



Achievement in Montana

DATA DICTIONARY for the Infinite Campus Student Information System



opi.mt.gov

Montana
Office of Public Instruction
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INTRODUCTION

In 2005, the Montana Legislature defined a basic system of free quality education that included the requirement to assess and track student achievement ([20-9-309](#), MCA). The legislature appropriated \$2.8 million to the Office of Public Instruction (OPI) to develop and implement a statewide student achievement system that provides accurate and timely information about the performance of Montana's K-12 students and schools. This system, called Achievement in Montana (AIM), will support education information processes at the local and state level.

To meet the requirements in [20-9-309](#), MCA, a unique student identifier is assigned to every student who receives any form of education service through a public school district, non-public accredited school district, or special education cooperative. This includes full-time and part-time regularly enrolled students, home school or private school students, pre-school students, students age 19, 20 or 21, and foreign exchange students. This state student ID tracks the student throughout their K-12 educational career.

The AIM system is designed to collect demographic, enrollment, program participation, and assessment data for each student. The program also tracks students from school to school and district to district within Montana and reports timely and accurate information and data through standardized reporting capabilities. This system allows school districts to submit the required student information electronically. The AIM system provides the OPI, the State of Montana, federal entities, and the education community timely and accurate data about the progress of our students, schools, school districts and the state.

DOCUMENT PURPOSE

This Data Dictionary is intended to assist local education agencies (LEA) staff and their student information system vendors in understanding the specific data elements and codes that must be populated for state reporting through AIM. It is intended to improve the accuracy and integrity of collected data by maintaining consistency in data elements. It relies and builds on previous data definitions, used throughout the agency, that meet state and federal guidelines for collecting and reporting purposes.

ORGANIZATION - The following information is provided for each data element:

Data Element – The name of the data element.

Code Format – The form of the data element (date, string, number, etc.).

Code Set – The list of allowable or established values or codes for each data element.

Definition – A detailed explanation of the data element and its permitted values or codes.

Validation – These rules are applied within the AIM system to assure that data is entered accurately. The user should verify that data is entered according to these guidelines.

Comments – Any remarks necessary to assist the user in understanding how the element is collected, coded, used, or formatted.

Collection - The name of the collection the data element is collected.

Template – The template provided by OPI for uploading data.

Frequency – How often is the data collected?

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Data Element	21st Century Participant
Code Format	Y/N
Code Set	
Definition	The 21st Century Community Learning Centers program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. The purpose of this program is to create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet state and local student standards in core academic subjects, to offer students a broad array of enrichment activities that can complement their regular academic programs, and to offer literacy and other educational services to the families of participating children. Honors classes give high-ability students the opportunity to be more challenged than they would be in a regular class.
Validation	
Comments	Must be indicated if a student participates at any time during the school year or summer (the 21st Century program year is June 1 through May 31). It is not an indicator of current participation.
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Academic Level Code
Code Format	Char(2)
Code Set	BE: Basic Education EE: Enriched Education But Not Bearing Another Higher Level designation GE: General Education HO: Honors RE: Remedial Education SE: Special Education
Definition	<p>A single class may commonly serve students in multiple academic levels, but only one academic level may be listed per class. Enter the academic level that most closely identifies the major emphasis of the course curriculum and delivery, not the students' academic level(s).</p> <ul style="list-style-type: none"> • BE - Basic Education. The course focuses primarily on skills development, including literacy in language, mathematics, life and physical sciences, and social sciences and history. • EE - Enriched Education, not bearing another higher level designation. • GE - General Education. The course provides instruction in a given subject matter area that focuses primarily on general concepts for the appropriate grade level. • HO - Honors. Specialized classes that offer a faster pace and more rigorous curriculum for those high school students who are prepared to handle the challenges of the program. Usually, honors class programs are selective based on previous academic performance in the subject and on the results of a subject area exam. Honors classes give high-ability students the opportunity to be more challenged than they would be in a regular class. • RE - Remedial Education. The class aims to improve any particular deficiency, including a deficiency in content previously taught but not learned. In grades 5-12, remedial reading and math courses are typically Title I classes. • SE - Special Education. The class provides educational and related services for students with disabilities in accordance with an Individual Education Plan (IEP). The class adapts the curriculum, materials, or instruction for students identified as needing special education. This may include instruction for students with any of the following: autism, deaf-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific

	learning disability, speech or language impairment, traumatic brain injury, visual impairment, developmental delay, and other health impairments.
Validation	
Comments	Most courses will be GE: General Education. The field is populated based on information entered on the Course tab, under NCES Data.
Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	ADA # Days Enrolled
Code Format	Number
Code Set	
Definition	<i>Days Enrolled</i> are total number of student instruction days, including shortened days for each period of time a student is enrolled during the year.
Validation	
Comments	Do not include PIR days or weekends in the number of days enrolled.
Collection	ADA End of Year
Template	Average Daily Attendance
Frequency	Once per year

Data Element	ADA #Days Present
Code Format	Number
Code Set	None
Definition	<i>Days Present</i> are the total number of student instruction days, including shortened days, a student is present for instruction in a district for each period of time a student is enrolled during the year.
Validation	a) <i>Days Present</i> may not be greater than ADA Days Enrolled
Comments	Includes field trips, student activities and in-school suspension. Do not include excused or unexcused absences, or out of school suspension in the number of days present.
Collection	ADA End of Year
Template	Average Daily Attendance
Frequency	Once per year

Data Element	Aggregate Hours of Instruction
Code Format	String(1)
Code Set	F - 720 + Hours T - 540 to 719 Hours H - 360 to 539 Hours Q - 180 to 359 Hours N - 0 to 179 Hours
Definition	<p><i>Aggregate Hours of Instruction</i> are the hours of pupil instruction for which a school course or program is offered or for which a pupil is enrolled (20-1-301, MCA).</p> <p>0 <179 aggregate hours = 0 enrolled 180 to 359 aggregate hours = ¼ enrolled 360 to 539 aggregate hours = ½ enrolled 540 to 719 aggregate hours = ¾ enrolled > 720 aggregate hours = full time enrolled</p> <p>The minimum aggregate hours of pupil instruction per year are:</p> <ul style="list-style-type: none"> - Half Time Kindergarten (KH) - 360 hours; - Full Time Kindergarten (KF) - 720 hours; - Grades 1-3 - 720 hours; - Grades 4-12 - 1080 hours. <p>Pupil instruction does not include lunchtime, or unstructured recess (Annual Data Collection Glossary). ARM 10.15.101 (46) includes passing time in pupil instruction time.</p>
Validation	a) Must be marked F, T, H, Q or N.
Comments	Aggregate hours are collected the first Mondays of October and February, and mid-March for the Test Window count date. Aggregate hours are calculated based on the student's schedule as of the count date. Students attending part time in a full day kindergarten program should be marked as KF with aggregate hours indicated as H or half-time.

