

Glossary

2-through-4-hour rule – The shortened name for the requirement that a student, other than a student who is eligible for, enrolled in, and scheduled for and provided instruction in an alternative attendance accounting program, must be scheduled for and provided instruction 2 through 4 hours each day to be eligible for attendance for Foundation School Program (FSP) purposes (eligible to generate average daily attendance [ADA] and thus funding). **Note: The 2-through-4-hour rule includes recess and in-class breakfast.**

ADA-eligible student – A student who is coded as eligible in the attendance accounting system (coded with ADA eligibility code 1, 2, 3, 6, or 7).

admission, review, and dismissal (ARD) committee – A committee that each school district or special education shared services arrangement is required to establish and that makes decisions concerning the educational program of a student referred for special education. All members of the ARD committee must have the opportunity to participate in a collaborative manner in developing a student's individualized education program (IEP).

age – For the purposes of establishing FSP eligibility, a student's age as of September 1 of the current school year. However, a child with a disability may become eligible for services from the date of birth if other special education requirements are met.

If school starts before the student's birth date, the attendance is eligible for the entire school year as long as the student will be the required age on or before September 1 of the current school year.

at-risk – At risk of dropping out of school according to state criteria defined in the Texas Education Code (TEC), [§29.081](#)(d). At-risk students include the following:

- students who were not advanced from one grade level to the next for one or more school years
- students in grades 7–12 who did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or are not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
- students who did not perform satisfactorily on an assessment instrument administered to the students under the TEC, Chapter 39, [Subchapter B](#), and have not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
- students in prekindergarten, kindergarten, or grade 1, 2, or 3 who did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
- limited English proficient (LEP) students, as defined by the TEC, [§29.052](#)
- recovered dropouts
- pre- and postadjudicated students
- homeless students
- pregnant or parenting students

- students who previously resided or currently reside in a residential placement facility in the district²⁶⁹

attendance snapshot – The moment when official attendance is determined for all students. At the moment the snapshot is taken, a student is either present or absent.

average daily attendance (ADA) – The number of students in average daily attendance. ADA is based on the number of days of instruction in the school year. The aggregate days attendance is divided by the number of days of instruction to compute ADA. ADA is used in the formula to distribute funding to Texas public school districts.

bilingual/English as a second language (ESL) eligible days – A term used to describe the days that bilingual or ESL students were in attendance. Your district should count only students who meet eligibility requirements and are served by staff members certified or on permit to teach bilingual education, ESL education, or both or students who are served in a program approved by the Texas Education Agency (TEA) under an exception or a waiver (Section 6).

Campus Summary Report – A report that summarizes the attendance data of all students on a campus, aggregated by 6-week reporting period by instructional track (if applicable) (Section 2).

career and technical education career preparation and practicum courses – Teacher and student assignment designations for instruction that develops essential knowledge and skills through a combination of classroom-based technical instruction and work-based training (Career Preparation courses are paid learning experiences only; practicum courses for each Career Cluster are paid or unpaid learning experiences) in career and technical education occupationally specific training areas. The work-based training components (paid or unpaid) may be provided through cooperative education, internships, job-shadowing, apprenticeships (US Bureau of Apprenticeship and Training [BAT] approved), clinical rotation, preceptorships, etc. The coordinated classroom instruction, work-based training, and education should provide the student with a variety of learning experiences that will give the student the broadest possible understanding of all aspects of the business or industry.

Career Cluster – One of the 16 Career Clusters around which career and technical education is organized.

<http://tea.texas.gov/cte/>.

center-based instruction – The instructional setting code used for a child who, along with his or her family, is provided early intervention services through early childhood intervention (ECI) programs operated through the Texas Department of Assistive and Rehabilitative Services in a facility such as a school, rehabilitation center, clinic, or day care center. This instructional setting does **not** generate contact hours or ADA.

