



TN

Department of
Education

Consolidated Planning & Monitoring Data Manual

Tennessee Department of Education | September 18, 2018

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Overview

The Consolidated Planning & Monitoring (CPM) Data Manual is designed for attendance, enrollment, federal programs, and technology staff who work with CPM 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 learner, foster care, homeless, immigrant, migrant, runaway, and Title I students as well as parent/guardian military status.

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 districts;
- enhance planning and decision-making;
- maximize funding allocations; and
- meet reporting requirements.

CPM Contacts

If you have a question about a specific type of data, please contact the staff listed below:

- Trish Kelly (Trish.Kelly@tn.gov): Data Manager
- Katie Barcy (Katie.Barcy@tn.gov): English Learners, Immigrant
- Melissa Brown (Melissa.Brown@tn.gov): ePlan
- Erin Christian (Erin.Christian@tn.gov): Non-Traditional Education Programs
- Dan Froemel (Dan.Froemel@tn.gov): Foster Care, Non-Traditional Education Programs
- Jan Lanier (Jan.Lanier@tn.gov): English Learners, Immigrant, Migrant
- Earl Lattimore (Earl.Lattimore@tn.gov): Non-Traditional Education Programs
- Alyson Lerma (Alyson.Lerma@tn.gov): Economically Disadvantaged, Title I
- Brinn Obermiller (Brinn.Obermiller@tn.gov): Family Engagement
- Justin Singleton (Justin.Singleton@tn.gov): Homeless, Runaway
- Keith Woodruff (Keith.Woodruff@tn.gov): Equitable Services, Title II, Title V

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

- **Foster Care**
 - Achievement Test Results 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-Related**
 - 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

- Level
 - State
 - LEA
 - School
- Time Frame
 - October 1
 - School year
 - Assessment test period (e.g., TNReady, WIDA)

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
- Type of ESL Instruction

EIS

EIS is the:

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

Starting and Ending the School Year

- Demographic fields (e.g., name, date of birth) that are uploaded to EIS on extract 40 are a permanent part of the student record and may be rolled over to the next school year.
- At the beginning of the school year, code all students with the Regular (R) student classification and upload to EIS to satisfy the ADM audit report requirement that students have at least one student classification.
- Student classifications and similar fields that are tied to enrollments should not be rolled over to the next school year.
- Enter begin and end dates for student classifications and similar fields.
 - Begin date is the enrollment date or the date the status began (depending on the situation).
 - End date is the withdrawal date or the date the status ended (depending on the situation).
- The example below illustrates the importance of begin and end dates.
 - Mary Smith enrolls in grade 8 in School 1, a Title I Schoolwide school, on August 8 and transfers to School 2, a non-Title I school, on November 15.
 - Mary is flagged with the Title I (T) student classification at School 1. The student classification begin and end dates are August 8 and November 15, respectively.
 - Mary enrolls in School 2 on November 15 and is no longer a Title I student.
 - The Title I (T) student classification and student classification begin and end dates ensure that Mary is identified as Title I for her enrollment at School 1.

Checking Your Data in SIS and EIS

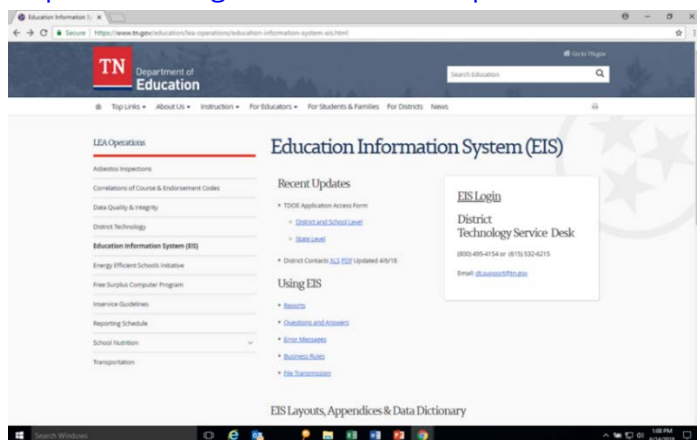
- Regularly review your district's data in SIS and EIS.
- Take advantage of online and on-site opportunities to learn about your SIS and EIS.
- If your district permits staff to access EIS, request a login.
- If you are not able to obtain an EIS login, collaborate with program, attendance, and technology 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:
 - block approval errors,
 - dynamic errors, and
 - extract file errors.

Extract 40 Overwrites

- As of 2018-19, when districts change the previously submitted value of the five fields listed below, EIS will generate an informational error message that contains the previous value and a request to confirm the new value:
 - birth country,
 - date first enrolled in U.S. school,
 - immigrant,
 - native language, and
 - year entered 9th grade.

EIS Home Page

<https://www.tn.gov/education/lea-operations/education-information-system-eis.html>

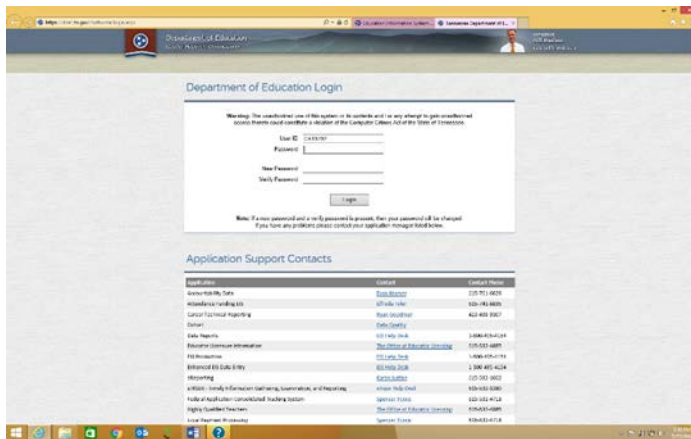


The EIS home page contains many valuable resources including:

- EIS Login
- Reports
- Extracts
- Data Dictionary & Appendices
- Training Materials
- District Technology Support
 - DT.Support@tn.gov
 - (800) 495-4154 or (615) 532-6215

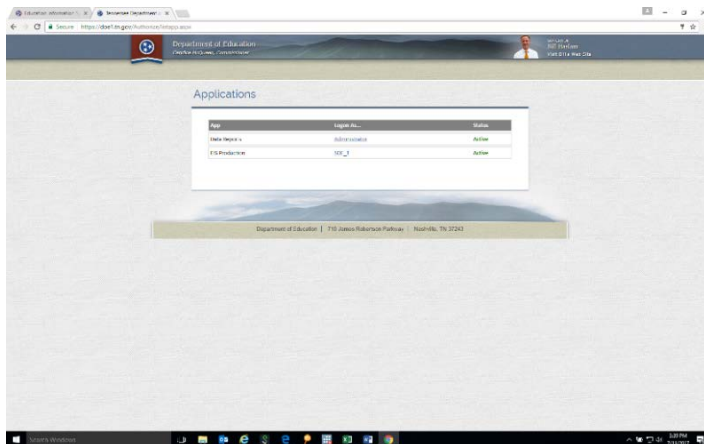
EIS Login: EIS Home Page

- Log in to EIS to conduct a student, staff, school, or district search.
- To log in from the EIS home page, select “EIS Login.”
- Enter your user ID and password.