	Early Graduates must have Aggregate Hours equal to the last period of enrollment (Fall or Spring) entered to be counted in the Fall and/or Spring ANB counts. MT Youth ChalleNGe and Job Corps students must have Aggregate Hours set to full-time to be counted correctly in MAEFAIRS (Youth ChalleNGe students are counted as half-time ANB and Job Corps students are counted as full-time ANB). Students in MT Digital Academy (MTDA) should have hours calculated as if they were enrolled in the district (example: district has 50 minute periods and 180 days of instruction – multiple 50 by 180 and divide by 60 – which equals 150 hours of instruction – students taking one course would calculate to N: -180 hours and students taking two courses would calculate to Q: 180-359 hours). Passing time is not calculated for off-site courses.
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Collection	Fall, Spring, Test Window Attendance
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Template	Fall, Spring, Test Window Attendance
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Frequency	3 times per year
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Data Element	Alternative Education Program
Code Format	Char(1)
Code Set	Y/N
Definition	An <i>Alternative Education Program</i> is a restructured academic program to serve at-risk students, operated within an accredited public school. In some cases, a school may operate an alternative education program at a site other than a school building of the district.
Validation	
Comments	When this field indicates the class is provided as part of an alternative education program, TEAMS will ask for further information regarding the alternative education program on a separate screen. The field is populated based on data entered on the Course tab, under Custom Data Elements.
Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	Calendar Day Duration
Code Format	Number
Code Set	
Definition	<i>Day Duration</i> is the number of minutes of instruction in the typical student day.
Validation	a) The student day should not exceed 720 minutes (12 hours).
Comments	This is an optional upload.
Collection	End of Year or Beginning of Year
Template	Days
Frequency	Once per year

Data Element	Calendar End Date
Code Format	MM/DD/YYYY
Code Set	
Definition	The <i>Calendar Start</i> and <i>End</i> dates define the range of operation for a district. The <i>Calendar End Date</i> is any date after the end of operation for the school year, but no later than June 30th.
Validation	a) The number of days in the calendar may not exceed 366 days.
Comments	Calendar dates must be entered before any other data is entered. All student data, terms, enrollments, and staff assignments for a year must fall within the Calendar Start and End Dates. The OPI recommends using June 30 th .
Collection	End of Year or Beginning of Year
Template	Manual Entry Required
Frequency	Once per year

Data Element	Calendar Instructional Day
Code Format	Y/N
Code Set	
Definition	An <i>Instructional Day</i> is a day that school instruction is provided to students.
Validation	a) Required b) Must be in format Y/N
Comments	Flagged Y if instruction is given to students on this date. This is an optional upload.
Collection	End of Year or Beginning of Year.
Template	Days
Frequency	One time per year

Data Element	Calendar Number
Code Format	Number
Code Set	
Definition	<p>The <i>Calendar Number</i> is the number assigned to a school's calendar that differentiates it from another calendar in the same school. Each school has at least one calendar. Multiple calendars may be created for the purposes of organizing enrollments, but each of these calendars must have a unique number. <i>Calendar Numbers</i> may be the same for different schools in a system.</p> <p>Example: System Number 0000 School 0001 School 0002 Calendar 1 Calendar 1 Calendar 2</p>
Validation	
Comments	All calendars should have a <i>Calendar Number</i> assigned. File upload formats will not be accepted without a valid <i>Calendar Number</i> .
Collection	End of Year or Beginning of Year
Template	Manual Entry Required
Frequency	Once per year

Data Element	Calendar Start Date
Code Format	MM/DD/YYYY
Code Set	
Definition	The <i>Calendar Start</i> and End dates define the range of operation for a district. The <i>Calendar Start Date</i> can be any date on or before the start of operation for the school year, but no earlier than July 1st.
Validation	a) The number of days in the calendar may not exceed 366 days.
Comments	Calendar dates must be entered before any other data is entered. All student data, terms, enrollments, and staff assignments for a year must fall within the <i>Calendar Start</i> and End dates. The OPI recommends using July1st.
Collection	End of Year or Beginning of Year
Template	Manual Entry Required
Frequency	Once per year

Data Element	Calendar School Day
Code Format	Y/N
Code Set	
Definition	A <i>School Day</i> is a day that the school is open for students and/or educators.
Validation	a) Required b) Must be in format Y/N
Comments	Flagged Y if the school is open on this date. A teacher in-service day will have Instruction = N and School Day = Y. This is an optional upload.
Collection	End of Year or Beginning of Year
Template	Days
Frequency	Once per year

Data Element	CTE Area of Concentration
Code Format	String(2)
Code Set	01 - Agriculture 07 - Business 20 - Family and Consumer Sciences 17 - Health Sciences 08 - Marketing 21 - Technology Educ/Industrial Arts 40 - Trade and Industrial 60 - Blend (should only be used if a majority in <u>one</u> CTE area cannot be determined)
Definition	<i>Area of Concentration</i> is the CTE (Career Technical Education) program area in which the majority of the CTE credits were earned.
Validation	a) Allow only if CTE Concentrator = Y b) Allow only if grade = 12 c) Must be null if CTE Concentrator = N d) Zero padding required
Comments	CTE data is initially entered in the spring, with follow-up information reported in the fall of the next school year.
Collection	Spring CTE
Template	Career and Technical Education
Frequency	Once per year

Data Element	CTE Career Path	
Code Format	String(2)	
Code Set	1 - Law, Public Safety and Security 2 - Government and Public Administration 03 - Human Services 4 - Education and Training 5 - Agriculture, Food, and Natural Resources 06 - Marketing, Sales, and Services 07 - Business, Management, and Administration 08 - Hospitality and Tourism 09 - Finance	10 - Information Technology 11 - Manufacturing 12 - Transportation, Distribution and Logistics 13 - Architecture and Construction 14 - Science, Technology, Engineering and Mathematics 15 - Health Sciences 16 - Arts, A/V Technology and Communications
Definition	<i>Career Path</i> is one of 16 cluster-level programs of study in the Montana Big Sky Pathways program. <i>Career Path</i> is the field in which the majority of the Career Technical Education (CTE) credits were earned.	
Validation	a) Allow only if CTE Concentrator = Y b) Allow only if grade = 12 c) Must be null if CTE Concentrator = N d) Zero padding required	
Comments	<i>Career Path</i> is not required at this time. Students must have an <i>Area of Concentration</i> designated.	
Collection	Spring CTE	
Template	Career and Technical Education	
Frequency	Once per year	

Data Element	CTE Concentrator
Code Format	Y/N
Code Set	
Definition	A <i>CTE Concentrator</i> is a 12 th grade student who has earned (3) or more credits in any <i>CTE Area of Concentration</i> throughout their entire high school career.
Validation	<ul style="list-style-type: none"> a) Allow only if CTE Concentrator = Y b) Allow only if grade = 12 c) Area of Concentration must be selected if CTE Concentrator = Y
Comments	CTE data is initially entered in the spring for students in grade 12. Classes in which the student is currently enrolled count toward the 3 or more credits. Students who transfer out during their 12 th grade year are still considered CTE Concentrators if they meet the credit requirements. Transfer credits from other high school programs may be included in 3 or more CTE credits. Follow-up data for graduate students is entered in the fall of the next school year.
Collection	Spring CTE
Template	Career and Technical Education
Frequency	Once per year

