Federal Programs and Oversight Data Manual

Tennessee Department of Education | September 2024

TN Department of **Education**

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Overview

PLEASE NOTE: This manual was prepared for informational purposes only and does not constitute legal advice.

The Federal Programs and Oversight (FPO) Data Manual is designed for attendance, enrollment, federal programs, special education, and technology staff who work with FPO data in student information systems (SIS) and Education Information System (EIS). The manual will increase users' understanding of the data definitions, reporting requirements, and EIS research queries for economically disadvantaged, English learners, foster care, homeless, immigrant, juvenile justice, migrant, military dependent, runaway, students with disabilities, and Title I students.

Local education agencies (LEAs) and the Tennessee Department of Education (department) use data from EIS, ePlan, and surveys to:
- identify changes affecting students, teachers, schools, and LEAs,
- enhance planning and decision-making,
- maximize funding allocations, and
- meet reporting requirements.

FPO Contacts

If you have a question about a specific type of data, please contact the staff member listed below.
- Trish Kelly (Trish.Kelly@tn.gov): Data Manager
- Brinn Obermiller (Brinn.Obermiller@tn.gov): Title IV, Title V
- Debby Thompson (Deborah.Thompson@tn.gov): Title I
- Erin Christian (Erin.Christian@tn.gov): Juvenile Justice, Residential Mental Health Non-Traditional Education Programs (NEP)
- Hannah Gribble (Hannah.Gribble@tn.gov): Title III-English Learners, Migrant
- Jackie Jacobson (Jackie.Jacobson@tn.gov): Foster Care, Non-Traditional Education Programs (NEP)
- Melissa Brown (Melissa.Brown@tn.gov): ePlan
- Scott Indermuehle (Scott.Indermuehle@tn.gov): Residential Mental Health, Non-Traditional Education Programs (NEP)
- Terry Garrett (Terry.Garrett@tn.gov): Migrant
- Vanessa Waters (Vanessa.Waters@tn.gov): Homeless, Immigrant

Required Federal Reporting

The categories listed below are required data for federal reporting.
- English Learners
  - English Language Background (L, W, 1, 2, 3, 4, F, N)
  - Language, Grade, Sex, Race-Ethnicity, Disability Status
  - Achievement and English Language Proficiency Test Results
  - ESL Teachers and Type of ESL Program
- Foster Care
  - Achievement Test Results, Enrollment, and Graduation Cohort
- Homeless
  - Homeless Enrolled and Primary Nighttime Residence
  - Homeless Served by McKinney-Vento Funds
  - Homeless Unaccompanied Youth

- - Age/Grade, English Learner (EL), IDEA, Migrant
  - Achievement Test Results
- Immigrant
  - Date First Enrolled in U.S. School
  - Grade, Sex, Country of Birth, Language
- Migrant
  - Age/Grade (Pre-K, K–12, Out-of-School Youth)
  - Sex, Race-Ethnicity, Disability Status
  - Achievement and English Language Proficiency Results
  - Qualifying Arrival Date (QAD), Program Type/Period
- Military Dependent
  - Achievement Test Results
- Neglected & Delinquent
  - Age-Grade, Sex, Race-Ethnicity, Disability Status, English Learners
  - Academic and Vocational Outcomes
- Rural Education Achievement Program (REAP) and Rural Low-Income Schools (RLIS)
  - Programs, Funding, Goals, and Outcomes
- Title I
  - Schoolwide (SW) and Targeted Assistance (TA) by Grade
  - Race-Ethnicity, IDEA, EL, Homeless, Migrant

Types of Counts

The types of counts listed below are included in federal reporting.

- Level
  - State
  - LEA
  - School
- Time Frame
  - October 1
  - School year
  - Assessment test period [e.g., Tennessee Comprehensive Assessment Program (TCAP), ELPA21]

Data Collected in Surveys and ePlan
- Private school students participating in Title I
- Rural achievement and low-income school programs
- Students served in Title I, Part A Local Neglected Programs
- Students served in Title I, Part D, Neglected and Delinquent Programs

Education Information System (EIS)

EIS is:
- the department's operational database,
- the primary data source for federal reporting requirements, and
- updated nightly with data transmitted from LEA student information systems (SIS) and other databases that contain student, teacher, school, and LEA data.

Starting and Ending the School Year

- At the beginning of the school year or enrollment period: For student classifications and related fields, enter begin date as the date the status begins.
  - The examples below provide general guidelines that apply in the absence of program-specific guidance.
    - **Enrollment and Status Begin Same Day**: If enrollment begins on Aug. 6 and status begins on Aug. 6, the student classification begin date is Aug. 6. The enrollment and status begin on the same day; therefore, the enrollment and student classification begin dates are the same.
    - **Status Begins After Enrollment**: If enrollment begins on Aug 6 and status begins on Sept 20, the student classification begin date is Sept. 20. The student classification begin date is after the enrollment date because the status begins after the enrollment date.
    - **Status Begins Before Enrollment**: If enrollment begins on Aug. 6 and status begins on July 15, the student classification begin date is Aug. 6. The status is relevant once the enrollment begins.
  - Be sure to satisfy the average daily membership (ADM) audit report requirement that students have at least one student classification. One way to meet this requirement is to use the Regular (R) student classification for students who do not have another student classification. Another way is to use the Regular (R) student classification for all students. Or use another approach that meets your needs.
- If the student classification placement/status ends during the school year, enter the student classification end date as the date the status ends.
  - For example, suppose Tom is a general education student who enrolls in the LEA in August. In October, Tom is placed in the Bedford County Juvenile Detention Center (JDC01). His first day in the facility is October 12 and his last day is October 18.
    - The JDC01 student classification begin date is October 12, the date the status begins.
    - The JDC01 student classification end date is October 18, the date the status ends.
- For students who complete the year, an end date can be used (e.g., 5/28/25 for SY 2024-25) or the end date can be left blank. The blank value indicates that the student completed the year. Check with your SIS vendor on which approach works best for your SIS package.
- Student classifications and other fields identify students as part of subgroups for accountability, funding, reporting, and other purposes; do **not** remove student classifications and other fields at the end of an enrollment or school year.
- Do **not** roll over student classifications and other fields that are tied to enrollments to the next school year.
- Name, date of birth, native language, immigrant status, and other fields that are a permanent part of the student record may roll over to the next school year.

Extract 40: Changes in Values

- For birth country, immigrant, and year entered 9th grade:
  - When LEAs change the previously submitted value, EIS will generate an informational error message that contains the previous value and a request to confirm the new value.

- o If the new value is correct, no further action is needed.
  - o If the new value is incorrect, please revise your data in SIS and restage your data in EIS.
- Date first enrolled in U.S. school **cannot** be uploaded as *blank* if:
  - o English language background was *L*, *W*, *1*, *2*, *3*, *4*, **F**, or *N* in 2017–18 or later; or
  - o The immigrant flag was *Y* in 2017–18 or later.
- Native language will **not** upload as *blank* or *ENG* if the English language background was *L*, *W*, *1*, *2*, *3*, *4*, *F*, or *N* in 2017–18 or later.
- Other changes made to a student's date first enrolled in U.S. school and native language will generate informational error messages that include the previous value and a request to confirm the new value, but records will not be blocked from uploading to EIS.

Cross Validation of Extracts 40 and 41

Since the business rules for date first enrolled in a U.S. school and native language on extract 40 are tied to the English language background (ELB) classification on extract 41:
- English language background (ELB) is a required field on extracts 40 and 41 for 2017–18 and subsequent years.
- English language background (ELB) is set and edited on extract 41.
- English language background (ELB) is included on extract 40 only for validation.
- Extracts that include *blank* or *invalid* ELB values generate fatal errors and will not load.

Checking Your Data in SIS and EIS

- Regularly review your LEA's data in SIS and EIS.
- Take advantage of online and on-site opportunities to learn about your SIS and EIS.
- If your LEA permits staff to access EIS, request a login.
- If you are not able to obtain an EIS login, collaborate with program, attendance, and technology colleagues and EIS contacts.
- Use the EIS Research Queries to compare the data in EIS with the data in your SIS.
- Correct discrepancies in SIS, and upload revisions to EIS.
- Keep in mind that discrepancies might be due to processing errors that prevent your data from uploading from your SIS to EIS.
- EIS contacts should check for three types of upload errors:
  - o block approval errors,
  - o dynamic errors, and
  - o extract file errors.

EIS Home Page

EIS Homepage found [here](#).

The EIS home page contains many valuable resources.
- EIS Access Form
- EIS Contact List
- EIS Login
- Data Dictionary & Appendices
- Extracts
- District Technology Support Contacts: | (800) 495-4154 or (615) 532-6215

EIS Login: Single Sign-On (SSO) Page
- Use this link to access EIS via the single sign-on (SSO) page: https://orion.tneducation.net.
- Click [Here](#) on the Please Login screen.
- Enter your SSO email address and password on the next screen.
- For additional information on SSO, see the department's [Single Sign On](#) page.

Applications: Single Sign-On Login

- To check your FPO data, choose ***Data Reports*** from the application icons.

Research Queries

- On the Data Reports screen, select ***Research Queries***.

- Select one of the ***Research Query options*** on the left side of the screen.

- To review FPO data, use the research queries listed below.
  - English Language Learners
  - Homeless Student List
  - Immigrant Students
  - Staff Current Assignments
  - Student Classifications
  - Student Withdrawals

Viewing and Downloading EIS Data

- Select one of the research queries. (The English language learner research query is shown below.)
- Enter the year as the fall part of the school year.
  - Use 2024 for 2024–25.
  - Use 2023 for 2023–24.
- In the School box, select a *School* or *All Schools* for an LEA report.
- Choose other filters (e.g., grade, gender, race-ethnicity) if desired.
- To run the query, select *View Report* (right side of the page).
- To download the data in CSV or Excel format, select the *file icon* to the right of Find | Next.
- Choose Open or Save to view the data.
- The research query results follow a standard format.
- School and student identifiers are on the left.
- The variables of interest are on the right.