²⁶⁹ Texas Education Code (TEC), [§29.081\(d\)](#)

community-based dropout recovery education program – A private or public education program to serve students who are at risk of dropping out of school. The attendance of a student in the program is eligible in the district in which the student resides or is otherwise entitled to attend for FSP fund benefits (Section 3).²⁷⁰

compensatory education home instruction (CEHI) – Academic services provided at home or hospital bedside to a student being served under a pregnancy-related services program. A student receiving CEHI is counted present for FSP purposes based on the amount of service the student receives at home each week by a certified teacher (Section 9).

compulsory attendance age – Any age at which a child is required to attend school. Unless specifically exempted by law, those children at least 6 years of age and those who have not yet reached their nineteenth birthday are required to attend school. A student enrolled in prekindergarten or kindergarten must attend school.²⁷¹

days of instruction – The number of days to satisfy the instructional time requirements established under the Student Attendance Accounting Handbook that are required by a district or charter school to accumulate 75,600 minutes of operation in a school year.

direct, regularly scheduled – A term used when referring to the special education services that certified special education staff members provide directly to a student on a regularly scheduled basis as outlined in the student's IEP. Supports that certified special education staff members provide to other individuals for the student's benefit are not included in this term.

disciplinary alternative education program (DAEP) – An alternative education program that meets the following requirements: Instruction is provided in a setting other than a student's regular classroom; is located on or off of a regular school campus; provides for students who are assigned to the DAEP to be separated from students who are not assigned to the DAEP; focuses on English, math, science, history, and self-discipline; provides for students' educational and behavioral needs; provides supervision and counseling; separates elementary students from nonelementary students; provides educational instructional services for students who are at least 6 years old and have committed on offense that requires a removal from the regular education program to a DAEP; and provides educational instructional services for students who are less than 10 years old and have committed expellable offenses.²⁷²

District Summary Report – A report that summarizes the attendance data of all students in your district, aggregated by 6-week reporting period by instructional track (if applicable) (Section 2).

early childhood intervention (ECI) services– Services under the Individuals with Disabilities Education Act, Part C, (IDEA-C) for children with disabilities who are under age 3. Once a child is 3 years old, he or she is ineligible for ECI services. Your school district should evaluate the child to determine eligibility for special education services under IDEA-B. Under no circumstances is a 3-year-old child eligible to continue receiving ECI services.

²⁷⁰ TEC, [§29.081](#)(e),(f)

²⁷¹ TEC, [§25.085](#)(b),(c)

²⁷² TEC, §§[37.006](#), [37.007](#), and [37.008](#)

early education (EE) – A grade level for students 0 through 5 years of age who have not been placed in prekindergarten or kindergarten. These students include students receiving special education services who do not meet the 2 hours of instruction per day requirement for membership and students in a Head Start program that does not meet the requirements for state funds. These students also include those served by preschool program for children with disabilities teachers in a licensed child care facility working in a collaborative partnership with your school district.

educationally disadvantaged [prekindergarten] – Term used to describe a student who is eligible to participate in the National School Lunch Program established under 42 United States Code (USC), §1751 et seq.²⁷³

eligible days – Days that eligible students were in attendance. This figure is calculated by subtracting absences and ineligible days of attendance from days of membership. Funding is based on the number of eligible days for each student.

eligible transfer student – A nonresident student who has been legally transferred into your district. This student is eligible for ADA funds in your district. Transfers apply only to students wishing to transfer from one Texas school district to another and do not apply to students who reside in another state.

enrollment (in enrollment) – Actually receiving instruction by attendance in a public school, as opposed to being registered but not yet receiving instruction.

excess contact hours – Any combination of career and technical education and special education services that exceeds 6 hours per day. Those hours exceeding 6 must be subtracted from the primary special education instructional setting.

For example, a student in a resource room instructional setting (codes 41 and 42) earns 2.859 contact hours per day. If that student is also enrolled in four 1-hour career and technical education courses, the total contact hours per day equals 6.859. The excess 0.859 contact hour for each day must be subtracted from the special education contact hours.

The only time excess contact hours are subtracted from speech is when speech is the only special education service (for example, a student with 6 hours of career and technical education and speech [0.25 contact hours per day]).

expulsion – Expulsion involves a due process hearing that results in a student's being removed to either no educational setting or a disciplinary alternative educational setting. A student must be expelled from school for certain offenses²⁷⁴ and may be expelled for others. The student is generally withdrawn from the school he or she was attending on the date that expulsion takes effect. In many circumstances, the student is then enrolled in a disciplinary alternative education setting such as a DAEP or JJAEP. If a student who has been expelled enrolls in another school district before the period of expulsion is ended, the receiving district may continue a legal expulsion or may allow the student to enroll and attend classes. (See **out-of-school suspension** later in this section.)