Data Element	CTE Date Contacted
Code Format	MM/DD/YYYY
Code Set	
Definition	<i>Date Contacted</i> is the date a graduated student identified as a CTE Concentrator in the prior year was contacted by the school to determine their post graduation status. This date should be between Oct 1 st and Dec 31 st .
Validation	<ul style="list-style-type: none"> a) Allow only if CTE Concentrator = Y b) Allow only if grade = 12 c) Must be greater than the student's Enrollment End Date d) Must be less than today's date e) Must be between 10/1/XX and 12/31/XX f) End Status must = 400
Comments	<i>Date Contacted</i> is a follow-up from the prior year's identification of CTE Concentrators. Data is uploaded to the prior year's enrollment for students who graduated. If using a file upload, the end year must match the prior year end year.
Collection	Fall CTE
Template	Career and Technical Education
Frequency	Once per year

Data Element	CTE Student is a Single Parent
Code Format	Y/N
Code Set	
Definition	Check the <i>Single Parent</i> box for a secondary student who is unmarried or legally separated from a spouse and has a minor child or children for which he/she has either custody or joint custody or is pregnant.
Validation	a) Allow only if CTE Concentrator = Y. b) Allow only if grade = 12.
Comments	Career and Technical Education (CTE) data is initially entered in the spring, with follow-up information reported in the fall of the next school year. This is not used to indicate that a student comes from a single parent household.
Collection	Spring CTE
Template	Career and Technical Education
Frequency	Once per year

Data Element	Class End Date
Code Format	Char(10)
Code Set	MM/DD/YYYY
Definition	The <i>Class End Date</i> is the last day of the class session.
Validation	Zero filled month/day with slashes
Comments	<p>Usually the end date is the last day of the quarter, semester or school year, depending upon the length of the course.</p> <p>This field populates based on the information entered in Schedule Placement area of the Sections tab under Courses and on the Terms tab in the Calendar.</p>
Collection	TEAMS
Template	TEAMS
Frequency	Once per year

Data Element	Class Enrollment
Code Format	Numeric(3)
Code Set	
Definition	Enter the number of students enrolled in the class, or enter the estimated number of students who will be enrolled in a class which has not yet commenced.
Validation	
Comments	<p>Enrollment to report for the Teacher-Class data collection:</p> <p>a) If the class started on or before the Fall count date, report the actual enrollment as of the count date.</p> <p>b) If the class has not yet started as of the Fall count date but will be in session as of the Spring count date, report the number of students estimated to be enrolled as of the Spring count date.</p> <p>c) If the class term includes neither the Fall count date nor the Spring count date, report the enrollment on the final day the class meets. This may happen, for example, if the class is a summer school class, an intersession class during a December break, or a distance learning class that runs an off-cycle quarter from November through January.</p> <p>For a class that provides concurrent enrollment (college and high school credit) for a portion but not all the class' students (see Dual Enrollment Credit), report the entire class enrollment here. On the Dual Enrollment screen, TEAMS will request the number of students enrolled for concurrent enrollment.</p> <p>This field populates from the number of students enrolled in a course on the count date selected in the extract.</p>
Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	Class Minutes
Code Format	Numeric(5)
Code Set	
Definition	<i>Class Minutes</i> are the number of planned minutes per year for this class.
Validation	
Comments	<p>Only include the minutes related to the Session Type Code reported above. For example, if the Session Type Code is semester, enter the minutes of the class for the semester. If the class is a quarter class, enter the minutes for the quarter class. Class minutes for a full year class will typically be 8100. For self-paced classes that take students more or less time for class completion, report the estimated time that would have been needed to complete the class in a traditional classroom setting.</p> <p>Class minutes are calculated based on information entered on the Section tab (Session Type and Section Placement) and the Periods tab (time span for the period).</p>
Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	Class Start Date
Code Format	Char(10)
Code Set	
Definition	<i>Class Start Date</i> is the first day of the class session.
Validation	Zero filled month/day with slashes
Comments	<p>The Class Start Date is usually the first day of the quarter, semester or school year, depending upon the length of the course.</p> <p>This field populates based on the information entered in Schedule Placement area of the Sections tab under Courses and on the Terms tab in the Calendar.</p>
Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	Co-Teacher Type
Code Format	Char(2)
Code Set	GE – General Education SE – Special Education TI – Title I AE – Alternative Education NA – Not Applicable
Definition	<p>A licensed teacher who partners with the Teacher of Record. If the SEID is identified as a co-teacher under Support Staff Type Code (TE), enter a Co-Teacher Type Code to identify the type of co-teacher using one of the codes listed below.</p> <ul style="list-style-type: none"> • NA - Not Applicable. If the SEID is not a co-teacher but is instead a Teacher of Record, Instructional Paraprofessional, or Facilitator, the Co-Teacher Type Code is not applicable. • SE - Special Education. Co-Teacher who is responsible for special education. For example, a special education co-teacher, partnered with a Teacher of Record, can be employed by a special education cooperative to be in the classroom on an itinerant basis. Another example is a special education co-teacher can provide parallel special education services in the classroom with a general education teacher of record. • TI - Title I. Co-teacher is responsible for providing instruction for students who are eligible for Title I services while working with the Teacher of Record. • GE – General Education. Co-Teacher is responsible for general education while working with the Teacher of Record. <i>This option will rarely be used.</i> • AE – Alternative Education. Co-Teacher provides instruction in an alternative education program for the school district while working with the Teacher of Record. <i>This option will rarely be used</i>
Validation	
Comments	The Staff History tab is used to designate roles for educators. Co-Teacher should be selected as a Role under Teacher or Section Staff only.

Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	Course Code
Code Format	Char(5)
Code Set	Montana's K-12 Course Code (NCES Aligned)
Definition	<p>Montana K-12 Course Codes are the State's standard codes for course identification, based on the National Center for Educational Statistics (NCES) course identifiers. The codes are 5 digits long.</p> <p>Districts are not required to replace their existing district-assigned codes or names for courses, but districts must crosswalk all courses using the standardized K-12 Course Codes in order to report those courses to OPI in TEAMS.</p>
Validation	
Comments	<p>Prior-to-Secondary and Secondary Course Codes: Secondary (grades 5-12) course codes may only be reported under middle schools and high schools. Prior-to-Secondary course codes may only be reported in elementary schools having K-8 self-contained classrooms.</p> <p>Elementary grades: K-12 Course codes for self-contained K-8 classrooms range from 73030 - Kindergarten (self-contained) to 73038 - Grade 8 (self-contained). Code 78039 is used for multi-grade classrooms. Additionally, K-8 Physical Education and Music classes have specific grade-level course codes for elementary level classes. Other curricular areas within self-contained K-8 classes do not have specific course codes and are not identified as separate classes in the Teacher - Class data collection.</p> <p>Grades 5-12: Classes at middle grade and high school level have specific course codes (e.g., 51033 - Language Arts (grade 5)). Identify each class separately in the Teacher-Class data collection.</p> <p>Title I classes do not have specific course codes; however, Title I classes are generally identified as reading or math classes using grade 5-12 course codes and are further identified using Academic Level Code RE: Remedial.</p>