Reconciling FPO and Other Counts with EIS Data

EIS Data Downloads

- EIS is a transactional database. As a result, Excel and CSV files downloaded from EIS research queries contain no-shows, duplicate records, multiple enrollments, and varying enrollment periods.
- To validate the unduplicated LEA-level and school-level counts that FPO and other teams provide, you must adjust the data downloaded in EIS research queries for no-shows, duplicates, multiple enrollments, and count period.
- The remainder of this section provides suggestions for making these adjustments. However, you may use any approach that meets your needs.

No-shows

- No-shows are students whose enrollment rolled over to the next school year but who did not matriculate that year.
- No-shows must be excluded from your counts.
- No-shows are primarily a concern for "for the year" counts rather than "day of" counts (e.g., Oct. 1 counts) due to the way LEAs flag no-shows.
- LEAs use two main ways to identify no-shows.
  - Enrollment date equals withdrawal date.
  - Withdrawal date is less than or equal to the school attendance start date (or variant of same).

Enrollment Date Equals Withdrawal Date

Identifying No-shows

- Open the Excel or CSV file, add a new column at the far right, and insert no-show as a column header in row 1. For this example, the no-show column will be referred to as column I.
- In cell I2, enter a formula that flags records in which the enrollment date equals the withdrawal date.
  - For this example, the enrollment date is in column F, the withdrawal date is in column G, and the first row contains column headings.
  - In cell I2, enter: =IF(F2=G2, "Y","").
- Copy the formula to the rest of the column.
  - Right-click on the bottom right-hand corner of the cell.
  - When the black cross appears, drag it down the rest of the column.
- *Y* will appear in the no-show column for records in which the enrollment date equals the withdrawal date. Other records will be *blank*.

Removing No-shows

- Sort to group the no-show records.
  - Highlight **all** of the data.
  - Select Data / Sort / Custom Sort / Sort by no-shows (Z to A).
- Delete the no-show records.
  - Highlight the no-show records (records with *Y* in the no-show column).
  - Select Delete / Entire Row / OK.

Withdrawal Date Less than or Equal to the Attendance Start Date (Or Variant)

Identifying No-shows

- To use this method, you must know or have access to attendance start dates because they do not appear in EIS research query results.
- Open the Excel or CSV file, add a new column at the far right, and insert Attendance Start Date as a column header in row 1. For this example, the attendance start date column will be referred to as column J.

- Insert attendance start dates in column J.
    - If attendance start dates vary by school, sort your data by school before inserting attendance start dates.
        - Highlight **all** of the data.
        - Sort by school ID.
            - Select Data / Sort / Custom Sort / Sort by School ID (lowest to highest).
- Add a new column to the right of the attendance start date column and insert no-show as a column header in row 1. For this example, the no-show column will be referred to as column K.
- In cell K2, enter a formula that flags records in which the withdrawal date is less than or equal to the school attendance start date.
    - For this example, the withdrawal date is in column G and the first row contains column headings.
    - In cell K2, enter: =IF(G2<>"",G2<=J2).
- Copy the formula to the rest of the column.
    - Right-click on the bottom right-hand corner of the cell.
    - When the black cross appears, drag it down the rest of the column.
- No-shows are flagged as **TRUE** in the no-show column for records in which the withdrawal date is less than or equal to the school attendance start date. **FALSE** will appear for records that are not no-shows.

Removing No-shows

- Sort to group the no-show records.
    - Highlight **all** of the data.
    - Select Data / Sort / Custom Sort / Sort by no-shows (Z to A).
- Delete the no-show records.
    - Highlight the no-show records (records with **TRUE** in the no-show column).
    - Select Delete / Entire Row / OK.

Unduplicated LEA-Level Count

Identifying Duplicate Records and Multiple Enrollments

- Highlight **all** of the data.
- Sort by state ID.
    - Select Data / Sort / Custom Sort / Sort by State ID (lowest to highest).
- If desired, add a second sort level. Choose Add Level (on the left side of the screen).
    - To sort by most recent enrollment, select Begin Date (newest to oldest).
    - To sort by school, select School ID (lowest to highest).
- To highlight students with more than one record, highlight the state ID column (column A).
    - Select Home / Conditional Formatting / Highlight Cell Rules / Duplicate Values.
    - Select OK. Duplicate records will be highlighted in red.
- Review the data.

Removing Duplicate Records and Multiple Enrollments

- Remove no-shows (if not done previously).
- Highlight **all** of the data.
- Select Home / Data / Remove Duplicates.
- Select Unselect All.
- Select State ID.
- Select OK to remove duplicate records.

Unduplicated School-Level Count

Identifying Duplicate Records and Multiple Enrollments:

- Follow the steps for identifying duplicate and multiple enrollments for unduplicated LEA-level counts.

Removing Duplicate Records and Multiple Enrollments

- Remove no-shows (if not done previously).
- Highlight **all** of the data.
- Select Home / Data / Remove Duplicates.
- Select Unselect All.
- Select State ID / School ID.
- Select OK to remove duplicate records.

Count Period

- The procedures described above produce unduplicated LEA-level and school-level counts of students enrolled at any time during the school year, counts that are required for various subgroups for federal reporting.
- To produce a count of students enrolled on Oct. 1, use formulas, conditional formatting, or sort procedures like those described above to identify and exclude students who withdrew before Oct. 1 or enrolled after Oct. 1.
- To produce a count of students enrolled during an assessment test period, use formulas, conditional formatting, or sort procedures like those described above to identify and exclude students who withdrew before the test period or enrolled after the test period.

Confidentiality and Data Security

FERPA

- Student-level data are subject to the federal Family Educational Rights and Privacy Act (FERPA) and must remain confidential.

Storing and Securing Data

- Work with your legal and IT team to ensure data security and compliance with all laws and policies.
- **Never include student-level data** in regular emails.
- Do not save student-level data on laptops, hard drives, thumb drives, or other portable devices.
- Use a secure server/network to store and transfer student-level data.
- At the end of your session, delete the data (including the recycling bin/trash) or move it to a network folder or another secure site.
- Lock or log off your computer when you leave your desk.
- Do not share log-in information with anyone.

Password Protection in Excel

- If you save the data, choose Save As to save it in Excel.
- Add password protection to enhance the security of the file.
  - Select: File / Protect Workbook / Encrypt with Password.
  - Enter a password. (Choose something confidential and easy to remember. Include lower case and upper-case letters as well as numbers.)
  - Re-enter the password to proceed will appear. Re-enter your password. (This is a validation measure. The password must appear exactly the same as in the initial entry.)
  - When you open the file, you will receive a message: File.xls is protected. At the password prompt, enter your password.
  - Provide the encrypted file to other users.
  - Do not email the password to other users. Provide the password over the phone or in person.

Department Registration Naming Practices

This section gives guidance on what documents to request at registration and how to record names. These suggestions are designed to reduce/eliminate errors in name order, spacing, and spelling.

1. Identify official documents and request that the family brings them to registration.
    a. Enroll each student **using the name as it appears** on the official document (e.g., birth certificate, immigration document) provided by the family at registration.
    b. If the name includes two last names, enter both in the last name cell on your data entry screen: Maria Isabel Rojas Villanueva
        - First Name: Maria
        - Middle Name: Isabel
        - Last Name: Rojas Villanueva
    c. If the name includes a hyphen*, include it: Enrique Jose Ruiz-Martinez
        - First Name: Enrique
        - Middle Name: Jose
        - Last Name: Ruiz-Martinez
    d. If the name includes spaces*, include them: Abdul Rahman Al Alawi
        - First Name: Abdul
        - Middle Name: Rahman
        - Last Name: Al Alawi

If your student information system does not accept hyphens and/or spaces, the vendor should change its coding to accommodate the department's requirements.

2. If the official document does not list a last name for the student, please use the father's last name. If the birth certificate lists:
    - First Name: Elena
    - Middle Name: Angelica
    - Last Name: ___
    - Father's Last Name: Allende
    - Mother's Last Name: Alvarez
    - Enter the name as: Elena Angelica Allende
3. If the student's father's last name is not listed on the document, please use the mother's last name. If the birth certificate lists:
    - First Name: Khai
    - Middle Name: Van
    - Last Name: ___
    - Father's Last Name: ___
    - Mother's Last Name: Nguyen
    - Enter the name as: Khai Van Nguyen
4. Discuss the importance of using a consistent student name with the family (i.e., same names, order, spelling).
5. If different forms of the student's name exist, write down the name entered at registration, and explain that the same spelling must be used in all transactions with the school system.
6. Verify the date of birth and explain the importance of using a consistent date of birth.

English Learners

English Learner Identification Process & English Language Background (ELB) Classifications

Home Language Survey (HLS)
- When students enter school, their families complete a Home Language Survey (HLS).
  - When the survey indicates that only English is spoken by the student and within the family, the student is:
    - identified as a ***native English speaker*** and
    - coded with the ***E (***English) language background classification.
  - When the survey indicates that a language other than English is spoken by the student or within the family, the student is:
    - screened for proficiency in English, and
    - the results of the screening determine the student's English language background (ELB) classification.

Screening Results: Does Not Qualify for English as a Second Language Services (N or NELB)
- If the screening indicates that the student is proficient in English, the student:
  - does not qualify for English as a Second Language (ESL) services,
  - is identified as having a ***non-English language background***, and
  - is coded with the ***N*** or ***NELB*** English language background classification, which is defined as ***first language is not English, and the student never qualified for ESL services.***

Screening Results: Qualifies for ESL (English Learners (L & W))
- If the screening indicates that the student is not proficient in English, the student:
  - qualifies for English as a Second Language (ESL) services,
  - is identified as an ***English learner***, and
  - is coded with the ***L*** English language background classification, which is defined as ***first language is not English and qualifies for direct English as a second language (ESL) services***.
- If the parent of an English learner chooses to ***waive direct ESL services***, the student:
  - is coded with the ***W*** English language background classification, which is defined as ***an English learner who declined direct ESL services in order to receive ESL services in a regular classroom***.