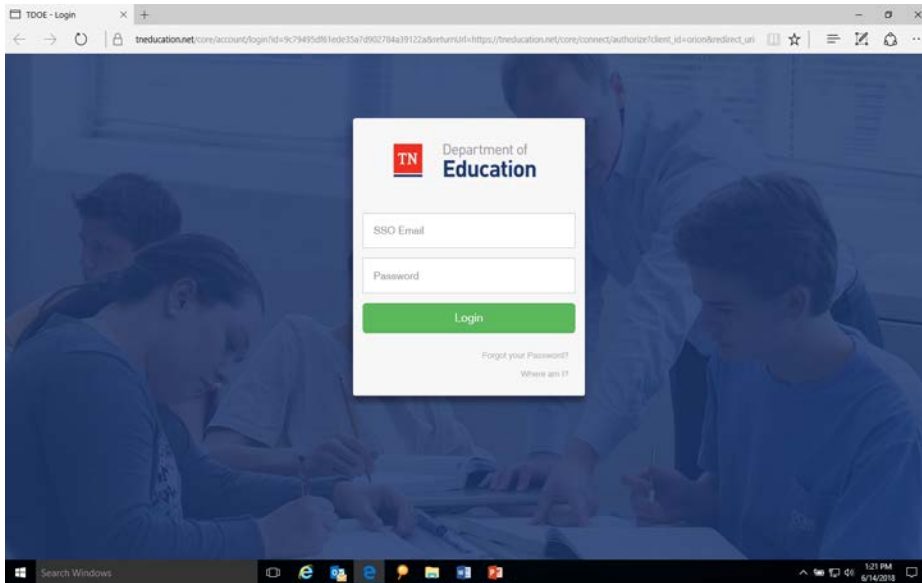
Applications: EIS Home Page Login

- Choose “Data Reports” to run a research query.
- Choose “EIS Production” for an individual student search



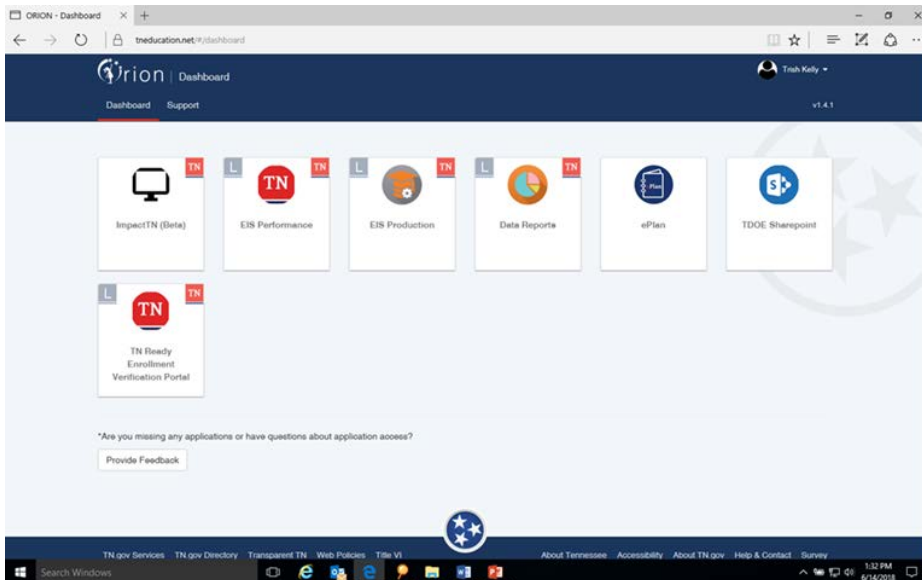
EIS Login: Single Sign-On (SSO) Page

- Use this link to access EIS via the single sign-on (SSO) page: <https://tneeducation.net/>.
- Enter your SSO email address and password.



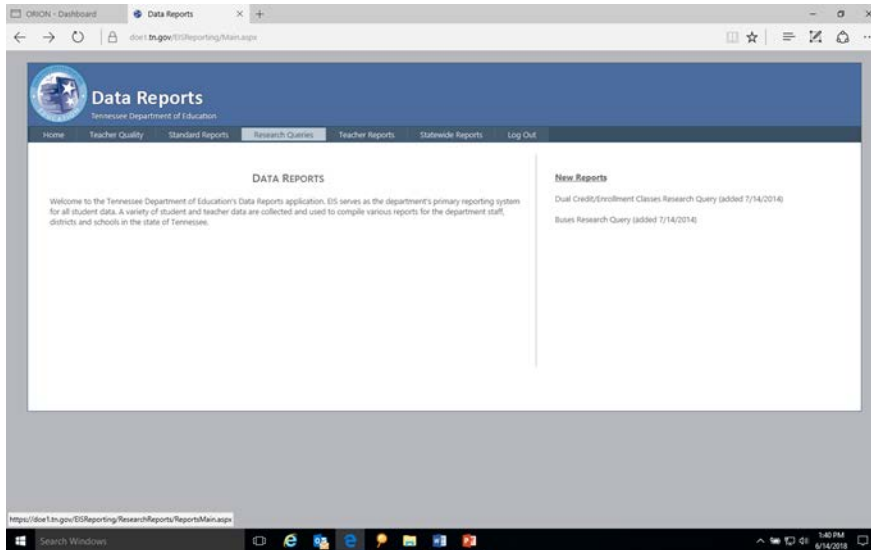
Applications: Single Sign-On Login

- To check your CPM data, choose "Data Reports" from the application icons.

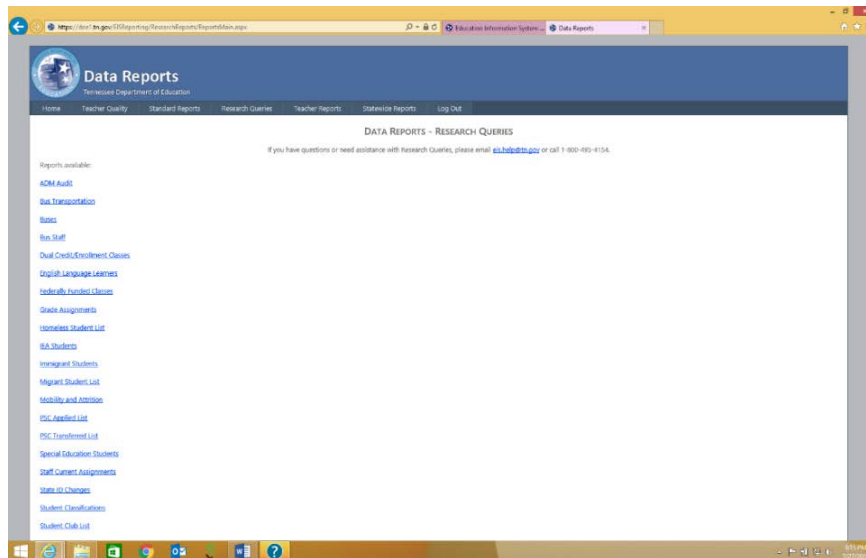


Research Queries

- On the Data Reports screen, select “Research Queries.”