	<p>Structured Recess: For elementary schools, structured recess must be listed as a separate class to be included in the aggregate hours of pupil instruction for purposes of accreditation. (See K-12 Course Code 58018 - Structured Recess)</p> <p>The OPI provides a K-12 Course Code Mapping Tool to help districts determine what standard codes fit their courses. The Mapping Tool is posted at: https://apps.opi.mt.gov/NCESCourseCodeMappingTool/frmDefault.aspx? and instructions are posted at: http://www.opi.mt.gov/pdf/SchoolStaffing/NCESCCMUserGuide.pdf</p> <p>Course codes in Infinite Campus are entered under NCES Data on the Course tab. Select the SCED Subject area first, then the SCED Course Identifier. Together these two fields make up the 5 digit NCES Course Code.</p> <p>Note: On the Course Information tab, the State Code field will override data entered on the NCES Data tab. If data is entered in the State Code field it should match the calculated NCES code on the NCES Data tab.</p>
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Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	Course Sequence/Course Sequence Total
Code Format	Numeric(1)
Code Set	
Definition	<i>Course Sequence/Course Sequence Total</i> is the number of the course in a sequence of courses and the total number of courses in the sequence.
Validation	
Comments	<p>The <i>Course Sequence</i> for Algebra II would be "2" in a sequence of Algebra I, II and III. <i>Course Sequence Total</i> would be "3" for the sequence of Algebra I, II and III.</p> <p>If there is no related sequence of courses or if the class is an elementary grade class, enter 1 for both <i>Course Sequence</i> and <i>Course Sequence Total</i>.</p> <p>Course Sequence is entered on the Course tab, under NCES Data. The fields are SCED Sequence (x of y).</p>
Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	Credit Amount
Code Format	Decimal(4,2)
Code Set	
Definition	<i>Credit Amount</i> is the number of credits available to a student completing the class. Credits must correspond to the credits earned for completing the term indicated by the Session Type Code for this class.
Validation	
Comments	<p>Enter 0 if no credit is assigned for this class, including PK-8 classes and any other class for which credits are not earned.</p> <p>The credit amount is entered on the Grading Tasks tab under Course. Credits are usually earned at the quarter or semester.</p> <p>For credits to report correctly on the TEAMS extract, the Grading Task must be indicated as State Reported:</p> <ul style="list-style-type: none"> • Select the current year and school reporting credit (usually a high school); • From the Index, select Grading & Standards/Grading Tasks; • Select the grading task that provides student credit (either quarter or semester); • Check the State Reported box. <p>Save the record and repeat for any other credit generating reporting tasks and/or schools that report credits.</p>
Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	Date 1st Identified LEP
Code Format	MM/DD/YYYY
Code Set	
Definition	<i>Date 1st Identified LEP</i> is the date a student was initially identified as being Limited English Proficient (LEP). LEP students are those students who are not achieving academically due to the level of their English language proficiency.
Validation	a) Must be less than today's date, but greater than student's birth date b) If <i>Date 1st Identified</i> is not null, <i>Language of Impact</i> and <i>Primary Home Language</i> are required
Comments	<p>The <i>Date 1st Identified</i> may be the date the child entered school. If a student transfers from another school where they have been identified as LEP, the receiving school should consider whether re-identification would be appropriate. If a student's status is accepted from a prior school, the Date 1st Identified should be the date the first school identified the student as LEP, not the date of enrollment in the new school. The data may be found in records transferred from a prior district of enrollment or obtained from the guidance counselor, principal, or bilingual staff. ELP test booklet labels will be sent to districts with students identified as LEP in the October enrollment collection.</p> <p>Districts no longer identify LEP students on an annual basis. Once students are identified, they continue to be identified as LEP until they are exited from the program.</p>
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Diploma Date
Code Format	MM/DD/YYYY
Code Set	
Definition	<i>Diploma Date</i> is the date the student was awarded a diploma.
Validation	a) Required if Enrollment End Status = 400.
Comments	The <i>Diploma Date</i> may either be the last day of school or the day that the diploma was actually awarded to the student. Early graduates may have a <i>Diploma Date</i> that reflects the date of completion of graduation requirements or the date the diploma was awarded. Early graduates must have a <i>Diploma Date</i> , <i>Diploma Type</i> and <i>Diploma Period</i> and Aggregate Hours equal to the last period of enrollment (Fall or Spring) entered to be included in the Fall and Spring ANB counts.
Collection	Spring Attendance and Aggregate Hours (for Early Graduates), End of Year, or Beginning of Year (for students completing requirements over the summer)
Template	Student Enrollment
Frequency	Up to 3 times per year

Data Element	Diploma Period
Code Format	String(2)
Code Set	01 - Early Graduate Less Than 7 Semesters 02 - Early Graduate 7 Semesters 03 - 4 Years or with IEP Allowing for Longer 04 - Graduated in More Than 4 Years
Definition	<i>Diploma Period</i> is the time that a student took to graduate from the first date they were identified as a 9th grade student to the date of graduation.
Validation	a) Required if Enrollment End Status = 400.
Comments	Students that do not meet the graduation requirements by the end of the school year, but complete the requirements prior to the first day of school of the next year are considered to have graduated on time. Early graduates must have a <i>Diploma Date</i> , <i>Diploma Type</i> and <i>Diploma Period</i> AND Aggregate Hours equal to the last period of enrollment (Fall or Spring) entered to be included in the Fall and Spring ANB counts.
Collection	Fall Attendance and Aggregate Hours (for Early Graduates), Spring Attendance and Aggregate Hours (for Early Graduates), End of Year, or Beginning of Year (for students completing requirements over the summer)
Template	Student Enrollment
Frequency	Up to 3 times per year

Data Element	Diploma Type
Code Format	String(2)
Code Set	01 - Regular Diploma 04 - Certificate of Completion
Definition	<i>Diploma Type</i> is the type of diploma a student is awarded by a district.
Validation	a) Required if Enrollment <i>End Status</i> = 400 b) Zero padding required
Comments	Early graduates must have a <i>Diploma Date</i> , <i>Diploma Type</i> and <i>Diploma Period</i> AND Aggregate Hours equal to the last period of enrollment (Fall or Spring) entered to be included in the Fall and Spring ANB counts.
Collection	Fall Attendance and Aggregate Hours (for Early Graduates), Spring Attendance and Aggregate Hours (for Early Graduates), End of Year, or Beginning of Year (for students completing requirements over the summer).
Template	Student Enrollment
Frequency	Up to 3 times per year