HLS, Screening, and Pre-K Students
- If a language other than English appears on the HLS for a **pre-K** student, the student's English language background classification is entered as ***N*** or ***NELB***, non-English language background.
- The status is revisited in kindergarten when screening occurs and changed to ***L*** or ***W*** if the student is not proficient in English following the steps described above.

Assessing Progress in Learning English
- English learners (L & W) take the ELPA21 assessment each spring to measure their progress in learning English.
- Students who score **below** the exit threshold:
  - continue to receive ESL services,
  - retain the ***L*** or ***W*** English language background classification the next school year, and
  - are tested annually until they meet the exit criteria.
- Students who score **at or above** the exit threshold on the ELPA21 assessment in the spring
  - begin the transition from ESL the next school year and

- o   are coded as *T1* or *1*, the first transition year from ESL, the next school year.
- o   The English language background classification changes to *T1* or *1* only for the first transition year from ESL – not for the current year nor prior years.

Transitioning from ESL

- The transition from ESL is a four-year process.
- There is an English language background classification for each year:
  - o   *T1 or 1 - Transitional Year 1* - first transition year from ESL,
  - o   *T2 or 2 - Transitional Year 2* - second transition year from ESL,
  - o   *T3 or 3 - Transitional Year 3* - third transition year from ESL, and
  - o   *T4 or 4 - Transitional Year 4* - fourth transition year from ESL.
  - o   If the transition process progresses without interruptions, the fifth year after exiting ESL, the student:
  - o   becomes a *former English Learner* and
  - o   is coded as *F*, which is defined as *former EL status attained upon completion of the fourth transitional year*.

English Language Background (ELB) Classifications: Anticipated Progression

The table below charts and explains the anticipated progression of English language background classifications by presenting the current value, prior year value(s), and next year value(s) for each classification.

English Language Background Classifications: Anticipated Progression			
ELB Code Current Year	ELB Code(s) Prior Year	ELB Code(s) Next Year	Students who progress as expected and were classified as:
E	E	E	E in the current year were E in the prior and will be E the next year.
N	N	N	N in the current year were N in the prior and will be N the next year.
L	L or W	L, W, or 1	L in the current year were L or W the prior year and will be L, W, or 1 the next year depending on the results of the ELPA21 assessment.
W	L or W	L, W, or 1	W in the current year were L or W the prior year and will be L, W, or 1 the next year depending on the results of the ELPA21 assessment.
1	L or W	2	1 in the current year were L or W the prior year and will be 2 the next year.
2	1	3	2 in the current year were 1 the prior year and will be 3 the next year.
3	2	4	3 in the current year were 2 the prior year and will be 4 the next year.
4	3	F	4 in the current year were 3 the prior year and will be F the next year.
F	4 or F	F	F in the current year were 4 or F the prior year and will be F the next year.

Re-Classification and Re-Entry into ESL

- Students who struggle in transition may re-enter ESL and be re-classified as *L* or *W*.
- Under ESSA, LEAs must develop a written re-classification process and follow it consistently.
- Upon subsequent exit from ESL, students will restart the transition process in the first transition year from ESL and will be coded as *1* (or *T1*) the year after exit.
- **All students should receive the services they need to be successful regardless of English language background.**

English Learner Identification and Progress Flowchart

Home Language Survey with answers other than English

- Yes → Screen with the ELPA21 Screener
- No → Mark with ELB of **E***

Screen with the ELPA21 Screener
- Qualifies for services
- Does not qualify → Mark with ELB of **N***

Does the parent elect for the child to receive services or waive services?
- Receives Services → Mark with ELB of **L**
- Waives Services → Mark with ELB of **W**

Test on ELPA21 Summative
- Scores below exit criteria → Continues ESL; tests annually until eligible to exit
- Scores meets exit criteria → Mark with ELB of **1**

Mark with ELB of **1** → Succeeds in transitional status → Mark with ELB of **2**

Mark with ELB of **2** → Succeeds in transitional status → Mark with ELB of **3**

Mark with ELB of **3** → Succeeds in transitional status → Mark with ELB of **4**

Mark with ELB of **4** → Succeeds in transitional status → Mark with ELB of **F**

Struggles in transitional status → Reenters ESL services

Reenters ESL services → Does the parent elect for the child to receive services or waive services?

Note: LEAs should continue to code students with this value through the end of grade 12.

English Language Background (ELB) Classification Summary

- *English Learner (L)* - first language is not English and qualifies for direct English as a second language (ESL) services
- *Waived Direct ESL Services (W)* - an English learner who declined direct ESL services in order to receive ESL services in a regular classroom
- *Transitional Year 1 (T1 or 1)* - first transition year from ESL
- *Transitional Year 2 (T2 or 2)* - second transition year from ESL
- *Transitional Year 3 (T3 or 3)* - third transition year from ESL
- *Transitional Year 4 (T4 or 4)* - fourth transition year from ESL
  Former English Learner (F) - former EL status attained upon completion of the fourth transitional year
  Non-English Language Background (NELB or N) - first language is not English and the student never qualified for ESL services
    - o NELBs are screened for English language proficiency because a language other than English appears on the Home Language Survey (HLS).
    - o Do not screen for English language proficiency unless a language other than English appears on the Home Language Survey (HLS).
- *English Native (E)* - native English speaker

For additional details, see the EIS Data Dictionary's Appendix E, English Language Background ([here](#)).

State Funding

- Four English language background classifications determine the English learner portion of state TISA funding:
    - o English Learner (L),
    - o Waived Direct ESL Services (W),
    - o Transitional Year 1 (T1 or 1), and
    - o Transitional Year 2 (T2 or 2).

Federal Reporting

- For EDFacts files and other federal reporting, use the English language background classifications listed below.
- For *English Learners or Limited English Proficient (LEP),* use
    - o English Learner (L) and
    - o Waived Direct ESL services (W).
- For *Former EL Being Monitored or LEP Being Monitored*, use
    - o Transitional Year 1 (T1 or 1),
    - o Transitional Year 2 (T2 or 2),
    - o Transitional Year 3 (T3 or 3), and
    - o Transitional Year 4 (T4 or 4).

English Learners Research Query

To conduct an English learners research query:
- Select Data Reports / Research Query / English Language Learners.
- Choose an English Language Background classification or choose All.

English Language Learners Research Query Results

The table below illustrates how to use the English language learners research query to check your English language background classification, native language, birth country, and date first enrolled in U.S. school data.

English Language Learners Research Query Results						
Sch #	Last Name	State ID	ELB	Native Language	Birth Country	Date First Enrolled in U.S. School
11	XXX	XXXX	L	SOM	Somalia	8/6/2023
40	XXX	XXXX	W	JAP	Japan	8/3/2024
36	XXX	XXXX	1	SPA	Mexico	8/10/2022
100	XXX	XXXX	2	SPA	United States	8/6/2024
25	XXX	XXXX	3	CHI	China	9/15/2016
25	XXX	XXXX	4	SPA	United States	7/28/2020
36	XXX	XXXX	F	SPA	Mexico	8/1/2013
40	XXX	XXXX	N	SPA	United States	8/7/2020
100	XXX	XXXX	E	ENG	United States	

- *Native Language*
    - Native language is **never** English for *L*, *W*, *1*, *2*, *3*, *4*, **F**, and *N*.
    - Native language is **always** English for *E*.
    - Enter the native language for all students in SIS. SIS packages may default to *ENG* (English) if language is not entered.
    - Native language will **not** upload as *blank* or *ENG* to EIS if English language background was
    - *L*, *W*, *1*, *2*, *3*, *4*, **F**, or *N* in 2017–18 or later.
- *Birth Country*
    - Complete the birth country for all students to ensure that your data are accurate.
    - SIS packages may default to *U.S.* if the birth country is not entered.
- *Date First Enrolled in U.S. School*
    - Date first enrolled in U.S. school **cannot** be uploaded as *blank* if:
        - English language background was *L*, *W*, *1*, *2*, *3*, *4*, **F**, or *N* in 2017–18 or later; or
        - the immigrant flag was *Y* in 2017–18 or later.

- o Enter the date first enrolled in U.S. school for students in grades pre-K-12 who meet the English language background or immigrant criteria described above.
- *Date First Enrolled in ESL*
  - o As of 2017–18, date first enrolled in ESL is not collected in EIS (but it still appears in the English Language Learners research query).
- *Number of Years of EL Services (EL Service Years)*
  - o Number of school years the student has had of EL support and has not been reclassified as fluent English proficient (Transition Year 1, 2,3,4 student)
  - o Collected in EIS as of 2022-23
    - ▪ Required for NEW students in TN public schools
    - ▪ Optional for existing TN students
    - ▪ Added for TISA, used in tandem with a calculation based on enrollment history
    - ▪ Appears on the Student Details page in EIS Production along with the calculation
- *English language Background (ELB) Classification*
  - o Since the business rules for date first enrolled in a U.S. school and native language on extract 40 are tied to the English language background (ELB) classification on extract 41:
    - ▪ English language background (ELB) is a required field on extracts 40 and 41 for 2017– 18 and subsequent years.
    - ▪ English language background (ELB) is set and edited on extract 41.
    - ▪ English language background (ELB) is included on extract 40 only for validation.
    - ▪ Extracts that include blank or invalid ELB values generate fatal errors and will not load.

Foster Care

Best Interests of the Child and School of Origin

- Under the Every Student Succeeds Act (ESSA), state educational agencies, LEAs, and child welfare agencies (CWAs) must collaborate to promote the best interests of foster children including:
    - o prioritizing enrollment in the **school of origin (SOO)**,
    - o immediately enrolling in another school if SOO is not in the best interest,
    - o transferring academic and other records, and
    - o developing procedures to provide and fund transportation.