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



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 2018 for 2018-19.**
 - **Use 2017 for 2017-18.**
- In the “School” box, select “All Schools” for a district report.
- Choose other filters (e.g., grade, gender, race-ethnicity) if desired.
- Select “View Report” (right side of the page).
- To download the data to csv or Excel format, select the File icon (to the right of “Find | Next”).
- Choose “Open” or “Save” to view the data.

The screenshot displays a web browser window with the URL <https://doe1.tn.gov/EISReporting/ResearchReports/EnglishLanguageLearners.aspx>. The page title is "Data Reports" and it is from the Tennessee Department of Education. The navigation menu includes Home, Teacher Quality, Standard Reports, Research Queries, Teacher Reports, Statewide Reports, and Log Out. The main content area is titled "ENGLISH LANGUAGE LEARNERS" and contains a form with the following fields:

School Year	2018	District	<Select a Value>	View Report
School		Ethnicity	- All Ethnicities -	
Gender	- All Genders -	Grade Assignment	- All Grade Assignments -	
English Language Background	- All English Language Backgrounds -	Native Language	- All Native Languages -	
Race	- All Races -			

The Windows taskbar at the bottom shows the date and time as 12:13 PM 4/12/2018.

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 date of birth, and explain the importance of using a consistent date of birth.

Confidentiality and Data Security

FERPA

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

Storing and Securing Data

- Never include student-level data in email.
- Do not save student-level data in laptops, hard drives, thumb drives, or other portable devices.
- At the end of your session, delete the data (including recycling bin/trash) or move to a network folder or another secure site.
- Lock or log off of 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 in Excel.
- Add password protection to enhance the security of the file.
 - Select: "File" / "Protect Workbook" / "Encrypt With Password."
 - Enter a password. (Choose something that is confidential and easy to remember. Include lower case and upper case letters as well as numbers.)
 - "Re-enter 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.
 - Send the encrypted file to other users.
 - Do not email the password to other users. Provide the password over the phone or in person.

Identifying and Removing Duplicate Records in Excel

EIS Data Downloads

- EIS is a transactional database. As a result, Excel and csv files downloaded from EIS will contain duplicate records for students with multiple enrollments and data updates.
- Removing duplicates will help you reconcile your data with the unduplicated LEA-level and school-level counts that CPM provides districts to review.

Identifying Duplicate Records

- Highlight all of the data.
- Sort by state ID.
 - Select "Data" / "Sort" / "Custom Sort" / "Sort by State ID (lowest to highest)"
- To add the second sort level, choose "Add Level" (on the left side of the screen). To sort by enrollment data, select "Begin Date (newest to oldest)."
- 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

- Highlight **all** of the data.
- Select "Home" / "Data" / "Remove Duplicates."

Economically Disadvantaged

- The economically disadvantaged (ED) subgroup for assessment, accountability, and Basic Education Program (BEP) funding consists of students eligible for free school meals due to:
 - direct certification of economic disadvantage (J) as participants in federal/state income/nutrition programs (e.g., TANF, SNAP); or
 - categorical eligibility through their status as Homeless (H), Migrant (I), Runaway (U) and foster care (FOS01) students.
- Participants in Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Program (SNAP) are:
 - identified from the list that Human Services provides School Nutrition each month; and
 - coded with the J-Direct Certification of Economic Disadvantage student classification.
- Homeless, migrant, runaway, and foster care students are:
 - coded with the J- Direct Cert student classification **IN ADDITION TO**
 - the H-Homeless, I-Migrant, U-Runaway, and FOS01-Foster Care student classifications, respectively.
- Since direct certification of economic disadvantage (J), homeless (H), migrant (I), runaway (U), and foster care (FOS01) status apply for the school year, these student classification begin dates may be entered as the enrollment date to facilitate inclusion in the economically disadvantaged subgroup for funding and reporting.

X, Y, Z, and 3-CEP

- As of 2017-18, the X-Free Lunch, Y-Reduced Price Lunch, Z-Paid Lunch, and 3-CEP student classifications will not be collected, since they are no longer used for accountability and BEP funding.

English Learners

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

Home Language Survey (HLS)

- When all 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 Native** 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 ESL (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**.

Assessing Progress in Learning English

- English learners (L & W) take the WIDA Access 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, and
 - are tested annually until they meet the exit criteria.
- Students who score **at or above** the exit threshold on the WIDA in the spring begin the transition from ESL in the next school year.

WIDA ACCESS Results and English Language Background (ELB) Classifications

- WIDA ACCESS results from the **spring of 2018** determine English language background (ELB) classifications for the **next school year, the 2018-19 school year**.
- Students with **L and W** English language background classifications in **2017-18** took WIDA ACCESS in **spring 2018**.
 - Students who **did not meet the exit criteria** are coded as **L or W** in **2018-19**.
 - Students who **met the exit criteria** are coded as **T1 or 1** in **2018-19, the first transition year from ESL**.

Transitioning from ESL

- The transition from ESL is a four-year process.
- There is an English language background classification for each year:
 - **T1 or 1 - Transitional Year 1** - first transition year from ESL,
 - **T2 or 2 - Transitional Year 2** - second transition year from ESL,
 - **T3 or 3 - Transitional Year 3** - third transition year from ESL, and
 - **T4 or 4 - Transitional Year 4** - fourth transition year from ESL.
- If the transition process progresses without interruptions, the fifth year after exiting ESL, the student:
 - becomes a **former English Learner** and
 - 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