Data Element	Distance Learning
Code Format	Char(1)
Code Set	Y/N
Definition	<i>Distance Learning</i> means instruction in which students and teachers are separated by time and/or location with synchronous or asynchronous content, instruction, and communication between student and teacher (e.g., correspondence courses, online learning, video conferencing, streaming video). ARM 10.55.602
Validation	
Comments	<p>When this field indicates the class is provided using a distance learning delivery mode, TEAMS will ask for further information on the <i>Distance Learning</i> screen.</p> <p>A Distance Class is indicated on the Course Information tab in Infinite Campus.</p>
Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	District Course Name
Code Format	VarChar(50)
Code Set	
Definition	<i>District Course Name</i> is the district's local description or name of the course.
Validation	
Comments	<p>A course with the NCES Code 04001: World Geography might be known as Gr 9 Geography on district schedules.</p> <p><i>District Course Name</i> is the <i>Name</i> field on the Course Information section of the Course tab.</p>
Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	District Course Number
Code Format	VarChar(10)
Code Set	
Definition	The <i>District Course Number</i> is the district's local number for a course.
Validation	
Comments	<p>The NCES Code designates the subject area and course type. The district's course number is often used to sort courses into subject areas at the district level.</p> <p>The <i>District Course Number</i> is the Number field on the Course Information section of the Course tab.</p>
Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	District Number
Code Format	String(4)
Code Set	
Definition	The <i>District Number</i> is the School System Number (SS) assigned by the OPI, linking the elementary and high school legal entities together.
Validation	Zero padding required.
Comments	Schools can find their <i>District Number</i> (will be listed as the System Code) on the AIM web page at https://apps.opi.mt.gov/SchoolDirectory .
Collection	All
Template	All
Frequency	With every upload

Data Element	Dual Enrollment Credit
Code Format	Char(1)
Code Set	Y/N
Definition	<i>Dual Enrollment</i> refers to opportunities for high school students to be enrolled in high school and postsecondary courses at the same time.
Validation	
Comments	<p>There are two categories for dual enrollment credit:</p> <ul style="list-style-type: none"> • Concurrent enrollment – Students attend a college level course offered at the high school during the school day using district high school faculty approved by the post-secondary institution. Students receive both high school and college credit for the completed course. The teacher must have either a valid 5-12 or Class 8 license. This class must be reported on the Teacher-Class screen as a regular high school class, except that the Dual Enrollment Credit field is “Y”. • Dual credit – Students receive both college credit and high school credit for a course taken at a postsecondary institution. Students may take the course during or outside of the school day. The college teacher must have a Class 1, Class 2, and/or Class 8 license to qualify this course for high school credit. <p>If the course is a college course taught by an employee of the college and is not a high school class, do not report the dual credit class on the Teacher-Class screen. The TEAMS system will ask the user to enter detailed information on a separate <i>Dual Enrollment</i> screen about the postsecondary instruction and the qualifications of the teacher.</p> <p>If the <i>Dual Enrollment Credit</i> field is “Y” and the Distance Learning field is also “Y”, this indicates the class is a distance learning class that offers both college and high school credit. The TEAMS system will ask the user to enter details concerning the college partnership and the distance learning provider.</p> <p><i>Dual Enrollment Credit</i> is indicated by a checkbox on the Course Information section of the Course tab.</p>

Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	End/Fiscal Year
Code Format	String(4)
Code Set	
Definition	In the school calendar that spans 2016-2017, the <i>Year</i> would be 2017.
Validation	a) Required b) Must match the end year for the calendar
Comments	Required field on all uploads to match enrollments to a calendar year. This field is <i>Fiscal Year</i> on the TEAMS extract.
Collection	All
Template	All
Frequency	With Collection

Data Element	English Proficiency Date
Code Format	MM/DD/YYYY
Code Set	
Definition	<i>English Proficiency Date</i> is the date a student was determined to no longer be LEP (Limited English Proficient). The student is no longer LEP once he/she has earned a score on the English Language Proficiency Assessment that meets the Montana proficiency standard for English and the district determines that the student is no longer in need of services.
Validation	<p>a) If <i>Date 1st Identified LEP</i> is null, <i>English Proficiency Date</i> must be null</p> <p>b) Must be greater than the <i>Date 1st Identified LEP</i></p> <p>c) If <i>English Proficiency Date</i> is entered, <i>Date 1st Identified</i>, <i>Primary Home Language</i> and <i>Language of Impact</i> is required</p>
Comments	<p>LEP students are students not achieving academically due to their level of English language proficiency. If a student transfers from another school where they have been identified as LEP, the receiving school should consider whether re-identification would be appropriate. If the district determines that a transfer student previously identified as LEP is no longer in need of services, the district should enter the student's <i>Date 1st Identified</i> and <i>English Proficiency Date</i> (may be the date of enrollment in the district). The data may be found in records transferred from a prior district of enrollment or obtained from the guidance counselor, principal, or bilingual staff. Districts are encouraged to evaluate proficiency upon receipt of results of the ELP test.</p> <p>Students identified as LEP remain identified until an <i>English Proficiency Date</i> is entered.</p>
Collection	Fall, Test Window, and End of Year Program Participation
Template	LEP
Frequency	Up to 3 times per year

Data Element	Enrollment Dropout Reason
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Code Format	String(2)
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Code Set	01 - Academic Difficulty 02 - Attendance Difficulty 03 - Economic Reasons 04 - Employment 05 - Expelled 06 - Illness 07 - Job Corps or Similar Program 08 - Language Difficulty 09 - Marriage 10 - Military 11 - Needed at Home 12 - Over Compulsory Age	13 - Pregnancy 14 - Poor Personal Relationships 15 - Reached Maximum Age Set by District Policy 16 - Other Known Reason 17 - Unknown Reason 18 - HiSET(Pursuing) 19 - Suspended, Did Not Return 20 - Harassment/Feeling Unsafe at School 21 - Entered Adult Correctional Facility 22 - Lack of Childcare 23 - Completed HiSET 24 - Transient 25 - Homeless
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Definition	<p>A Dropout is a student who</p> <ul style="list-style-type: none"> • was enrolled in school on the date of the previous year October enrollment count or at some time during the previous school year and was not enrolled on the date of the current school year October count, or • was not enrolled at the beginning of the previous school year but was expected to enroll (see Summer Dropout below), did not re-enroll at any time during the year and was not enrolled on or before the date of the current school year October count, and • has not graduated from high school; or • has not transferred to another school, been temporarily absent due to a school-recognized illness or suspension, or died. <p>(MT High School Completer and Dropout Data Collection Handbook)</p> <p><u>Summer Dropout</u> A summer dropout is a student who completed their educational program at the close of the previous school year, but who failed to enroll by the October Count Date of the subsequent fall term. Report summer dropouts in the grade and school year for which they fail to enroll. For example, a student who</p>
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	<p>completed 10th grade in the prior school year, but fails to re-enroll on or before the October Count Date of the current school year is reported as an 11th grade dropout in the current school year (Common Core of Data glossary).</p> <p><u>Dropout rates</u> Dropout rates can be calculated and reported in three different ways:</p> <ul style="list-style-type: none"> • Event rates (snapshot of those who drop out in a single year); • Status rates (proportion of population who have not completed school and are not enrolled), and • Cohort rates (a more comprehensive picture which follows a sample group of students over time and generalizes their rate to a larger group).
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Validation	<p>a) Required if End Status = 300, 310, 320, 330, or 340 and Grade = 07, 08, 09, 10, 11 or 12</p> <p>b) Must be null if End Date is null</p>
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Comments	<p><i>Dropout Reason</i> codes are only required for students in grades 7-12. Students below grade 7 are not considered dropouts for reporting purposes; use code 260: <i>Unknown (grades PK-6)</i>. Use code 295: <i>Dropped out, subsequent re-enrollment</i> if a dropout returns to your district or to another district. within the allowed period of time.</p>
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Collection	End of Year
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Template	Student Enrollment
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Frequency	End of Year
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Data Element	Enrollment End Date
Code Format	MM/DD/YYYY
Code Set	
Definition	The <i>Enrollment End Date</i> is the last day the student was present for instruction in the school district for the current school year.
Validation	a) <i>End Date</i> must be less than or equal to <i>Calendar End Date</i>
Comments	Students may start and stop their enrollments in the same calendar several times, which means there will be a new enrollment record for each instance of starting and ending. Districts may carry an enrollment until they receive notice of a student's enrollment in another school, but once notice is received the end date should reflect the student's last day of attendance in the district or school.
Collection	All
Template	Student Demographic
Frequency	Multiple, upon enrollment or with upload

