Change Supplement to Version 2**

Type of Change	Changes to 2019–2020 SAAH
	<p>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/one-way or two-way program model for students not described by the TEC, §48.105(1).</p>
Deletion	<p>Section 13 Appendix: Average Daily Attendance (ADA) and Funding Gifted/Talented—Weight 0.12 The number of students eligible for this funding is capped for each district at 5 percent of the district’s refined ADA.</p>
Addition	<p>Section 13 Appendix: Average Daily Attendance (ADA) and Funding Early Education—Weight 0.1 Funding is based on each student in ADA in kindergarten through third grade, if the student is:</p> <ul style="list-style-type: none"> • educationally disadvantaged or • a student of limited English proficiency, as defined by the TEC, §29.052, and is in a bilingual education or special language program under the TEC, Chapter 29, Subchapter B.