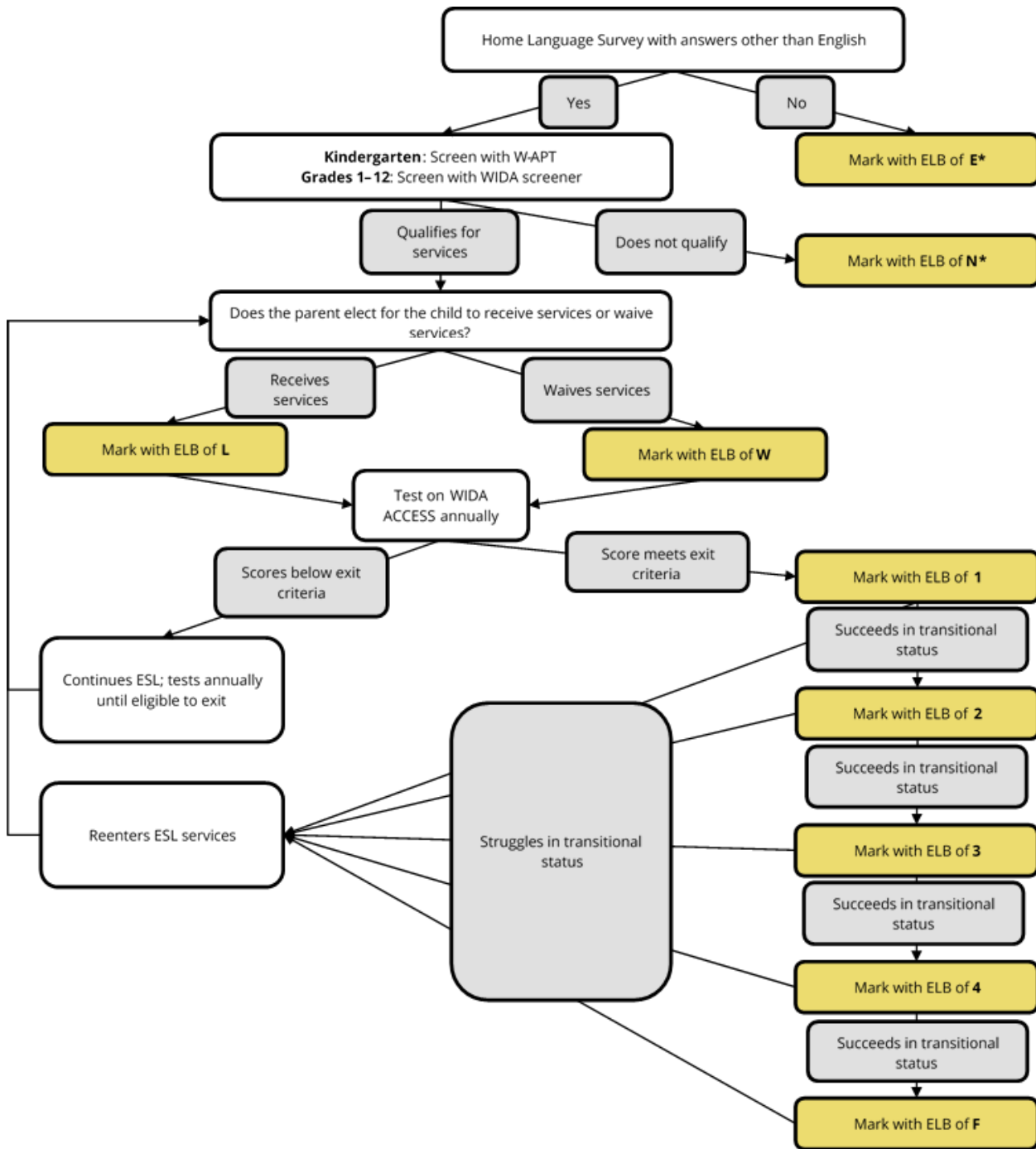
- The table below charts and explains the anticipated progression of English language background classifications by presenting the current value, prior year value(s), and next year value(s) for each classification.

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 WIDA Access 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 WIDA Access 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, districts must develop a written re-classification process and follow it in a consistent manner.
- 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 Flow Chart



*Districts 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
- **T3 or 3 - Transitional Year 3** - third transition year from ESL
- **T4 or 4 - Transitional Year 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
 - NELBs are screened for English language proficiency, because a language other than English appears on the Home Language Survey (HLS).
 - 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.

State BEP Funding

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

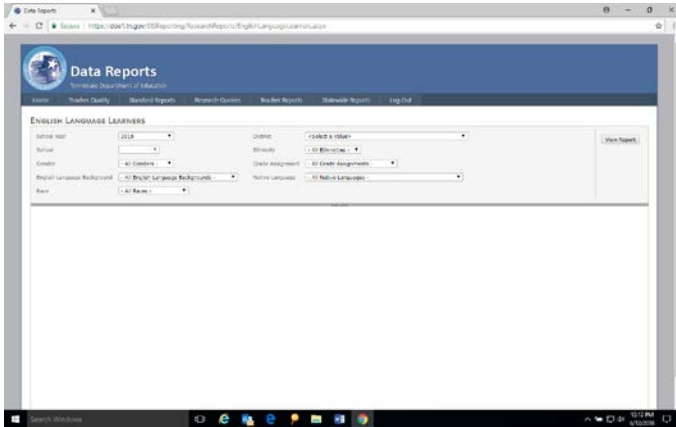
Federal Reporting

- For ED Facts files and other federal reporting, use the English language background classifications listed below.
- For **English Learners or Limited English Proficient (LEP)**, use
 - English Learner (L) and
 - Waived Direct ESL services (W).
- For **Former EL Being Monitored or LEP Being Monitored**, use
 - Transitional Year 1 (T1 or 1),
 - Transitional Year 2 (T2 or 2),
 - Transitional Year 3 (T3 or 3) (as of 2017-18), and
 - Transitional Year 4 (T4 or 4) (as of 2017-18).

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 1 st Enrolled in U.S. School
11	XXX	XXXX	L	SOM	Somalia	8/6/2018
40	XXX	XXXX	W	JAP	Japan	8/3/2014
36	XXX	XXXX	1	SPA	Mexico	8/10/2017
100	XXX	XXXX	2	SPA	United States	8/6/2009
25	XXX	XXXX	3	CHI	China	9/15/2011
25	XXX	XXXX	4	SPA	United States	7/28/2015
36	XXX	XXXX	F	SPA	Mexico	8/1/2008
40	XXX	XXXX	N	SPA	United States	8/7/2015
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.
 - EIS will not accept records missing native language.
 - Be sure to enter native language in SIS because some SIS packages default to English if no language is entered.

- **Birth Country**
 - Complete birth country for all students to ensure that your data are accurate.
 - SIS packages may default to U.S. if birth country is not entered.
- **Date First Enrolled in U.S. school**
 - Date first enrolled in U.S. school is required for the L, W, 1, 2, 3, 4, F, and N English language background classifications (all except E).
- **Date First Enrolled in ESL**
 - As of 2017-18, date first enrolled in ESL is no longer collected in EIS.

Foster Care

Reporting

- Foster care students are a subgroup for graduation rate and assessment/accountability reporting.

Federal Definition

- Children in foster care are defined as “children placed away from their parents or guardians **by the Department of Children’s Services (DCS)** in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and pre-adoptive institutions, and other settings.”