²⁷³ TEC, [§5.001](#)(4)

²⁷⁴ According to the TEC, [§37.007](#), Expulsion For Serious Offenses

Foundation School Program (FSP) – The program under which Texas public school districts receive resources to provide a basic instructional program and facilities to eligible students.

general education homebound (GEH) – The instructional setting under which students receive services at home or hospital bedside from a certified teacher and are counted present for FSP purposes based on the amount of service they receive at home or hospital bedside each week. Students served under this setting do not qualify for special education eligibility. They must be confined for medical reasons only and be expected to be confined for a minimum of 4 weeks (which need not be consecutive).

High School Equivalency Program (HSEP) – Also known as the “In-School GED Program,” a program that provides an alternative for high school students 16 through 21 years of age (22 years of age if qualified for special education) who are at risk of not graduating from high school and earning a high school diploma. The purpose of the program is to prepare eligible students to take a high school equivalency examination (GED).

home-based instruction – The setting for providing early intervention services through ECI programs operated through the Texas Department of Assistive and Rehabilitative Services in the home of the client. Both parent training and infant instruction are provided. When direct care of the infant is given by someone other than the natural parent, the direct care provider must also receive training. This instructional setting does **not** generate contact hours or ADA.

homebound – The special education instructional setting under which students receive services at home or hospital bedside from a certified teacher and are counted present for FSP purposes based on the amount of service they receive at home or hospital bedside each week. Students served under this setting must meet all special education eligibility requirements to be counted eligible.

homeless students – As defined by 42 USC, §11302(a), the terms “homeless”, “homeless individual”, and “homeless person” mean —

- (1) an individual or family who lacks a fixed, regular, and adequate nighttime residence;
- (2) an individual or family with a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, including a car, park, abandoned building, bus or train station, airport, or camping ground;
- (3) an individual or family living in a supervised publicly or privately operated shelter designated to provide temporary living arrangements (including hotels and motels paid for by Federal, State, or local government programs for low-income individuals or by charitable organizations, congregate shelters, and transitional housing);
- (4) an individual who resided in a shelter or place not meant for human habitation and who is exiting an institution where he or she temporarily resided;
- (5) an individual or family who —
 - (A) will imminently lose their housing, including housing they own, rent, or live in without paying rent, are sharing with others, and rooms in hotels or motels not paid for by Federal,

State, or local government programs for low-income individuals or by charitable organizations, as evidenced by —

- (i) a court order resulting from an eviction action that notifies the individual or family that they must leave within 14 days;
 - (ii) the individual or family having a primary nighttime residence that is a room in a hotel or motel and where they lack the resources necessary to reside there for more than 14 days; or
 - (iii) credible evidence indicating that the owner or renter of the housing will not allow the individual or family to stay for more than 14 days, and any oral statement from an individual or family seeking homeless assistance that is found to be credible shall be considered credible evidence for purposes of this clause;
- (B) has no subsequent residence identified; and
- (C) lacks the resources or support networks needed to obtain other permanent housing; and
- (6) unaccompanied youth and homeless families with children and youth defined as homeless under other Federal statutes who —
- (A) have experienced a long term period without living independently in permanent housing,
 - (B) have experienced persistent instability as measured by frequent moves over such period, and
 - (C) can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.

As defined by 42 USC, §11434a, the term “homeless children and youths” —

- (A) means individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of §11302(a)(1)]; and
- (B) includes —
 - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of §11302(a)(2)(C)²⁷⁵ of this title];
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (as such term is defined in §6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

individualized education program (IEP) – A program developed by an ARD committee for each student served in special education. The IEP should include the special education and related services and the amount of services the student is to receive as well as the instructional setting. This information is necessary for proper coding of special education students in the attendance accounting system.

ineligible days – Days the student was present and in membership but was ineligible for ADA funds.

in-school suspension – A suspension in which a student is removed from his or her regular education setting to an alternative setting (not DAEP).²⁷⁶ As long as the student continues to come to school, the attendance in the program may be counted in computing your district's ADA.

instructional day – That portion of the school day in which instruction takes place. The instructional day includes, recess and in-class breakfast.

instructional track – The number of days taught for a group of students in a particular reporting period at a campus when the reporting periods are the same. It is recommended that a campus report different tracks if the number of days taught for a group of students is different in a reporting period. A separate track applies when different sessions are only offered to a group of students who have a different start time and/or different end time.