Data Element	Enrollment End Status
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Code Format	String(3)
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Code Set	<p>100 - End of year, returning to same school next year</p> <p>105 - Change in grade level during regular school year</p> <p>110 - Promoted to another school in the same district</p> <p>120 - Transfer to a public school in the same district</p> <p>130 - Transfer to public school under NCLB schl choice</p> <p>140 - Transfer to public school in another district in MT</p> <p>145 - Military Connected: Transfer to public school in another district in MT</p> <p>150 - Transfer to a MT state-funded school</p> <p>160 - Transfer to a private school in the state</p> <p>170 - Transfer to a home school in the state</p> <p>175 - Transfer to Montana Youth Challenge</p> <p>180 - Transfer to a school out of state</p> <p>185 - Military Connected: Transfer to a school out of state</p> <p>190 - Transfer out of the country</p> <p>210 - Medical care or treatment, eligible to return</p> <p>220 - Enrolled in a foreign exchange program</p>	<p>230 - Enrolled in an early admissions college program</p> <p>240 - Withdrawn, under age for compulsory school attendance</p> <p>250 - Expelled, eligible to return</p> <p>260 - Unknown (grades PK-6)</p> <p>295 - Dropped out, subsequent re-enrollment</p> <p>300 - Withdrew for personal or academic reasons*</p> <p>310 - Exceeded age requirement set by district policy*</p> <p>320 - Removed or Expelled, without option to return*</p> <p>330 - Withdrew to enroll in non-diploma program*</p> <p>340 - Unknown*</p> <p>400 - Graduated</p> <p>500 - Student died</p> <p>510 - Student is permanently incapacitated</p> <p>* These are considered drop-out codes when used for students in Grades 7-12. Note that the asterisk should not appear in the code or description in the application.</p>
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Definition	The educational status of the student upon exit from the current school or district.
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Validation	<p>a) Required if End Date is not null</p> <p>b) Must be null if End Date is null</p>
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Comments	Students with an <i>End Status</i> code of 300, 310, 320, 330 and 340 are considered dropouts. A <i>Dropout Reason</i> code must be entered if one of these <i>End Status</i> codes is selected..
Collection	All
Template	Student Demographic
Frequency	Multiple, upon un-enrollment, with upload

Data Element	Enrollment Service Type
Code Format	String(1)
Code Set	P - Primary S - Secondary N - Special Ed Services only
Definition	<p>The <i>Enrollment Service Type</i> field indicates the type of service a student receives from the district.</p> <p><u>P: Primary</u> A student who receives primary educational services from a school.</p> <p><u>S: Partial (Secondary)</u> A student who receives some educational services from a school, but holds a primary enrollment in another school, regardless of type. Example: A homeschool student taking a course at the high school.</p> <p><u>N: Special Ed Services</u> A student who is receiving only Special Education services from a school (does not include students in a self-contained classroom) and whose primary enrollment is in another school, regardless of type (e.g. home school or private school students), or students who are not yet eligible for public school services (e.g., PK students).</p>
Validation	a) Required
Comments	There should be only one primary enrollment on a given date. When students have concurrent enrollments (in other schools), use P or N on the secondary enrollment. Special Ed Services should only be used for home school, private school, or PK students who come to the public school to receive Special Education services.
Collection	All

Template	Student Enrollment
Frequency	Multiple, upon enrollment, with upload

Data Element	Enrollment Start Date
Code Format	MM/DD/YYYY
Code Set	
Definition	The first day the student is present for instruction in the school and/or district for the current school year.
Validation	a) <i>Enrollment Start Date</i> must be greater than or equal to the Calendar Start Date.
Comments	Students may start and stop their enrollments in the same calendar several times, which means there will be a new enrollment record for each instance of starting and ending. Districts may enroll a student prior to the <i>Enrollment Start Date</i> , but the start date should reflect the student's first day of attendance in the district.
Collection	All
Template	Student Enrollment
Frequency	Multiple, upon enrollment, with upload

Data Element	Enrollment Start Status	
Code Format	String(2)	
Code Set	01 - First time receiving educational services 02 - Continued enrollment same school, no interruption 03 - Re-entry to the same school after withdrawal 04 - Transfer from public school in district or state 05 - Transfer from public school under NCLB school choice 06 - Transfer from an out of state school 07 - Transfer from a school out of the country	08 - Transfer from a private school within the state 09 - Transfer from home school within the state 10 - Transfer from a MT state-funded school 20 - Transfer from Montana Youth Challenge 40 - Military Connected: Transfer from a public school within the state 60 - Military Connected: Transfer from an out of state school 80 - Military Connected: Transfer from a school out of the country
Definition	<i>Enrollment Start Status</i> is the reason the student entered school in this district or school for the current record.	
Validation	Zero padding required	
Comments	A student's <i>Start Status</i> should accurately reflect the student's last enrollment prior to entering the new school. 01: First time receiving educational services should only be used for students who have not been previously enrolled in another public school (including PK). 03: Re-entry to the same school after withdrawal should only be used if the student did not attend school after exiting the district in a prior enrollment.	
Collection	All	
Template	Student Enrollment	
Frequency	Multiple, upon enrollment, with upload	

Data Element	Exclude Fall/Spring ANB – 10 Day Absent
Code Format	Y/N
Code Set	
Definition	Students absent 11 or more consecutive days as of the count date and students enrolled in a private non-sectarian day treatment program may not be included in the district's ANB count. Districts may request an exception for extenuating circumstances, but the exception must be received and approved prior to the count date.
Validation	a) Must be no or null if <i>Fall or Spring Count Absent</i> < 1. b) Allow Y only if <i>Fall or Spring Count Absent</i> = 1.
Comments	Exclude from ANB (Average Number Belonging) only in the Fall and Spring Collections.
Collection	Fall and Spring Attendance and Aggregate Hours
Template	Fall and Spring Attendance
Frequency	2 times per year