Identification

- LEAs identify foster care students from the list that DCS provides school nutrition each month.

FOS01-Foster Care Student Classification

- Districts flag students on the DCS foster care list with the FOS01-Foster Care student classification in SIS and upload to EIS.

Economically Disadvantaged Subgroup

- Students on the DCS foster care list are part of the Economically Disadvantaged (ED) subgroup and are coded with J-Direct Certification of Economic Disadvantage student classification **in addition to** the FOS01-Foster Care student classification because they are categorically eligible for free school meals due to their foster care status.

Student Classifications Research Query

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

Federal Title Allocations

- The FOS01 and J student classifications are not used in federal Title allocations; the allocations are determined by the department's finance division in a separate process.

Best Interests of the Child and School of Origin

- Under ESSA, states, districts, and child welfare agencies (CWA) must collaborate to promote the best interests of foster children including:
 - prioritizing enrollment in school of origin (SOO),
 - immediately enrolling in another school if SOO is not in best interest,
 - transferring academic and other records, and
 - developing procedures to provide and fund transportation.

Homeless

A homeless student is a student who lacks a fixed, regular, and adequate nighttime residence 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 [here](#).

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 the following questions on enrollment forms. Responses that require follow up should be forwarded to the district's homeless liaison.

1. Is this address temporary or permanent? (Circle one.)
2. Which of the following describe 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 house or apartment
 - Provide care for 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? (Circle one.) Yes No

Homeless Primary Nighttime Residence

- All homeless students must have one of the four primary nighttime residence codes (01-04 listed above) **AND** the homeless (H) student classification **AND** the direct certification (J) student classification.

Homeless Student Classification (H)

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

Economically Disadvantaged Subgroup

- Homeless students are part of the Economically Disadvantaged (ED) subgroup and are coded with J-Direct Certification of Economic Disadvantage student classification **in addition to** the H-Homeless student classification because they are categorically eligible for free school meals due to their homeless status.

Homeless Unaccompanied Youth

- “Yes” for students who are homeless **AND** who are not living with 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”

2018-19 McKinney-Vento Subgrantees

The table below provides the leaid and lea name of the 22 McKinney-Vento subgrantees in 2018-19.

2018-19 McKinney-Vento Subgrantees			
LEAID	LEA	LEAID	LEA
20	Bedford County	500	Lawrence County
821	Bristol	570	Madison County
180	Cumberland County	630	Montgomery County
190	Davidson County	720	Rhea County
320	Hamblen County	740	Robertson County
330	Hamilton County	750	Rutherford County
370	Hawkins County	792	Shelby County
93	Huntingdon	820	Sullivan County
901	Johnson City	830	Sumner County
822	Kingsport	890	Warren County
470	Knox County	950	Wilson County

Homeless Status Applies for the School Year

- Once a student is identified as homeless:
 - the student is eligible for services for the *remainder of the school year*, and
 - 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.
- When homeless students transfer during the school year:
 - Receiving schools/districts use the enrollment begin date as the begin date for the homeless fields.
 - Sending schools/districts use the enrollment withdrawal date as the end date for the homeless fields.
 - Homeless liaisons and records staff in the receiving district review the records provided by the sending district to ensure that homeless students are identified.
- A new field, homeless in an enrollment earlier in the current school year (Homeless Earlier This Year), has been added to the homeless student list research query to identify students who were flagged as homeless in a previous enrollment during the school year. Please use this field to check the homeless status of students who transfer into the district/school during the school year. For additional details, see the Homeless Student List Research Query section.

Homeless Student List Research Query

- Select “Data Reports” / “Research Queries” / “Homeless Student List.”
- Select “Any” for all homeless students enrolled in your district.
- The “No Discrepancies” and “Discrepancies” tables below illustrate how to use the homeless research query to identify discrepancies between the homeless (H) student classification and homeless residence code and homeless status in previous enrollments in the current school year.
- Download the data to Excel.
- Use the filter function and compare:
 - the homeless primary nighttime residence (fourth column from the right) to the homeless (H) student classification (second from the right); and
 - the homeless (H) student classification (second from the right) to homeless in an enrollment earlier in the school year (far right).

No 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	Y	
30	XXX	XXX	Y	04	N	Y	
45	XXX	XXX	N	01	N	Y	Y
55	XXX	XXX	N	03	N	Y	Y

- All homeless students have one of the four homeless residence codes (01-04).
- The homeless (H) classification is “Y” for all homeless students.
- The two students who were identified as homeless in an enrollment earlier this school year have been flagged as homeless in their current 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	N		N	Y	
55	XXX	XXX	N	00	N	Y	
55	XXX	XXX				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.
- Homeless in an enrollment earlier this school year is “Y,” but the homeless (H) student classification is “N” for the current enrollment. Homeless liaisons should follow up to verify homeless status and update SIS/EIS as needed.

Avoiding Homeless Data Discrepancies

SIS Screens

- Ensure that all homeless data are entered in your SIS and uploaded to EIS.
- 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.

EIS Extracts

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

EIS Homeless Student List Research Query

- At least once per month, use the homeless student list research query to check your homeless data.
- Download the data to an Excel or csv file.
- Use the filter function to compare:
 - the homeless primary nighttime residence (fourth column from the right) to the homeless (H) student classification (second from the right); and
 - the homeless (H) student classification (second from right) to homeless in a previous enrollment earlier in the school year (far right).
- Research discrepancies.
- Enter corrections in SIS and restage your data to EIS.

Year-End Procedures

- Do not rollover the homeless fields to the next school year.
- Enter end dates at the end of the school year.
- Contact your SIS vendor to determine whether other “anti-rollover” measures are needed.

Immigrant

- The immigrant flag is:
 - “Yes” for students who were **not** born in one of the fifty U.S. states, the District of Columbia, or Puerto Rico.
 - “No” for students born in the U.S.
- **The immigrant flag is a permanent part of the student record and is “Yes” for students who were not born in the U.S. for their entire enrollment history.**

Related Required Fields

- **Date First Enrolled in 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 that promote adjustment to U.S. schools.
- **Birth Country** can **never be the U.S. or Puerto Rico** for immigrants. Be sure to complete birth country for *all* students because SIS packages may default to U.S. if no birth country is entered.

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. (As noted above, immigrant services facilitate the acclimation process for students with foreign backgrounds during their first three years in U.S. schools.)
- Foreign exchange students are **not** identified as immigrants because they are not eligible for immigrant services.