Definition

- According to the federal Fostering Connections to Success and Increasing Adoptions Act, "foster care is defined as 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency [Department of Children's Services (DCS)] has placement care and responsibility."

Identification and Coding

- DCS provides the department's school nutrition team the list of foster care students.
- School nutrition's automated matching process identifies foster care students enrolled in LEAs.
- If a child you expect to be on the DCS foster care list is not on the school nutrition list,
    - o Check for an education passport – if that documentation exists, the foster status is confirmed.
    - o If you are uncertain about the child's foster care status after checking school nutrition's list for students with DCS foster care placements and searching for an educational passport, call your Regional DCS Educational Specialist and ask for the child's status.
- LEAs flag students whose foster care status has been confirmed as described above with the ***FOS01-foster care*** student classification in SIS and upload to EIS.
- Students whose foster care status has been confirmed as described above are part of the economically disadvantaged (ED) subgroup because they are categorically eligible for free school meals due to their foster care status.
- Please do not code foster care students with the ***J-direct certification of economic disadvantage*** student classification in addition to the ***FOS01-foster care*** student classification unless the students meet the qualification for the J-code through direct certification for SNAP/TANF benefits or local identification.
- Refer to school nutrition guidance for instructions on ***FOS01-foster care*** begin dates.

Foster Care Status Applies for the School Year

- Once a student is identified as foster care as described above, foster care status applies for the school year.
- The ***FOS01-foster care*** student classification is **Y** in the current and all future enrollments *during the school year.*
- When foster care students transfer during the school year, receiving LEAs use the enrollment begin date as the begin date for the ***FOS01-foster* care** student classification.
- The ***FOS01-foster care*** student classification identifies students as foster care for accountability, funding, reporting, and other purposes; do **not** remove the ***FOS01-foster care*** student classification at the end of an enrollment or school year.
- Do **not** roll over the ***FOS01-foster care*** student classification to the next school year.

Dual Eligibility

- Students with foster care status due to a DCS placement who **also** qualify as homeless per the McKinney-Vento definition are dually eligible for foster care and homeless status and services.
- Students with foster care status due to a DCS placement who **also** qualify as runaway are dually

eligible for foster care and runaway status and services.

Students in the Custody of DCS with Juvenile Detention Center (JDC) Placements

- When students in the custody of DCS have JDC placements, they are in foster care and are coded with the **FOS01-foster care** student classification **in addition** to the **JDC01-JDC17 juvenile detention center** student classifications.

Reporting

- LEA-level foster care enrollments are included in federal reporting and foster care students are a subgroup for graduation rate and assessment/accountability reporting.

Student Classifications Research Query

- To check your data in EIS, select Data Reports / Research Queries / Student Classifications / Foster Care (FOS01).

Federal Title Allocations

- The **foster care (FOS01)** student classification may be used by the department's finance team for federal Title allocations.

Homeless

A homeless student is a student **who lacks a fixed, regular, and adequate nighttime residence** (as defined under 42 U.S.C. § 11434a(2)(A)) and whose primary nighttime residence is one of the following:

- **01 - shelters or transitional housing,**
- **02 - doubled up (living with other persons due to economic reasons)**,
- **03 - unsheltered (cars, parks, campgrounds, abandoned buildings, substandard housing)**, or
- **04 - hotels/motels due to lack of alternative adequate accommodations**.

The term substandard could apply to any type of structure and is defined as lacking fundamental utilities; infested with vermin/mold; lacking a basic functional part of the home (i.e., toilet/working kitchen); or yielding any unreasonable dangers to adults, children, or persons with disabilities. For additional information on substandard housing, please see the definition used by the U.S. government's housing and urban development (HUD) agency.

Housing Information to Include on Enrollment Forms

- To help determine if students meet the eligibility requirements for homeless students under the *McKinney- Vento Act*, please include a housing questionnaire in the LEA enrollment packet or online enrollment process.
- Translate forms used to identify homeless students to languages frequently used in the district.
    - Remember schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English.
- Forward responses that require follow-up to the homeless liaison or designated point of contact.
- A few sample questions are provided below. For templates and additional information, visit ePlan > ESSA Information, Guidance, PPTS & Webinars > Title IX, Part Education for Homeless Children & Youth > McKinney Vento Toolkit and Templates.
1. Is this address temporary or permanent? (Circle one.)
2. Which of the following describes the student's current housing arrangements? (Choose all that apply).
    - House or apartment with parent or guardian
    - Motel, car, park, or campground
    - Shelter or transitional housing
    - With friends or family members (other than or in addition to parent/guardian)
3. If you are living in shared housing, please check all of the following reasons that apply.
    - Loss of housing
    - Economic situation
    - Temporarily waiting for a house or apartment
    - Provide care for a family member
    - Living with boyfriend/girlfriend
    - Loss of employment
    - Parent/guardian is deployed
    - Other (Please explain.)
4. Are you a student under the age of 18 who lives apart from your parents/guardians? Yes/No (Circle one.)

Discussing Housing Status with Families

- In your conversations and written communications with families, avoid the term **homeless**. Instead, use terms like a temporary housing arrangement.
- Avoid discussions at the front desk or registration counter. Meet with families in a private setting.
- Explain that students in temporary housing arrangements are eligible for certain services (e.g., transportation to the school of origin, free school meals, and additional services to support academic and educational needs).

- For additional information, visit [ePlan](#) > ESSA Information, Guidance, PPTS & Webinars > Title IX, Part Education for Homeless Children & Youth > McKinney Vento Toolkit and Templates.

Homeless Data

- Two homeless fields are required for all homeless students.
  - o Homeless (H) student classification
  - o Primary nighttime residence code (01-04, defined above)
- Two other fields apply only to certain homeless students.
  - o Homeless unaccompanied youth
  - o Homeless served by *McKinney-Vento* subgrants

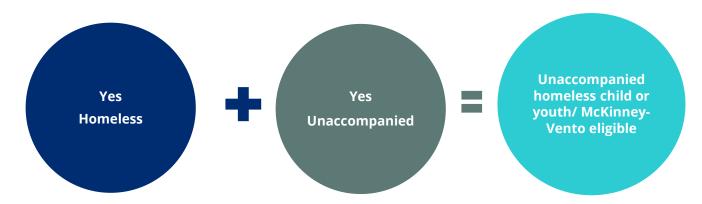### Homeless Student Classification (H)

- **The *H-homeless* student classification is the core homeless identifier for accountability, assessment, funding, and reporting**.
- The homeless (H) student classification is:
  - o ***Yes*** for homeless students (as defined above).
  - o ***No*** for other students.

Economically Disadvantaged Subgroup

- Homeless students are part of the economically disadvantaged (ED) subgroup because they are categorically eligible for free school meals due to their homeless status.
- Please do not code homeless students with the ***J-direct certification of economic disadvantage*** student classification in addition to the ***H-homeless*** student classification unless the students meet the qualification for the J-code through direct certification for SNAP/TANF benefits or local identification.

Homeless Unaccompanied Youth

- ***Yes*** for students who are homeless **and** who are **not** in the physical custody of a parent or guardian

- Otherwise, ***No*** or ***Null***

Homeless Served with McKinney-Vento Funds

- ***Yes*** for homeless students served by *McKinney-Vento* subgrants
- Otherwise, ***No*** or ***Null***

2024–25 McKinney-Vento Subgrantees

The table below provides the LEA ID and LEA name of the 21 *McKinney-Vento* subgrantees in 2024-25:

2024-25 McKinney-Vento Subgrantees
LEA ID	LEA	LEA ID	LEA	LEA ID	LEA	LEA ID	LEA
821	Bristol	330	Hamilton	751	Murfreesboro	820	Sullivan
100	Carter	370	Hawkins	710	Putnam	830	Sumner
190	Davidson	901	Johnson City	720	Rhea	950	Wilson
941	Franklin SSD	822	Kingsport	740	Robertson		
310	Grundy	570	Jackson-Madison	750	Rutherford		
320	Hamblen	630	Montgomery	792	Memphis-Shelby		

Homeless Status Applies for the School Year

- Once a student is identified as homeless, the status applies for the **remainder of the school year even if the student transfers or finds permanent housing.**
  - The homeless (H) student classification is *Y* in the current and all future enrollments **during the school year.**
  - Use the appropriate primary nighttime residence code *(01-04)* for each enrollment. Use the code from the initial homeless identification if the student obtains permanent housing.
  - Provide homeless students who transfer or find permanent housing the same services as other homeless students (e.g., transportation to the school of origin, free school meals, and additional services to support academic and educational needs).
- When homeless students transfer during the school year, receiving LEAs use the enrollment begin date as the begin date for the homeless fields.
- The *homeless (H)* student classification identifies students as homeless for accountability, funding, reporting, and other purposes.
  - Do **not** remove the *homeless (H)* student classification and other homeless fields at the end of an enrollment or school year.
  - Do **not** roll over the *homeless (H)* student classification and other homeless fields to the next school year.

Homeless Earlier This Year

- Because homeless status can be difficult to track when students transfer during the school year, the homeless earlier this year field is included in the homeless student list research query to flag students who were identified as homeless in a previous enrollment during the school year.
  - The homeless earlier this year flag is *Y* for students who were homeless in a previous enrollment during the school year.
  - The homeless student classification *(H)* should be *Y* for these students.
  - If the homeless student classification is *N*, update the homeless student classification *(H)* and primary nighttime residence code *(01-04)* in SIS/EIS.

Homeless Student List Research Query

- Select Data Reports / Research Queries / Homeless Student List.
- Select Any for all homeless students enrolled in your LEA.
- Download the data to Excel.
- Use the filter function to identify discrepancies between:
  - the homeless primary nighttime residence and the homeless student classification (and

- o the **homeless (H)** student classification and the homeless earlier this year flag.
- The *No Discrepancies* and *Discrepancies* tables below illustrate how to use the homeless research query to identify these discrepancies.