juvenile justice alternative education program (JJAEP) – The alternative education program that the juvenile board of a county with a population greater than 125,000²⁷⁷ must develop subject to the approval of the Texas Juvenile Justice Department (TJJD); or that counties with a population of at least 72,000 but less than 125,001 may develop subject to the approval of the TJJD; or that counties with a population of less than 125,000 may choose to develop without the approval of the TJJD.²⁷⁸

membership – The total number of public school students who were reported in membership as of the October snapshot date (the last Friday in October) at any grade, from early childhood education through

²⁷⁵ Because of amendments to 42 United States Code (USC), §11302, the current citation for the cross-referenced provision is 42 USC, §11302(a)(2). Pursuant to the federal Every Student Succeeds Act of 2015 (ESSA), amendments to this definition take effect on December 10, 2016, which include removal of the phrase “or are awaiting foster care placement.” The ESSA also adds provisions specific to students in foster care.

²⁷⁶ TEC, [§37.005](#)

²⁷⁷ Under the TEC, [§37.011](#), certain counties with populations greater than 125,000 are considered to be counties with populations of 125,000 or less for purposes of JJAEP requirements.

²⁷⁸ See the TEC, [§37.011](#) and [§37.012](#), for additional information.

grade 12. Membership is a slightly different number from enrollment, because it does not include those students who are served in the district for fewer than 2 hours per day. For example, the count of total students excludes students who attend a nonpublic school but receive some services, such as speech therapy—for fewer than 2 hours per day—from their local public school district.

military (member of armed forces) (definition applicable for prekindergarten eligibility requirements)

– Active duty uniformed member (parent or guardian) of the US Army, Navy, Marine Corps, Air Force, or Coast Guard who is assigned to duty stations in Texas or who is a Texan who has an eligible child residing in Texas; activated or mobilized uniformed member of the Texas National Guard (Army or Air Guard); activated or mobilized member of the Reserve components of the US Army, Navy, Marine Corps, Air Force, or Coast Guard who is a Texas resident regardless of location of the reserve unit; uniformed service member who is missing in action (MIA); or member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is injured or killed while serving on active duty.

military (member of uniformed services) (definition applicable for Interstate Compact on Educational Opportunity for Military Children)

– Active duty uniformed member of the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders²⁷⁹.

“Uniformed services” means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA), and Public Health Services.

multitracks – Multiple tracks (groups of students and teachers on the same calendar) with staggered instructional blocks and vacation periods.

noncategorical early childhood – Term used to describe a student aged 3 through 5 years who meets the eligibility criteria for intellectual disability²⁸⁰, emotional disturbance, learning disability, or autism.

nonpublic school – A private day or residential school approved by the TEA to provide special education instruction to students with disabilities whose ARD committees have determined cannot receive an appropriate educational program in a public school setting. The nonpublic day school and residential nonpublic school instructional settings do **not** generate ADA or contact hours. For funding purposes, a student receiving instruction in a nonpublic school is reported on the SPE-106, Nonpublic Day School Report, or the SAS-111, Application for Approval of Funding for Residential Placement.

nonresident – A person who does not live within your district’s boundaries.

original entry date – The initial date that a student is physically present during the school year. Original entry dates apply to both regular school and special programs.

operational time – The time between the first instructional school bell and the last instructional school bell (bell to bell).

²⁷⁹ pursuant to 10 USC, §1209 and §1211

²⁸⁰ The term “mental retardation” has been replaced with “intellectual disability” in this handbook per the TEC, [§7.063](#), related to use of person first respectful language in reference to individuals with disabilities. Note that this revised terminology has not been incorporated in 19 Texas Administrative Code Chapter 89, [Subchapter AA](#), Commissioner’s Rules Concerning Special Education Services, as of the publication date of this handbook.

Optional Flexible School Day Program (OFSDP) – A program providing flexible hours and days of attendance for students who have dropped out of school or are at risk of dropping out; are participating in an approved early college high school plan; are attending a campus implementing an innovative redesign under a plan approved by the commissioner of education; or as a result of attendance requirements under [§25.092](#), will be denied credit for one or more classes in which the students have been enrolled. School districts apply for approval from the commissioner of education to participate in the program.

out-of-school suspension – A student is removed from school according to the TEC, [§37.005](#), Suspension. If the suspension causes the student to be absent at the official attendance time, the student is counted absent for attendance accounting purposes. The use of out-of-school suspension is limited, without exception, to 3 school days per offense event. A partial day of suspension counts as one of the three allowed²⁸¹. (See also **expulsion**, earlier in this section.)

pregnancy-related services (PRS) – Support services provided to a pregnant student during the pregnancy and postpartum periods that qualify the student for the special weight assigned to pregnancy in the formula used to calculate your district’s compensatory education allotment. These services are provided to assist a female student in adjusting to her pregnancy, thereby increasing her chances of staying in school. (See Section 9.)

prekindergarten (PK) – A grade level for children aged 3 and 4 years. These children include students in a state-funded PK program or a locally funded PK program.