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.
- 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 Research Query Results					
Sch #	Last Name	State ID	Immigrant	Date 1st Enrolled in U.S. School	Birth Country
5	XXXXX	XXXXX	Y	8/8/2018	Mexico
10	XXXXX	XXXXX	Y	8/4/2010	Somalia

Juvenile Justice

Withdrawal Code 02 and 11 Updates

- EIS documentation for withdrawal codes 02 and 11 has been updated to clarify their use.
- **Withdrawal Code 02: Both the definition and description have been updated.**
 - **The updated description is:** Withdrawn to DCS Educational Placement.
 - **The updated definition is:** Withdrawn from the district 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: The definition has been updated.**
 - **The description remains:** Court Order.
 - **The updated definition is:** 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.

Juvenile Detention Centers (JDCs)

- Under state law, as of 2018-19, districts must provide educational services to students incarcerated in juvenile detention centers (JDCs) licensed by the Department of Children’s Services (DCS).

Juvenile Justice Point of Contact (POC)

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

General Education Students

- When a JDC notifies a 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 juvenile detention center student classification for the facility (see the JDC student classifications table below) in SIS and uploads to EIS.
 - The juvenile justice POC makes arrangements for the student’s educational services with the JDC and the other LEA if the JDC is located in another district.
 - If the student is placed in a JDC in another district, 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 a 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 district, which is responsible for compliance with IDEA, has access to the IEP in EdPlan (EasyIEP).
 - The LEA that enrolls the student during the incarceration enters the juvenile detention center student classification for the facility (see table below) in SIS and uploads it to EIS.

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.

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

Student Classifications Research Query

- 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.

Educational Funds Transfer

- The JDC codes indicate where students are placed during incarceration in a JDC and facilitate the transfer of funds between home and receiving LEAs that provide educational services.
- For fund transfer and other fiscal questions, please contact Maryanne.Durski@tn.gov.

Migrant

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

- Migrant status depends on a Certificate of Eligibility (COE) that is tied to a qualifying move and a qualifying arrival date (QAD).
- Conexión Américas, acting on behalf of the department, issues a Certificate of Eligibility (COE) to certify students as migrant when they have qualifying moves.¹
- Migrant students are eligible for migrant services for the 36 months that follow the QAD (although services continue through the completion of a term).
- Students who are eligible for migrant services in:
 - **2018-19 have QAD dates of 9/2/2015 or later.**
 - **2017-18 have QAD dates of 9/2/2014 or later.**
- Federal reporting includes migrant students enrolled in school or served in summer programs one or more days during the program year (Sept. 1–Aug. 31).

TNMigrant Website

- Conexión Américas uses the TNMigrant website (<http://tn.msedd.com>) to exchange documents securely with districts.
- For access, migrant liaisons contact Elena Cruz at Conexión Américas (elena@conexionamericas.org).

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 school district to another, and 3) from one residence to another; OR in a state that is comprised of a single school district, has moved from one administrative area to another within such district.

Identifying and Flagging Migrant Students

- Identifying and flagging migrant students requires using three data systems:
 - TNMigrant,
 - SIS, and
 - EIS.

Step 1: Review the Migrant Student List in the TNMigrant Website.

- **Before flagging students as migrant in SIS/EIS,** log in to the TNMigrant website at <http://tn.msedd.com>.
- Go to the “Resources” tab. All files will be shared in this section.
- Review the “Migrant Student List” Excel files posted monthly. As discussed below, pay close attention to the “Action_Needed” column (rightmost column).
- If you do not see a “Migrant Student List” in your “TNMigrant”/ “Resources” tab, no migrant students are enrolled in your school district during the school year.

Sample Migrant Student Excel File Posted in TNMigrant Website

- As shown in the table below, the “Action Needed” column includes one of three actions for each record included in the file:
 - **Row 1:** 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 a migrant.
 - **Row 2:** 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 a migrant.
 - **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.

Sample Migrant Student List Excel File							
QAD	State ID	Name	Sch #	Enroll. Date	With. Date	Migrant (I) Stu. Class.	Action Needed
	XXXX	XXXX	20	8/1/18		I	Remove I - Student is not migrant.
5/15/18	XXXX	XXXX	20	8/1/18			Add I - Student is migrant.
1/15/17	XXXX	XXXX	20	8/1/18		I	None - I is correct in SIS/EIS.

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 “Migrant Student List” posted monthly in the TNMigrant website.
- **When migrant students transfer during the school year:**
 - Receiving schools/districts:
 - Use the migrant (I) student classification to identify the students as migrant in the new enrollment.
 - Use the enrollment begin date as the migrant (I) student classification begin date.
 - Sending schools/districts:
 - Use the enrollment withdrawal date as the migrant (I) student classification end date.
 - Do not remove the migrant (I) student classification.
 - The migrant (I) student classification identifies the student as migrant while s/he was enrolled in the school for accountability, funding, reporting, and other purposes.
- **At the end of the school year, do not** rollover the migrant (I) student classification.
 - Use the last day of the school year as the migrant (I) student classification end date.
 - Do not remove the migrant (I) student classification.
 - The migrant (I) student classification identifies the student as migrant while s/he was enrolled in the school for accountability, funding, reporting, and other purposes.

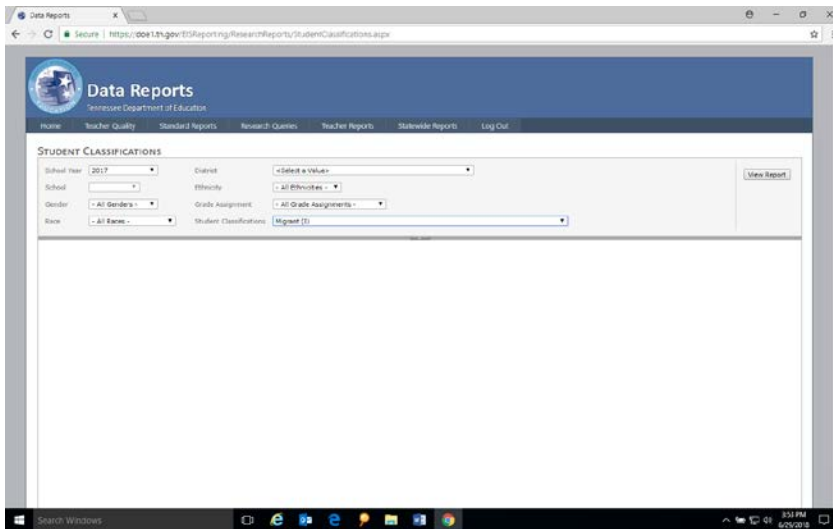
Step 3: Uploading Your Data to EIS

- 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

- Login to EIS to confirm that the revisions uploaded to EIS correctly.
- Select “Data Reports” / “Research Queries” / “Student Classifications” / “Migrant (I).”
- If there are discrepancies, enter corrections in your SIS and upload revisions to EIS.
- Use the Student Classifications research query to confirm that your revisions uploaded to EIS.