No Discrepancies							
Sch #	Last Name	State ID	Homeless McKinney- Vento Served	Homeless Residence	Homeless Unaccomp. Youth	Homeless (H) Student Class.	Homeless Earlier This Year
15	XXX	XXX	Y	02	Y	Y	
30	XXX	XXX	Y	04	N	Y	
45	XXX	XXX	N	01	N	Y	Y
55	XXX	XXX	N	03	N	Y	Y

- The **homeless (H)** student classification is **Y** for all homeless students.
- All homeless students have one of the four homeless residence codes **(01-04)**.
- The homeless earlier this year flag is **Y**, and the **homeless (H)** student classification is **Y** in subsequent enrollments.

Discrepancies							
Sch #	Last Name	State ID	Homeless McKinney- Vento Served	Homeless Residence	Homeless Unaccomp. Youth	Homeless (H) Stu. Class.	Homeless Earlier This Year
15	XXX	XXX	Y	02	Y	N	
45	XXX	XXX	Y		N	Y	
55	XXX	XXX	N	00	N	Y	
55	XXX	XXX	N		N	N	Y

- The homeless residence is **02**, but the **homeless (H)** student classification is **N**.
- The homeless student classification is **Y**, but the homeless nighttime residence code is **blank** or **00**.
- The homeless earlier this year flag is **Y**, but the **homeless (H)** student classification is **N** in the current enrollment.
- Homeless liaisons should follow up to verify homeless status and update SIS/EIS as needed.

Avoiding Homeless Data Discrepancies

SIS Screens
- Train staff on the location of the homeless fields in your SIS; often they appear on more than one screen.
- If you are not familiar with these screens, contact your vendor.

Cross Validation
- SIS packages are required to cross-validate the **homeless (H)** student classification and the primary nighttime residence code.
- Contact your SIS vendor to determine how to implement your package's cross-validation procedures.

EIS Extracts
- When uploading extracts to EIS, determine which extract is needed:
  - o Extract 44 for the **homeless (H)** student classification and
  - o Extract 41 for homeless primary nighttime residence, homeless served by McKinney-Vento, and homeless unaccompanied youth.

- Standard sequencing applies when adding the **homeless (H)** student classification and homeless residence code.
  - o Extract 41 must be loaded first.
  - o When extract 41 loads homeless residence code values of **01-04**, EIS will accept a homeless student classification value of **H** on extract 44.
  - o If the homeless residence code is **Null** or **00** on extract 41, EIS will not accept a homeless student classification value of **H** on extract 44. (A fatal error occurs.)
  - o If extracts 41 and 44 are loaded at the same time, extract 41 will process first, and then extract 44 will process.
- However, the extracts are loaded in the opposite order when removing the **homeless (H)** student classification and homeless residence code.
  - o Load extract 44 first to remove the **H** submitted for the homeless student classification.
  - o Then load extract 41 to remove homeless residence code values **01-04** or change them to **00**.
  - o If extracts 41 and 44 are loaded at the same time, extract 41 will process first and generate a fatal error.

EIS Homeless Student List Research Query

- At least once per month, use the homeless student list research query to check your data.
- Download the data to an Excel or CSV file.
- Identify students who transfer into the LEA or school by comparing the homeless student classification and the homeless earlier this year columns.
- Identify homeless residence discrepancies by comparing the primary nighttime residence and homeless student classification columns.
- Research discrepancies.
- Enter corrections in SIS and restage your data to EIS. Corrections populate EIS the day after your data are restaged.

Year-End Procedures

- Do **not** roll over homeless primary nighttime residence and other homeless fields.
- SIS packages have procedures to end primary nighttime residence and other homeless fields at the close of the school year.
- Contact your SIS vendor if you need assistance with "anti-rollover" measures.

Immigrant

- The immigrant flag is:
    - *Yes* for students who were **not** born in the United States (**not** born in one of the fifty U.S. states, the District of Columbia, or Puerto Rico).
    - *No* for students born in the United States (born in one of the fifty U.S. states, the District of Columbia, or Puerto Rico).
- **The immigrant flag is a permanent part of the student record** and is **Yes** for **students' entire enrollment history**.
- When the value of the immigrant flag changes, EIS generates an informational error message that contains the previous value and a request to confirm the new value.
    - If the new value is correct, no further action is needed.
    - If the new value is incorrect, please revise your data in SIS and restage your data in EIS.

Date First Enrolled in U.S. School

- Date first enrolled in a U.S. school is used to identify immigrant students who have been in a U.S. school for three or fewer years.
    - During this three-year period, immigrant students are eligible for Title III immigrant services.
- Date first enrolled in U.S. school **cannot** be uploaded as *blank* if:
    - the immigrant flag was *Y* in 2017–18 or later; or
    - English language background was *L*, *W*, *1*, *2*, *3*, *4*, *F*, or *N* in 2017–18 or later.
- Enter the date first enrolled in a U.S. school for students in grades pre-K-12 who meet the English language background or immigrant criteria described above.
- Other changes in date first enrolled in U.S. school generate informational error messages that include the previous value and a request to confirm the new value. Review the values and submit revisions to SIS/EIS if needed.

Birth Country

- Birth country can **never be** *blank*, *unknown*, *U.S.,* or *Puerto Rico* for immigrants.
- Complete birth country for all students. SIS packages may default to *U.S.* if the birth country is not entered.
- When the value of the birth country changes, EIS generates an informational error message that contains the previous value and a request to confirm the new value. Review the values and submit revisions to SIS/EIS if needed.

Special Cases and Exceptions

- U.S. citizens not born in the U.S., including foreign adoptees, qualify as immigrants but may choose to opt out of immigrant status and immigrant services.
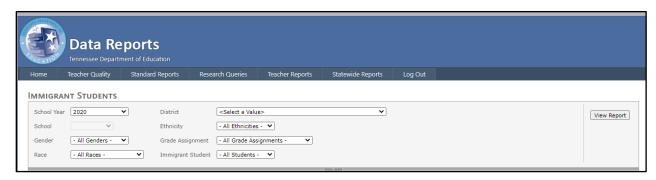- Foreign exchange students are **not** identified as immigrants because they are not eligible for immigrant services.

Legal Status

- The term immigrant as used in Title III is **not** related to an individual's legal status in the United States.
- Under the U.S. Supreme Court case Plyler v. Doe, **schools are required to provide equal access to a basic public education to all students, regardless of immigration status**.
- For more information, see the U.S. Department of Education's Office of Civil Rights (OCR) *Guidance for School Districts to Ensure Equal Access for All Children to Public Schools Regardless of Immigration Status*, available at [Equal Rights to Education](#).

Immigrant Students Research Query

- Use the Immigrant Students research query to check your data.
- Select Data Reports / Research Queries / Immigrant Students.

- Select Yes to produce a list of immigrant students.

Immigrant Students Research Query Results
- The table below provides sample results from the immigrant research query.
  - Immigrant students are coded *Y,* not **N**.
  - Date first enrolled in U.S. school is complete and appears as Month/Day/Year.
  - Birth country is complete and is neither ***U.S.*** nor ***Puerto Rico***.

Immigrant Students Research Query Results					
Sch #	Last Name	State ID	Immigrant	Date 1st Enrolled in U.S. School	Birth Country
5	XXXXX	XXXXX	Y	8/8/2019	Mexico

Juvenile Justice

Withdrawal Codes 02 and 11

- ***Withdrawal Code 02*** - ***Withdrawn to DCS Educational Placement*:** Withdrawn from the LEA and placed in the custody of the Department of Children's Services (DCS) to be educated in a youth development center or DCS-affiliated school.
- ***Withdrawal Code 11 - Court Order***: Court order to placement with the Department of Corrections, county jail, or city jail. (Student was tried and convicted as an adult.)
- For additional information, see the EIS Data Dictionary, Appendix H, Withdrawal Codes ([here](#)).

Juvenile Detention Centers (JDCs)

- Under state law [T.C.A. § 49-6-3023], students incarcerated in juvenile detention centers licensed by DCS must be provided educational services by the LEA serving the geographic area in which the juvenile detention center is located.
- State law [T.C.A. § 49-6-3023(b)(3)] requires that instruction to students incarcerated in detention centers be a minimum of four (4) hours per instructional day.
- Record transfer and instruction are encouraged to occur immediately and are subject to the following timeline pursuant to State Board of Education Rule 0520-01-12-.03:
  - If the student is incarcerated in a JDC located outside of the geographic area served by the student's residential LEA ("the home LEA"), the LEA serving the geographic area where the JDC is located ("the receiving LEA") shall request the student's education records from the home LEA within five (5) business days of receiving the written notification from the JDC that the student has been incarcerated.
  - The home LEA shall provide the student's education records to the receiving LEA within five (5) business days after receipt of the request from the receiving LEA, but shall provide, at a minimum, the student's transcript and any education records indicating a need for specialized support or instruction within two (2) business days of receiving the request from the receiving LEA.
  - No later than the student's eighth (8th) instructional day in the JDC, the receiving LEA shall work with the home LEA to develop an educational service plan (ESP) for the student.
  - No later than the student's tenth (10th) instructional day in the JDC, the receiving LEA shall ensure that the student begins receiving educational services in accordance with the ESP.

Juvenile Justice Point of Contact (POC)

All LEAs must appoint a juvenile justice point of contact (POC) to:
- serve as the POC when a student is incarcerated,
- communicate with JDCs and juvenile justice POCs in other LEAs,
- expedite the transfer of records, and
- collaborate with POCs in other LEAs on educational service plans.

General Education Students

When a JDC notifies an LEA that a general education student has been detained:
- The student remains enrolled in the LEA regardless of the location of the JDC.
- The LEA enters the JDC student classification for the student in SIS and uploads it to EIS.
- The juvenile justice POC arranges for the student's educational services with the JDC and the other LEA if the JDC is located in another LEA.
- If the student is placed in a JDC in another LEA, the juvenile justice POC works with the receiving LEA to ensure that all educational records are received in a timely manner and that the student is coded properly in the student information system.