The state-funded PK is operated for a half day. Attendance in PK is eligible for half-day (ADA eligibility code 2). A PK student with disabilities may be eligible for full-day (ADA eligibility code 1) if the student is served through a combination of PK and special education and all eligibility requirements are met (see Sections 4 and 7).

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

preschool program for children with disabilities (PPCD) – A program that provides special education services to children with disabilities aged 3 through 5 years. These students may have any disability recognized in Texas under IDEA-B including noncategorical early childhood (see definition). Developmental delay is not a recognized disability for children over age 3 in Texas. A student over age 3 with a developmental delay is subject to the 2 hours of instruction per day rule for membership (Sections 3 and 4).

reentry date – The initial date a student physically returns during the school year after a prior withdrawal. The reentry date applies to both regular school and special programs.

refined average daily attendance (RADA) – The aggregate eligible days attendance divided by the number of days of instruction. RADA is based on the number of days of instruction in the school year.

reporting period – A period generally described as being 6 weeks, although it does not necessarily consist of 6 weeks. For reporting purposes, the full school year must be divided into six approximately equal reporting periods.

²⁸¹ under the TEC, [§37.005](#)

school-community guidance center – A guidance center established by school districts or a cooperative of school districts to locate and assist children with problems that interfere with education, including juvenile offenders and children with severe behavioral problems or character disorders.²⁸² The attendance of a student placed in a school-community guidance center is eligible in the district in which the student resides or is otherwise entitled to attend for FSP benefits.

school year – For each school year each school district must operate for at least 75,600 minutes, including time allocated for instruction, intermissions, and recesses for students.²⁸³

semester system – A system in which a school district operates for either two or three semesters during the school year. Each school district must operate using the semester system except as provided under the TEC, [§25.084](#), Year-Round System.

state-assigned alternative ID number – All students attending public school in Texas who do not submit Social Security numbers are assigned alternative numbers from a range of numbers assigned to each district by the state.

When a student withdraws, either this number or the SSN must be sent to the receiving school. Any student entering a Texas public school must bring an SSN or the alternative ID number.

Districts must not assign the student a new number. It is important that the student carry the same number as long as he or she is in a Texas public school.

Student Detail Report – A district-generated report that reflects the codification of each individual student for the entire school year. This report also summarizes, by 6-week reporting period, the attendance data of each student (Section 2).

substitute care – The placement of a child who is in the conservatorship of the Texas DFPS or an authorized agency in care outside the child's home. The term includes foster care, institutional care, adoption, placement with a relative of the child, or commitment to the TJJD.²⁸⁴

suspension – See **in-school suspension** and **out-of-school suspension**.

Texas Administrative Code (TAC) – Rules adopted by the State Board of Education or the commissioner of education under authority granted by state law.

Texas Education Code (TEC) – Statutes governing public education in Texas.

track – A group of students and teachers scheduled to attend school and take vacations on the same schedule.

²⁸² TEC, §§[37.051–37.056](#), School-Community Guidance Centers

²⁸³ TEC, [§25.081](#)

²⁸⁴ Texas Family Code, [§263.001](#)(a)(4)

withdrawal date – The initial date that a student no longer participates. Guidelines for determining a student's withdrawal date appear in Section 3.

work-based learner – a student who works in an organization, paid or un-paid, to gain work experience and satisfy requirements towards high school graduation. This is interchangeable with internship, externship, apprenticeship, and mentorship for FSP funding purposes.

year-round education (YRE) program – A program that operates school during a portion of, at a minimum, 11 calendar months to 12 calendar months. The YRE calendar will have intercessions scheduled throughout the year that may be used for additional educational activities, such as remediation or enrichment. The YRE calendar may be a single-track arrangement in which all students on the YRE calendar are attending school or are on intercession at the same time, or the calendar may be a multitrack arrangement in which students attend school or are on intercessions at staggered times.

zero-filled record – Any record that contains zeros for all fields in the record when the fields require quantitative numerical values.