Student Classifications Research Query: Migrant (I)



Student Classifications Research Query Results: Migrant (I)

As shown in the table below, the student classifications research query identifies students flagged with the migrant (I) student classification.

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

- Migrant students are part of the Economically Disadvantaged (ED) subgroup and are coded with direct certification of economic disadvantage (J) student classification **in addition** to the migrant (I) student classification because they are categorically eligible for free school meals due to their migrant status.

Military Status of Parent(s)/Guardian(s)

- State and federal policymakers seek to help school districts better understand the relationship between military life and student performance.
 - State legislation requires districts to identify students whose parent(s) or guardian(s) serve in the military.
 - Under federal regulations related to the Every Student Succeeds Act (ESSA), students with parent(s) or guardian(s) on active duty military service are a subgroup for assessment reporting as of the 2017-18 school year,
- For information on parent/guardian military status data collected in EIS, please review the frequently asked questions and answers provided below.
- **What student classification are collected in EIS to indicate parent/guardian military status?**
 - As of 2014-15, there are three military-connected student classifications in EIS:
 - 4-Active Duty Military Dependent,
 - 5-National Guard Military Dependent, and
 - 6-Reserve Military Dependent.
- **How do districts collect parent/guardian military status?**
 - Districts 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 classification 4.

- **What if one parent is active duty military and one parent has part-time Reserve or National Guard duty?**
 - The student would be flagged with classification 4 and with classification 6 or classification 5 (whichever applies).
- **What if a student 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 (USED) commitment to and services for military families is available on USED’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 for 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

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/ Alaska Native
Dolores Smith	Dominican Republic	Hispanic Black/African American
Omar Khan	Pakistan	Non-Hispanic Asian
Roohi Singh	India	Non-Hispanic Asian White

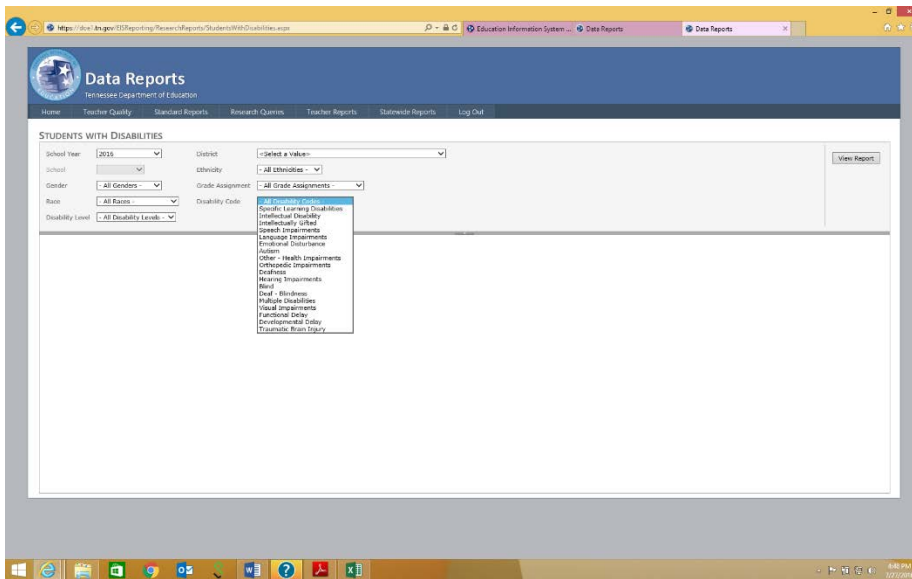
Runaway

- 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 and are coded with J-Direct Certification of Economic Disadvantage student classification **in addition to** the U-Runaway student classification because they are categorically eligible for free school meals due to their runaway status.
- 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 for federal reporting.
- These data are transmitted to EIS from Easy/IEP.



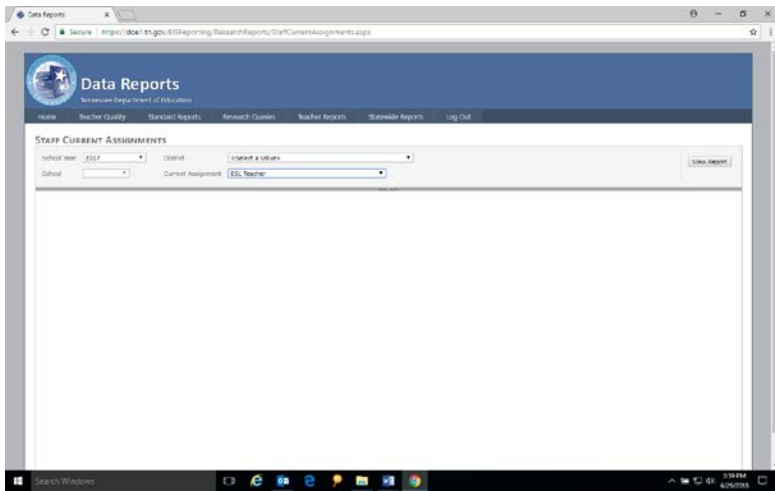
Special Education Disability Codes	
1 - Specific Learning Disability	10 - Deafness
2 - Intellectual Disability	11 - Hearing Impairments
3 - Intellectually Gifted	12 - Blind
4 - Speech Impairments	13 - Visual Impairments
5 - Language Impairments	14 - Deaf-Blindness
6 - Emotional Disturbance	15 - Multiple 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.

Teachers and Other Licensed Staff

Staff Current Assignments Research Query

- Select “Data Reports” / “Research Queries” / “Staff Current Assignment.”
 - Select “All Current Assignments” or a specific assignment code.
 - For example, select “EL” for ESL teachers.
- In 2018-19, staff current assignment codes are being updated to eliminate outdated and redundant codes, add new codes, and align EIS codes with those used in TNCompass, For additional information, see EIS Data Appendix I and the crosswalk between EIS and TNCompass staff assignment codes.
- As of 2018-19, ethnicity and race are included in the staff current assignments research query.
- 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.
- Check begin and end dates for accuracy.
- Staff counts are used for ESL teacher and other federal reporting.



Staff Current Assignments Research Query Results: ESL Teachers

As shown in the table below, the staff current assignments research query results include ethnicity, race, and current assignment code (e.g., EL for ESL teachers) as well as assignment begin date and assignment end date.