Special Education Students

When a JDC notifies an LEA that a special education student has been detained:

- The student remains enrolled in the LEA only if the JDC is located within the LEA.
- The student is withdrawn from the home LEA and enrolled in the receiving LEA if the JDC is located in another LEA.
- This process assures that the receiving LEA, which is responsible for compliance with the Individuals with Disabilities Education Act (IDEA), has access to the student's individualized education program (IEP) in TN PULSE.
- The LEA that enrolls the student during the incarceration enters the JDC student classification for the facility (see table below) in SIS and uploads it to EIS.

Attendance, Membership, Course Schedules, and Assessments

- Students coded with the JDC student classifications
    - are considered present and are not coded as absent,
    - are included in average daily membership (ADM) and average daily attendance (ADA), and
    - retain the course schedules/codes that existed prior to their placements in the juvenile detention center.
- For information related to statewide assessments for students coded with JDC student classifications, please see the Accountability Protocol ([here](#)).

Expulsions

- For students who have been expelled prior to entering a JDC, the home LEA shall end the expulsion and list the disciplinary action end date as the date the student is placed in the JDC.
- When the student is released from the JDC, the LEA should reactivate the expulsion if there is time remaining in the student's expulsion.
    - List the disciplinary action begin date as the first school day after the student is withdrawn from the JDC.
    - Use the original disciplinary offense date to ensure that the incident is not coded as a new incident.

Educational Funds Transfer

- JDC student classifications (described below) indicate where students are placed during incarceration and facilitate the transfer of funds between home and receiving LEAs that provide educational services.
- Funding is based on instructional days.
- Funding applies to students enrolled in public schools in Tennessee.
- Funding is transferred at the close of each school year via TISA funding for the next school year.
- For fund transfer and other fiscal questions, please contact [Maryanne.Durski@tn.gov.](mailto:Maryanne.Durski@tn.gov)

Juvenile Detention Center Student Classifications (JDC01—JDC17)

- As shown in the table below, each of the state's 17 juvenile detention centers has a separate student classification.
    - The first three digits are the letters ***JDC***.
    - The final two digits are a number between ***01*** and ***17***.
- The date the student enters the ***JDC*** is the student classification begin date.
- The date the student leaves the ***JDC*** is the student classification end date.
- Do not auto-populate the ***JDC*** student classification end date as the last day of the school year or any other date.

Juvenile Detention Center Student Classifications			
Code	**Facility**	**Code**	**Facility**
JDC01	Bedford County Juvenile Detention Center	JDC10	Richard L. Bean Service Center / Knox County Juvenile Detention Center
JDC02	Blount County Juvenile Detention Center	JDC11	Rutherford County Juvenile Detention Center
JDC03	Bradley County Juvenile Detention Center	JDC12	Scott County Juvenile Detention Center
JDC04	Davidson County Juvenile Detention Center	JDC13	Sevier County Juvenile Detention Center
JDC05	Hamilton County Juvenile Detention Center	JDC14	Shelby County Juvenile Detention Center
JDC06	Madison County Juvenile Detention Center	JDC15	UHS/McDowell Juvenile Detention
JDC07	Middle Tennessee Juvenile Detention Center	JDC16	Upper East Tennessee Regional Juvenile Detention Center
JDC08	Putnam County Juvenile Detention Center	JDC17	Williamson County Juvenile Detention Center
JDC09	Rhea County Juvenile Detention Center		

Foster Care (FOS01)

- When students in the custody of DCS have JDC placements, they are in foster care and are coded with the ***FOS01-foster care*** student classification **in addition** to the **JDC01-JDC17 JDC** student classifications.

- ***FOS01-foster care*** status applies for the school year, so students retain the status throughout their enrollment and in subsequent enrollments during the school year once the identification is made.

Research Queries
- LEAs that do **not** operate JDCs
    - To check your data in EIS, select Data Reports / Research Queries / Student Classifications and the code for the facility of interest.
    - For example, select ***JDC Bedford County*** (***JDC01***) for the Bedford County Juvenile Detention Center.
    - Query results include a record for each student enrolled in your district with a placement in the JDC.
- LEAs that operate JDCs
    - To check your data in EIS, select Data Reports / Research Queries / Juvenile Detention Center Statewide Report and the code for the JDC that the LEA operates.
    - For example, if your LEA operates the Bedford County Juvenile Detention Center, select ***JDC Bedford County*** (***JDC01***).
    - Complete data are provided for students enrolled in the LEA that operates the JDC.
    - Partial data are provided for students enrolled in other districts.

Quarterly JDC Data Review
- FPO provides JDC placement and instructional day data to sending and receiving LEAs to review quarterly.
- LEAs review the data, identify discrepancies, submit revisions to SIS/EIS, and contact their non-traditional education programs (NEP) consultant for assistance if needed.

Migratory

Qualifying Move, Certificate of Eligibility (COE), and Qualifying Arrival Date (QAD)

- Migratory status depends on the student/family having a qualifying move that is tied to certain types of agricultural, fishery, and other employment.
- The State MEP Contractor, acting on behalf of the department, issues a Certificate of Eligibility (COE) to certify students as migratory when they have qualifying moves.[1]
- Migratory students are eligible for migratory services for the 36 months that follow the qualifying arrival date (QAD) (although services typically continue through the completion of a term).
- Students who are eligible for migratory services in:
  - 2024–25 have QAD dates of 9/2/2021 or later.
  - 2023–24 have QAD dates of 9/2/2020 or later.
- Federal reporting includes migratory students enrolled in school or served in summer programs one or more days during the program year (Sept. 1–Aug. 31).

TNMigrant Website

- The State MEP Contractor uses the [TNMigrant website](#) to exchange documents securely with LEAs.

Occupational Survey

- At the beginning of the school year/enrollment, families complete an occupational survey.
- **Within two weeks of enrollment**, the school collects and reviews the occupational survey.
  - If the response to Question 1 is *Yes*, then **school staff** review the form for completeness, use information in the LEA student information system to address gaps (e.g., phone number, address, email address), and forward completed forms to the LEA migrant liaison.
- **Within three weeks of enrollment**, **LEA migrant liaisons** forward occupational surveys to the State MEP Contractor if:
  - the responses to Questions 1 and Question 2 are both *Yes*, o*r*
  - the response to Question 1 is *Yes* and the response to Question 2 is *blank* or *No*, but there are indications that the family might qualify (e.g., the family moved to the district within the past three years).
- LEA migrant liaisons upload completed occupational surveys to the LEA's Resources > Occupational Survey folder on the [TNMigrant website](#) (In file names, please include LEA name and date.)
- The State MEP Contractor contacts the family and determines whether the move and employment qualify the children for migratory status.

ISR

- The individual student record (ISR) has been replaced by the individual needs assessment (INA).

Individual Needs Assessment (INA)

- Under the Every Student Succeeds Act (ESSA), LEAs must develop individual needs assessments (INA) for migratory students that:
  - identify needs,
  - inform services, and
  - document that INA requirements have been met.
- The INA replaces the individual student record (ISR) for data collection and federal reporting.

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[1] A child is eligible for migrant educational services if she or he: A) Is younger than 22 (and has not graduated from high school or does not hold a high school equivalency certificate), **AND** B) Is a migratory agricultural worker, migratory fisher or has a parent, spouse, or guardian who is a migratory agricultural worker or migratory fisher, **AND** C) Performs, or has a parent, spouse, or guardian who performs qualifying agriculture or fishing employment as a principle means of livelihood, **AND** D) Has made a move in the last three years, 1) out of economic necessity, 2) from one LEA to another, and 3) from one residence to another; OR in a state that is comprised of a single LEA, has moved from one administrative area to another within such LEA.

- Data from the INA are reported to the United States Department of Education's (ED) Migrant Student Information Exchange (MSIX) data system, which facilitates the exchange of school records for migratory students.
- A new INA form must be completed annually for all migratory students within two weeks of the issue of a new COE or by the end of September of the current academic year for re-enrolling of returning migratory students.
  - When a Certificate of Eligibility (COE) is approved, TNMigrant will notify the LEA migrant liaison via email that an INA has been started in TNMigrant.
  - The LEA migrant liaison gathers information, collaborates with teachers and others who serve migratory students, and completes the INA in TNMigrant.
  - The LEA migrant liaison is required to complete a new INA at the beginning of each school year.
  - Updates are required in January and throughout the year as changes occur.
- The INA tool in TNMigrant identifies migratory students who are Priority for Service (PFS) based on the information provided.
  - LEAs that accept Title I, Part C funds must give priority to and serve migratory children who qualify for Priority for Service (PFS) status.
- Consult the documents below as you begin your INAs.
  - MEP INA Protocol
  - MEP Individual Needs Assessment Instructions
  - MEP Supplemental Individual Needs Assessment Instructions and Template
- For additional information, please visit ePlan > TDOE Resources > ESSA Information, Guidance, PPTs, & Webinars > Title I, Part C: Migrant Education Programs or the TNMEP website.
- For assistance, please contact Hannah.Gribble@tn.gov, Terry.Garrett@tn.gov, or Elena.Cruz@tn-mep.net.

Service Codes, Descriptions, and Data Collection Protocol
- Title I, Part C grantees are required to report instructional and support services for migratory students that are funded all or in part by Title I, Part C MEP funds.
- For service codes and instructions including a webinar recording, visit TNMEP.
- For assistance, please contact Hannah.Gribble@tn.gov, Terry.Garrett@tn.gov, or Elena.Cruz@tn-mep.net.

Identifying and Flagging Migratory Students
- Identifying and flagging migratory students requires four steps.
  - Step 1: Review the migratory student list posted monthly on the TNMigrant website.
  - Step 2: Enter the migrant (I) student classification in SIS.
  - Step 3: Upload the migrant (I) student classification to EIS.
  - Step 4: Check your data in EIS.