Staff Current Assignments Research Query Results: ESL Teachers							
Sch #	Last Name	License #	Ethnicity	Race	Current Assignment	Begin Date	End Date
5	XXXXX	XXXXX	Non-Hispanic	B	EL	8/6/2018	
10	XXXXX	XXXXX	Hispanic	W	EL	7/28/2018	

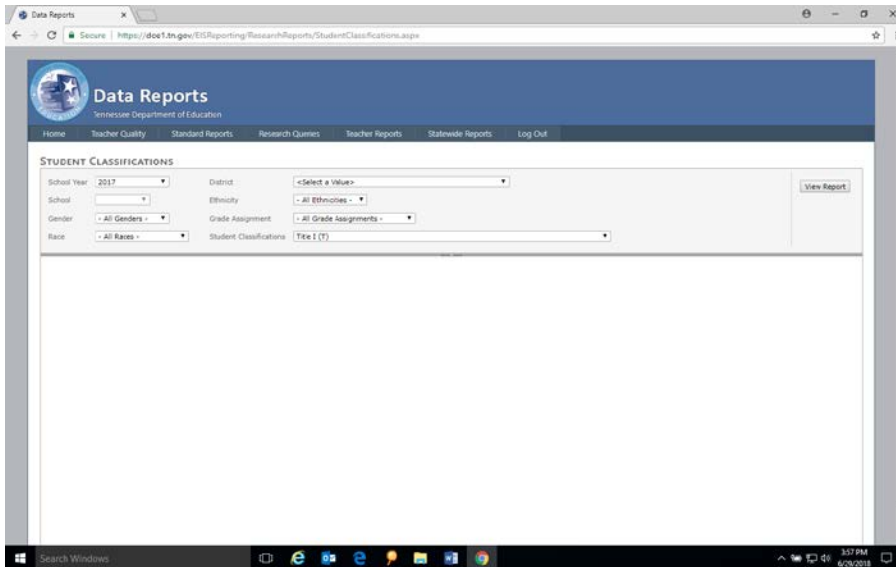
Title I

Title I: K-12 Schoolwide

- All students in grades K-12 in Title I Schoolwide schools are Title I and are flagged with the Title I (T) student classification.

Student Classifications Research Query: Title I

- Select “Data Reports” / “Research Queries” / “Student Classifications.”
- Select “Student Classifications” and “Title I (T).”



Student Classifications Research Query Results: Title I K-12 Schoolwide

As shown in the table below, students in grades K-12 in Title I Schoolwide schools are flagged with the Title I (T) student classification.

Student Classifications Research Query Results: Title I K-12 Schoolwide				
Sch #	Last Name	State ID	Grade	Stud. Class.
10	XXXXX	XXXXX	K	T
10	XXXXX	XXXXX	1	T
10	XXXXX	XXXXX	2	T
10	XXXXX	XXXXX	3	T
10	XXXXX	XXXXX	4	T
10	XXXXX	XXXXX	...	T
30	XXXXX	XXXXX	9	T
30	XXXXX	XXXXX	10	T
30	XXXXX	XXXXX	11	T
30	XXXXX	XXXXX	12	T

Title I: K-12 Targeted Assistance

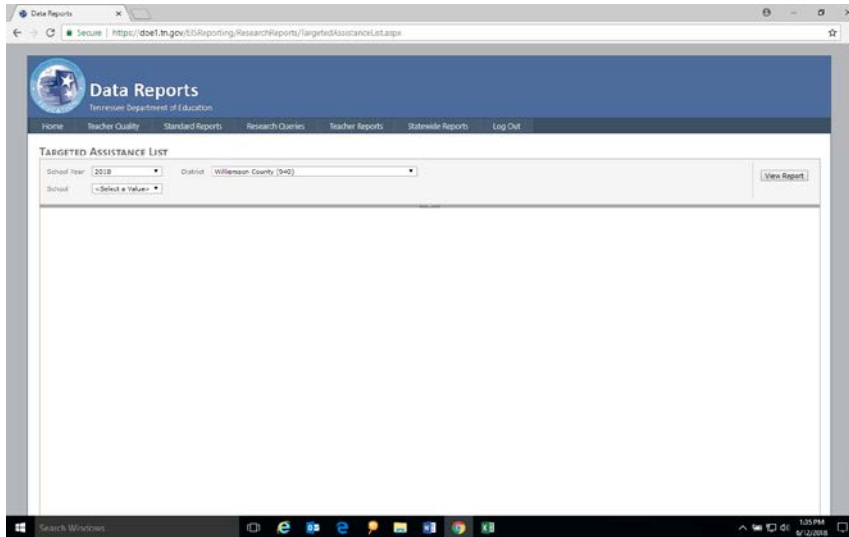
- **Title I Status**
 - “Yes (Y)” - Students receiving Title I instructional or support services in Title I Targeted Assistance schools
 - “No (N)” - Students not receiving Title I instructional or support services in Title I Targeted Assistance Schools

- **Targeted Assistance Instructional Services**
 - “Yes (Y)” for each instructional service received by Title I students in Title I Targeted Assistance (TA) schools:
 - 01-Math
 - 02-RLA
 - 03-Science
 - 04-Social Studies
 - 05-Vocational
 - 06-Other
 - “No (N)” otherwise

- **Targeted Assistance Support Services**
 - “Yes (Y)” for each support service received by Title I students in Title I Targeted Assistance (TA) schools:
 - 01-Health
 - 02-Dental
 - 03-Eye Care
 - 04-Guidance
 - 05-Advocacy
 - 06-Other
 - “No (N)” otherwise

Title I Targeted Assistance Research Query

- Select “Data Reports” / “Research Queries” / “Targeted Assistance List.”
- Select “All Schools” or choose a school.



Title I Targeted Assistance Research Query Results

As shown in the table below,

- “Y” must appear in at least one instructional or support service for students identified as Title I (T) in Title I Targeted Assistance schools.
- “N” must appear in all Instructional and support services for students **not** identified as Title I (T) in Title I Targeted Assistance schools.

Title I Targeted Assistance Research Query Results															
Sch #	School	State ID	Title I Status (T)	Instructional Services						Support Services					
				01 -Math	02- RLA	03-Science	04-Social Studies	05-Vocational	06-Other	01 -Health	02- Dental	03-Eye Care	04-Guidance	05-Advocacy	06-Other
15	XXXXX	XXXXX	Y	Y	Y	Y	Y	N	N	Y	Y	Y	N	N	N
15	XXXXX	XXXXX	Y	Y	N	Y	N	N	N	N	N	N	Y	Y	N
15	XXXXX	XXXXX	N	N	N	N	N	N	N	N	N	N	N	N	N
15	XXXXX	XXXXX	N	N	N	N	N	N	N	N	N	N	N	N	N

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 a 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.

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.
 - Fifteen of the 25 students in the class are supported by Title I funds.
 - These 15 students are Title I students and are coded with the Title I (T) student classification.
 - 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.
 - 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 Program Status	P3 & P4 Students Coded as Title I (T)	P3 & P4 Enrollment
4	D	SW	20	20
5	E	TA	15	25
6	F			30

Title I Pre-K School List

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

Student Classifications Research Query

- Select "Data Reports" / "Research Queries" / "Student Classifications."
- Select "Student Classifications" and "Title I (T)." Select "Grade" and "P3" or "P4."