Step 1: Review the Migratory Student List on the TNMigrant Website.
- **Before flagging students as migratory in SIS/EIS,** log in to TNMigrant.
- Go to the district's Resources folder. All files will be shared in this section.
- Review the Migratory Student List Excel files posted monthly.
- Pay close attention to the Action Needed column.
- If you do not see a Migratory Student List on your TNMigrant/ Resources tab, no migratory students are enrolled in your LEA during the school year.

Sample Migratory Student Excel File Posted on TNMigrant Website
As shown in the table below, the Action Needed column includes one of four actions for each record included in the file:

- **Row 1:** The student has a QAD that falls within the eligibility period but has not been flagged with the migrant (I) student classification in SIS/EIS.
  - **Action Needed: Add the *migrant (I)* student classification in SIS/EIS** to identify this student as migratory.
- **Row 2:** The student does not have a QAD but has been flagged with the migrant (I) student classification in SIS/EIS.
  - **Action Needed: Remove the *migrant (I)* student classification in SIS/EIS**; this student is not migratory.
- **Row 3:** The student has a QAD that falls within the eligibility period and has been flagged with the migrant (I) student classification in SIS/EIS.
  - **Action Needed: None**; the *migrant (I)* student classification is correct in SIS/EIS.

- **Row 4:** The child or youth is identified as migratory by TNMEP, but a school enrollment has not been identified. Check enrollment records to determine if the student is enrolled in the district.
  - **Action Needed: Check enrollment records to determine if the student is enrolled in the district. If the student is enrolled in the LEA, add the *migrant (I)* student classification in SIS/EIS** to identify this student as migratory.

Sample Migratory Student List Excel File							
QAD	State ID	Name	Sch #	Enroll. Date	With. Date	Migrant (I) Stu. Class.	Action Needed
5/15/2024	XXXX	XXXX	20	8/1/2024			Add migrant (I) - Student is migratory.
	XXXX	XXXX	20	8/1/2024		I	Remove migrant (I) - Student is not migratory.
1/15/2023	XXXX	XXXX	20	8/1/2024		I	None – Migrant (I) is correct in SIS/EIS.
4/20/2024	XXXX	XXXX	20				Identified as migratory by TNMEP, but school enrollment not identified. Check enrollment records to determine if enrolled in the district. Add migrant (I) if enrolled in LEA.

Step 2: Entering the Migrant (I) Student Classification in SIS
- Add/remove the migrant (I) student classification in your SIS for each record with an Add/Remove entry in the Action Needed column in the Migratory Student List posted monthly on the TNMigrant [website].
- ***Migratory status applies for the school year.***
  - When migratory students transfer during the school year, receiving LEAs, use the enrollment begin date as the migrant (I) student classification begin date.
  - The migrant (I) student classification identifies students as migratory for accountability, funding, reporting, and other purposes; do **not** remove the migrant (I) student classification at the end of an enrollment or school year.
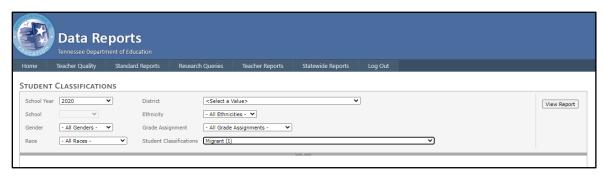 - Do **not** roll over the migrant (I) student classification to the next school year.

Step 3: Uploading Your Data to EIS
- After you have entered your migrant (I) student classification data in your SIS, upload your data to EIS. The data will populate EIS the day after the upload.

Step 4: Checking Your Data in EIS
- Log in to EIS to confirm that the revisions were uploaded to EIS correctly.
- Select Data Reports / Research Queries / Student Classifications / Migrant (I).

Student Classifications Research Query: Migrant (I)

Student Classifications Research Query Results: Migrant (I)

- Review the students flagged with the **migrant (I)** student classification.
- If there are discrepancies, enter corrections in your SIS and upload revisions to EIS.

Student Classifications Research Query Results: Migrant (I)						
Sch #	Last Name	State ID	DOB	Sex	Grade	Stu. Class.
25	XXXXX	XXXXX	XXX	F	5	I
90	XXXXX	XXXXX	XXX	M	12	I

Economically Disadvantaged Subgroup

- Migratory students are part of the economically disadvantaged (ED) subgroup because they are categorically eligible for free school meals due to their migratory status.
- Please do not code migratory students with the **direct certification of economic disadvantage (J)** student classification in addition to the **migrant (I)** student classification unless the students meet the qualification for the J-code through direct certification for SNAP/TANF benefits or local identification.

Military Dependents

State and federal policymakers seek to help LEAs better understand the relationship between military life and student performance.

- State legislation [T.C.A. § 49-6-5101] requires LEAs to identify students whose parents or guardians serve in the military.
- Under federal regulations related to the Every Student Succeeds Act (ESSA), students with parents or guardians on active duty military service are a subgroup for assessment reporting.

For information on military-dependent status data collected in EIS, please review the frequently asked questions and answers provided below.

What student classifications are collected in EIS to indicate parent/guardian military status?
- There are three student classifications for military dependents in EIS:
    - ***(4)active duty military dependent,***
    - ***(5)national guard military dependent, and***
    - ***(6)reserve military dependent***.

How do LEAs collect military-dependent status?
- LEAs collect these data through:
    - their registration/enrollment procedures, or
    - a survey or form that supplements registration/enrollment procedures.

Which students should be coded as 4-active duty military dependent?
- Students with a parent or guardian on:
    - full-time army, navy, air force, marine corps, or coast guard duty,
    - full-time national guard duty, or
    - active guard reserve (full-time reserve duty).

Which students should be coded as 5-national guard military dependent?
- Students with a parent or guardian who participates in the national guard on a part-time basis

Which students should be coded as 6-reserve military dependent?
- Students with a parent or guardian who participates on a part-time basis in a reserve force of a branch of the armed forces (army, navy, air force, marine corps, or coast guard)

What if both parents are active duty military?
- The student would be coded once with student classification 4.

What if one parent is active duty military and one parent has a part-time reserve or national guard duty?
- The student would be flagged with student classification 4 and either classification 6 or classification 5 (whichever applies).

What if a <u>student</u> is enlisting in the military?
- These classifications refer to the status of the student's parent or guardian. These classifications do not refer to students who are entering the military.

How can I check my data in EIS?
- Use the Student Classifications Research Query.
- Select Data Reports / Research Queries / Student Classifications / 4-Active Duty Military Dependent / 5-National Guard Military Dependent / 6-Reserve Military Dependent.

Where can I find more information?
- Resources, free tools, and additional information on military-connected students are available on the Military Child Education Coalition (MCEC) website ([here](#)).
- Information about the U.S. Department of Education's (ED) commitment to and services for military families is available on ED's website ([here](#)).

Race-Ethnicity

A two-step process identifies race-ethnicity for all students**.**

Step 1: Each family identifies each student as Hispanic or non-Hispanic.	
Code	**Hispanic or Non-Hispanic**
H	Hispanic or Latino
N	Non-Hispanic

Step 2: Each family identifies *ALL* races that apply to each student.	
Code	**Race**
I	American Indian or Alaskan Native
A	Asian
P	Native Hawaiian or Other Pacific Islander
B	Black or African American
W	White

- Source: EIS Data Dictionary, Appendix C, Race / Ethnic Origin ([here](#)).

Race-Ethnicity Examples

As shown in the table below, students with birth or ancestral ties to the same country or region may report different race-ethnicities.

Race-Ethnicity Examples		
Student	**Birth Country or Ancestor From**	**Race-Ethnicity**
Joe Artois	Haiti	Non-Hispanic Black/African American
Jose Rodriquez	Mexico	Hispanic White
Juana Martinez	Peru	Hispanic White American Indian/Alaskan Native
Dolores Smith	Dominican Republic	Hispanic Black/African American
Omar Khan	Pakistan	Non-Hispanic Asian
Roohi Singh	India	Non-Hispanic Asian White

Residential Mental Health

Residential Mental Health (K) Student Classification
- The **K-residential mental health** student classification that flagged certain residential mental placements **inside** Tennessee was retired at the end of the 2021-22 school year.
- As of the 2022-23 school year, two new residential mental health classifications are used.
  - **K-IN** for **in-state residential mental health placements**
  - **K-OUT** for **out-of-state residential mental health placements**
- Code all students with **residential mental health placements** with either the **K-IN** or the **K-OUT** **student classification** – even those that do not meet the funding requirements discussed below.
- For additional information, see the EIS Data Dictionary, Appendix S, Student Classification ([here](#)).

Attendance, Membership, Course Schedules, and Assessments
- Students coded with **the K-IN** and **K-OUT** student classifications
  - are considered present, as reported by the facility, and are not coded as absent, since the students are enrolled in a residential program that provides an in-house education,
  - are included in average daily membership (ADM) and average daily attendance (ADA), and
  - retain the course schedules/codes that existed prior to their placements in the residential, mental health facility.
- For information related to statewide assessments for students coded with **the K-IN** and **K-OUT** student classification, please see the Accountability Protocol ([here](#)).

Funding and Billing
- A local education agency (LEA) allocates funding in an amount equal to the per pupil state and local funds received by the LEA on a prorated daily basis if statutory requirements in T.C.A. § 49-3-370 are met.
- Payment **calculations** are the same for **K-IN** and **K-OUT** placements.
- However, **eligibility requirements** to receive funding differ for in-state and out-of-state student placements per T.C.A. § 49-3-370.
- The in-state or approved out-of-state facility will bill the LEA **directly** for the educational funding (TISA) for the number of days the facility provided educational services within the LEA calendar.
- **Only** remit payments for student placements that meet statutory and related requirements per department approval.

Funding: In-State Residential Mental Health Placements
- LEAs code all in-state residential mental health placements as **K-IN**.
- LEAs reimburse facilities at the daily rate calculated by the department's finance team for instructional days for in-state residential mental health placements that meet the following conditions.
  - A general education or special education student is placed through a signed, written physician's order based on medical necessity.
  - The student is enrolled in the LEA and was enrolled in the LEA in the school year prior to the admission.
  - The facility operates an approved Category I Special Purpose School.

Funding: Out-of-state Residential Mental Health Placements
- LEAs code all out-of-state residential mental health placements as **K-OUT**.
- LEAs reimburse facilities at the daily rate calculated by the department's finance team for instructional days during placements in out-of-state residential mental placements that meet funding requirements.
- The application and approval site for out-of-state residential mental health placements is in ePlan. For additional information, contact Erin.Christian@tn.gov.
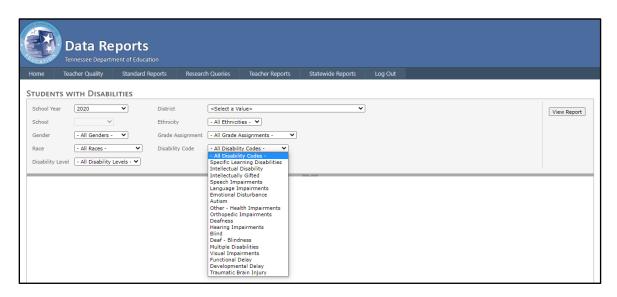
Runaway

- A runaway is a youth under the age of 18 who leaves his/her home/legal residence without the permission of a parent or guardian.
- Runaway students are flagged with the **U-runaway** student classification.
- Runaway students are part of the economically disadvantaged (ED) subgroup because they are categorically eligible for free school meals due to their runaway status.
- Please do not code runaway students with the **J-direct certification of economic disadvantage** student classification in addition to the **U-runaway** student classification unless the students meet the qualification for the J-code through direct certification for SNAP/TANF benefits or local identification.
- Use the Student Classifications Research Query to check your data.
- Select Data Reports / Research Queries / Student Classifications / Runaway (U).

Students with Disabilities

Students with Disabilities Research Query

- Select Data Reports / Research Queries / Students with Disabilities.
- Select Disability Code. Select among codes *1-18.*
- Disability codes *3 (intellectually gifted)* and *16 (functional delay)* are excluded from federal reporting.
- These data are transmitted to EIS from TN PULSE.

Special Education Disability Codes	
1- Specific Learning Disability	10 – Deafness
2 - Intellectual Disability	11 - Hearing Impairments
3 - Intellectually Gifted	12 – Blind
4 - Speech Impairments	13 - Visual Impairments
5 - Language Impairments	14 - Deaf-Blindness
6 - Emotional Disturbance	15 - Multiple Disabilities
7 – Autism	16 - Functional Delay
8 - Other- Health Impairments	17 - Developmental Delay
9 - Orthopedic Impairments	18 - Traumatic Brain Injury

- For additional information, see the EIS Data Dictionary, Appendix N, Special Education Disability Codes (here).
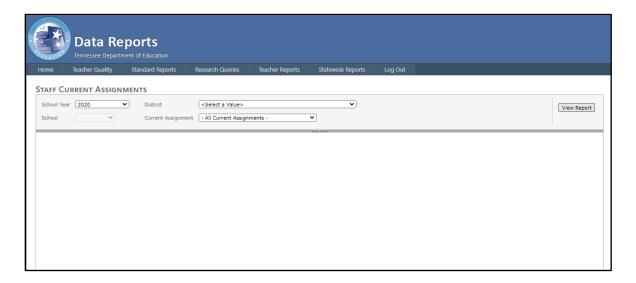
Teachers and Other Licensed Staff

Staff Current Assignments Research Query

- Staff assignments are used for comparability and other federal reporting.
- All teachers and other school-based, licensed educators (principals, assistant principals, supervisors, instructional coaches, librarians, media specialists, counselors, social workers, psychologists, speech therapists, etc.) must have a current assignment(s) uploaded to EIS from your student information system for the current school year.
- For additional information on assignments and codes, see EIS Data Appendix I ([here](#)).
- and the crosswalk between EIS and TNCompass staff assignment codes.
- LEAs submit one record per staff member, school, and assignment
- Assignments have a begin date and end date for each school year. Check assignment begin and end dates for accuracy.
- As of 2021-22, EIS collects three funding source fields that are reported in full-time equivalents (FTEs) for each staff current assignment: federal funding source, state/local funding source, and other funding source.
  - Funding source FTEs are expected to range between 0 and 1.0.
    - 1.0 indicates that the assignment is full-time and entirely funded by one funding source.
    - 0 indicates that the funding source did not support the assignment.
    - Values between 0 and 1.0 are used to report funding for assignments that are less than full-time or funded by multiple sources.
    - Funding source FTEs summed across all assignments total 1.0 for licensed, full-time, school-based staff members and less than 1.0 for part-time staff members.
  - EIS will accept null values and zero to three decimal places for the funding source FTE fields.
    - Using 0 as an example, accepted values are 0, 0.0, 0.00, and 0.000.
    - Using .5 as an example, accepted values are 0.5, 0.50, and 0.500.
    - Using 1 as an example, accepted values are 1, 1.0, 1.00, and 1.000.

To check licensed staff assignment data, select Data Reports / Research Queries / Staff Current Assignment.

- For results for all licensed staff, select **All Current Assignments**.
- For a specific assignment, select an assignment code. For example, select **ESL Teacher** for ESL teachers.

Staff Current Assignments Research Query Results: All Current Assignments

- As shown in the table below, the staff current assignments research query results include ethnicity, race, assignment code, name, begin date, and end date as well as the three funding source FTE fields (federal, state/local, and other).

Staff Current Assignment Research Query Results: All Current Assignments										
Sch #	Last Name	Ethnicity	Race	Assignment Code	Assignment Name	Begin Date	End Date	Federal Funding Source (FTE)	State/Local Funding Source (FTE)	Other Funding Source (FTE)
5	Johnson	Non-Hispanic	B	EL	ESL Teacher	8/6/2024		0	1.0	0
5	Perez	Hispanic	W	7C	Grade 7 Science	8/6/2024		0	0.5	0
5	Perez	Hispanic	W	IC	Instructional Coach	8/6/2024		0.5	0	0
5	Smith	Non-Hispanic	W	SW	Social Worker	8/6/2024		0	0	0.25

Title I

Title I: K–12 Schoolwide

- Students enrolled in grades K–12 in Title I Schoolwide schools are Title I and are flagged with the ***Title I (T)*** student classification.
- School A has 400 K-12 students
- Special Education Walk-Ins: Private school, homeschool, and preschool students receiving only special education services in Title I Schoolwide schools are not Title I and should not be coded with the ***Title I (T)*** student classification. For additional information on special education "walk-ins," please contact Zachary.Stone@tn.gov.

Title I: K–12 Targeted Assistance

- Students enrolled in grades K-12 in Title I Targeted Assistance schools who receive Title I funded instructional or support services are Title I and are flagged with the ***Title I (T)*** student classification.
- Students enrolled in grades K-12 in Title I Targeted Assistance schools who do **not** receive Title I funded instructional or support services are **not** Title I and are not coded with the Title I (T) student classification.
- Federal reporting no longer includes the types of instructional and support services that K-12 Title I students receive in schools with Title I Targeted Assistance programs.
  - As of 2024-25, FPO will not track Title I targeted assistance instructional and support data, and these data will be excluded from FPO data reviews.
  - However, the department will continue to collect Title I targeted assistance instructional and support service data as long as EIS is the system of record. The collection will cease when EDFI replaces EIS.
  - In the meantime, LEAs with Title I K-12 Targeted Assistance programs may stop transmitting instructional and support service data to EIS or continue to do so, depending on local policies and preferences.

Non-Title I: K–12

- In non-Title I schools, no students enrolled in grades K–12 are Title I and none are coded as Title I (T).

Title I: Pre-Kindergarten

Title I Funded Pre-K Classes and Students

- Most pre-K students are not Title I, even in Title I Schoolwide schools.
- Title I Pre-K status depends on whether Title I funds support the class and student.
- As shown in the table below, there are three types of Title I pre-K classes: Schoolwide (School D), Targeted Assistance (School E), and non-Title I (School F).

Schoolwide

- All pre-K students enrolled in ***Title I funded preschool classes*** in Title I Schoolwide schools are Title I students.
- School D is a Title I Schoolwide school that has one preschool class funded by Title I.
  - All 20 students enrolled in the class are Title I and are coded with the ***Title I (T)*** student classification.
  - If School D offers preschool classes that are not funded by Title I, the students in these classes are not Title I and are not coded as Title I (T).

Targeted Assistance

- Pre-K students enrolled in ***Title I Targeted Assistance funded preschool classes and supported by Title I Targeted Assistance funds*** are Title I students.
- School E has a preschool class funded by Title I Targeted Assistance.

- o Fifteen of the 25 students in the class are supported by Title I funds.
- o These 15 students are Title I students and are coded with the ***Title I (T)*** student classification.
- o The other 10 students are not supported by Title I and are not Title I students.

Non-Title I
- Pre-K students enrolled in ***state/local/grant/IDEA funded preschool classes*** are **not** Title I students.
- School F has a preschool class that is not funded by Title I.
  - o School F has **no** Title I pre-K students and **no** preschool students are coded as ***Title I (T)***.

Title I Pre-K Students				
Sch #	School	Title I Pre-K Funded Class	P3 & P4 Students Coded as Title I (T)	P3 & P4 Enrollment
4	D	SW	20	20
5	E	TA	15	25
6	F	Not Title I		30

Title I Pre-K School List

To determine whether your LEA has Title I pre-K classes:
- review the Title I pre-K list that FPO posts in ePlan / TDOE Resources / Title I Schools in Tennessee / Year (no login required); or
- check your LEA's Consolidated Application in ePlan.

Student Classifications Research Query: Title I (T)
- Use the Student Classifications Research Query to check your data.
- Select Data Reports / Research Queries / Student Classifications / Title I (T).
- In the School box, select a ***School*** or ***All Schools*** for an LEA report.
- Choose other filters (e.g., grade) if desired.