Data Element	Fall/Spring/Test Window Absent
Code Format	Number
Code Set	
Definition	<p><i>Absent</i> is the whole or fractional absence of a student on the enrollment count date. If a student's class is not conducted on the enrollment count date, report that student's attendance as of the next pupil instruction day. For example, if the official count date is on a Monday and a student is only enrolled in classes that meet on Tues/Thurs, consider that student's attendance on Tuesday for the attendance count. <u>Sample calculations for partial day attendance:</u></p> <p>Pre-K and K: 1 of 3 hours present = .67 absent Grades 1-6: 3 of 6 hours present = .50 absent Grades 7-12: 6 of 8 periods present = .25 absent</p> <p>If a student is enrolled part-time and attends all scheduled classes on the count day, the student is not considered absent for the remainder of the day. For example, students that attend half-day kindergarten classes are not absent for the other half of the day.</p>
Validation	Between .000 and 1.000.
Comments	The calculations for Attendance Rate and ADA are derived from the Fall/Test Window Absent counts. Attendance Rate uses Fall and Test Window Absent (Fall Enrolled-Fall Absent) + (Test Window Enrolled-Test Window Absent) / (Fall Enrolled + Test Window Enrolled). Average Daily Attendance (ADA) – uses Fall and Test Window Absent as a per student calculation (1-Fall Absent) + (1-Test Window Absent) / 2.
Collection	Fall and Test Window Attendance and Aggregate Hours
Template	Fall and Test Window Attendance
Frequency	2 times per year

Data Element	Foreign Exchange
Code Format	Y/N
Code Set	
Definition	<p>A <i>Foreign Exchange</i> student is a student who maintains residency and citizenship in a foreign country which the student has no intention of abandoning and is qualified to pursue a full course of study. The student should seek to enter the United States only temporarily for the sole purpose of pursuing a course of study at an established academic high school.</p> <ul style="list-style-type: none"> • Usually the placement of the student in the high school is arranged through a third party application and approval process. • The student should be proficient in English. • The student should be enrolled in the school and in a grade.
Validation	Student cannot be marked as an <i>Immigrant</i> and <i>Foreign Exchange</i> at the same time (If <i>Immigrant</i> = Y then <i>Foreign Exchange</i> ≠ Y).
Comments	If the student is enrolled in a grade that requires statewide testing, the student should participate in the statewide tests. Foreign exchange students are not included in AYP or the district's graduation rate.
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Free/Reduced Lunch
Code Format	String(1)
Code Set	F - Free Meals R - Reduced Price Meals N - Not Eligible or Not Participating
Definition	<i>Free/Reduced Lunch</i> status of a student means the student's eligibility for free or reduced price meals/snacks or free milk under the National School Lunch, School Breakfast and Special Milk Programs in accordance with 7 CFR Part 210.
Validation	a) Must choose F, R or N
Comments	Students who do not participate in the National School Lunch Program (e.g. students who may or may not be eligible, but do not participate or students who do not attend during lunch hours) are marked as N: Not Eligible/Not Participating.
Collection	Fall, Test Window and End of Year Program Participation
Template	FRAM Import
Frequency	3 times per year

Data Element	Gifted/Talented
Code Format	Y/N
Code Set	
Definition	<p><u>GIFTED AND TALENTED, ARM 10.55.804</u> (1) Schools shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image. (2) Each school shall comply with all federal and state laws and regulations addressing gifted education. (3) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.</p> <p><u>Gifted and Talented Students</u> Children of outstanding abilities who are capable of high performance and require differentiated educational services beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors (20-7-901, MCA).</p> <p><u>Gifted and Talented Program</u> Educational services to gifted and talented students detailed in a district framework that considers the full range of alternatives for addressing the educational needs of gifted students. Schools shall provide educational services to students commensurate to their needs. Such services shall be outlined in a framework which includes: identification of talent areas and student selection criteria according to a written program philosophy, a curriculum which reflects student needs, teacher preparation, and criteria for formative and summative evaluation, support services and parent involvement</p>
Validation	a) Must choose Y/N
Comments	By state law and administrative rule, all schools are required to identify and serve gifted and talented students in their district.

Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Grade Level	
Code Format	String(2)	
Code Set	PK - Pre-kindergarten KH - Kindergarten Half Time KF - Kindergarten Full Time P1 - Transition 1st 01 - Grade 1 02 - Grade 2 03 - Grade 3 04 - Grade 4	05 - Grade 5 06 - Grade 6 07 - Grade 7 08 - Grade 8 09 - Grade 9 10 - Grade 10 11 - Grade 11 12 - Grade 12
Definition	<p>The <i>Grade Level</i> or primary instructional level at which students enter and receive services in a school during a given academic session (ADC Glossary).</p> <p>PK students are student qualified for Special Education services between the ages of 3 and 5. A P1 program is a full day pre-1st/transition program designed to ease the transition into or out of first grade and often results in a two-year program between kindergarten and second grade.</p>	
Validation	a) Must be valid choice from grade levels in the school/calendar the student is enrolled in b) Zero padding required	
Comments	<p>If a student changes <i>grade level</i> at any time during the school year, the enrollment record for the first grade level must be ended and a new enrollment record is created for the student at the new grade level. Students who are not yet 5 as of September 10 of the year of enrollment must have special permission of the board of trustees to be enrolled for the school year, including students who transfer into the district from another educational setting. Special Education students who are 5 as of September 10 and enrolled in Kindergarten, but receiving services in a PK setting should be enrolled in grade KF/KH for ANB purposes.</p>	

Collection	All
Template	Student Enrollment
Frequency	Multiple, upon enrollment, with upload

Data Element	Grade High	
Code Format	Char(2)	
Code Set	PK – Pre Kindergarten KH – Half Day Kindergarten KF – Full Day Kindergarten P1 – Transition First 01 – 1 st Grade 02 – 2 nd Grade 03 – 3 rd Grade 04 – 4 th Grade	05 – 5 th Grade 06 – 6 th Grade 07 – 7 th Grade 08 – 8 th Grade 09 – 9 th Grade 10 – 10 th Grade 11 – 11 th Grade 12 – 12 th Grade
Definition	<i>Grade High</i> defines the highest typical grade of students who take this class.	
Validation		
Comments	<p>Enter the highest grade to which this class is normally offered, regardless of the grade levels of students who are currently enrolled. If the class serves only one grade, enter the same grade in both the <i>Grade Low</i> Code and <i>Grade High</i> Code fields. For example, if the class typically serves grades 11 and 12, enter "11" as the <i>Grade Low</i> Code and "12" as the <i>Grade High</i> Code, even if there current no 12th grade students enrolled in the class. Conversely, if a class is usually taken by 10th graders, enter "10" as both the <i>Grade Low</i> Code and <i>Grade High</i> Code, even if one or more 11th graders are currently enrolled in the class.</p> <p>This field will be used to determine whether teachers have appropriate licenses/endorsements depending on the grade levels they serve. If the offered grade span includes a grade the teacher is not licensed/endorsed to teach, the TEAMS system will list a teacher mis-assignment.</p> <p>The <i>Grade High</i> is chosen from the SCED Highest Grade field on the NCES Data section of the Course tab.</p>	

Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	Grade Low
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Code Format	Char(2)
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Code Set	PK – Pre Kindergarten KH – Half Day Kindergarten KF – Full Day Kindergarten P1 – Transition First 01 – 1 st Grade 02 – 2 nd Grade 03 – 3 rd Grade 04 – 4 th Grade	05 – 5 th Grade 06 – 6 th Grade 07 – 7 th Grade 08 – 8 th Grade 09 – 9 th Grade 10 – 10 th Grade 11 – 11 th Grade 12 – 12 th Grade
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Definition	<i>Grade Low</i> defines the lowest typical grade of students who take this class.
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Validation	
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Comments	<p>Enter the lowest grade to which this class is normally offered, regardless of the grade levels of students who are currently enrolled. If the class serves only one grade, enter the same grade in both the <i>Grade Low</i> Code and <i>Grade High</i> Code fields. For example, if the class typically serves grades 11 and 12, enter "11" as the <i>Grade Low</i> Code and "12" as the <i>Grade High</i> Code, even if there current no 12th grade students enrolled in the class. Conversely, if a class is usually taken by 10th graders, enter "10" as both the <i>Grade Low</i> Code and <i>Grade High</i> Code, even if one or more 11th graders are currently enrolled in the class.</p> <p>This field will be used to determine whether teachers have appropriate licenses/endorsements depending on the grade levels they serve. If the offered grade span includes a grade the teacher is not licensed/endorsed to teach, the TEAMS system will list a teacher mis-assignment.</p> <p>The <i>Grade Low</i> is chosen from the SCED Lowest Grade field on the NCES Data section of the Course tab.</p>
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Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	Header Row Upload File Date
Code Format	MM/DD/YYYY
Code Set	
Definition	The <i>Header Row Upload File Date</i> is the date the file is created or extracted.
Validation	a) Required b) Must be in format MM/DD/YYYY
Comments	Required format is shown below, with each element separated by a tab HD 10/03/2014 12:12:37 MT9.1
Collection	All
Template	All
Frequency	Multiple, with upload

Data Element	Header Row Time
Code Format	HH:MM:SS
Code Set	
Definition	The <i>Header Row Time</i> is the time the file was created or extracted. Time a change was made on file.
Validation	a) Required b) Must be in format HH:MM:SS
Comments	Required format is shown below, with each element separated by a tab HD 10/03/2014 12:12:37 MT9.1
Collection	All
Template	All
Frequency	Multiple, with upload

Data Element	Header Row Version
Code Format	String(5)
Code Set	
Definition	The <i>Header Row Version</i> is the most current version of the file interface specifications and references the application version.
Validation	Always the value "MT9.1."
Comments	Required format is shown below, with each element separated by a tab HD 10/03/2014 12:12:37 MT9.1
Collection	All
Template	All templates
Frequency	With collection

Data Element	Homeless
Code Format	Y/N
Code Set	
Definition	<p>The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate night time residence. The term includes</p> <ul style="list-style-type: none"> • Children and youth who are: <ul style="list-style-type: none"> - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up); - living in motels, hotels, or camping grounds due to lack of alternative adequate accommodations; - living in emergency or transitional shelters; - abandoned in hospitals; or - awaiting foster care placement; • Children and youth who have a primary night time residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings; • Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children who qualify as homeless because they are living in circumstances described above.
Validation	<p>a) If <i>Homeless</i> = Y, <i>Homeless Night Time Residence</i> is required b) <i>Homeless Night Time Residence</i>, <i>McKinney Vento</i> and <i>Unaccompanied Youth</i> must be Null or N if <i>Homeless</i> = N</p>
Comments	If a student is reported as homeless in a district at any time during the school year, the student should retain the designation of homeless for the entire year in that district. If the student transfers to another district, the status of the student is re-evaluated by the enrolling district.
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Homeless McKinney Vento
Code Format	Y/N
Code Set	
Definition	<p>The <i>McKinney-Vento</i> program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.</p> <p>Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States and districts are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.</p>
Validation	a) If <i>Homeless</i> is null, then <i>McKinney Vento</i> must be null or N
Comments	Districts that are recipients of a McKinney Vento grant should mark all their homeless students as <i>McKinney Vento</i> . If a student is reported as homeless in a district at any time during the school year, the student should retain the designation of homeless for the entire year in that district. If the student transfers to another district, the status of the student is re-evaluated by the enrolling district.
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Homeless Night Time Residence
Code Format	String(2)
Code Set	<ul style="list-style-type: none"> 1 - Shelter 2 - Doubled-up (living with another family) 03 - Unsheltered (cars, parks, campgrounds) 04 - Hotels or Motels
Definition	<i>Homeless Night Time Residence</i> is the type of night time residence for homeless students. Students are considered homeless if they meet the definition in the McKinney Homeless Assistance Act. A homeless individual is one who lacks a fixed, regular, and adequate night time residence; and an individual who has a primary night time residence.
Validation	<ul style="list-style-type: none"> a) Required if <i>Homeless</i> = Y b) If <i>Homeless</i> is null, then <i>Night Time Residence</i> must be null
Comments	If a student is reported as homeless in a district at any time during the school year, the student should retain the designation of homeless for the entire year in that district. If the student transfers to another district, the status of the student is re-evaluated by the enrolling district.
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Homeless Unaccompanied Youth
Code Format	Y/N
Code Set	
Definition	The term <i>Unaccompanied Youth</i> includes a youth not in the physical custody of a parent or guardian. This would include youth living in runaway shelters, abandoned buildings, cars, on the streets, or in other inadequate housing and children and youth denied housing by their families (sometimes referred to as “throwaway” children and youth), and school-age unwed mothers, living in homes for unwed mothers, who have no other housing available.
Validation	a) Required if <i>Homeless</i> = Y b) If Homeless is Null, then <i>Unaccompanied Youth</i> must be Null or N
Comments	If a student is reported as homeless in a district at any time during the school year, the student should retain the designation of homeless for the entire year in that district. If the student transfers to another district, the status of the student is re-evaluated by the enrolling district.
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Immigrant
Code Format	Y/N
Code Set	
Definition	The term immigrant child, for purposes of Title III, means an individual who is aged 3 through 21, who was not born in any state or DC, and has not been attending one or more schools in any one or more states or DC for more than three full academic years (Annual Data Collection Glossary).
Validation	<ul style="list-style-type: none"> a) Student cannot be marked as both <i>Immigrant</i> and <i>Foreign Exchange</i> (If <i>Immigrant</i> = Y then <i>Foreign Exchange</i> ≠ Y) b) If <i>Immigrant</i> is marked, <i>Primary Home Language</i> and <i>Date Immigrant Entered US School</i> is required
Comments	A student should not be marked both as an <i>Immigrant</i> and <i>Foreign Exchange</i> .
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Immigrant Date Entered US School
Code Format	MM/DD/YYYY
Code Set	
Definition	<i>Date Entered US School</i> is the date the student first enrolled in a US school.
Validation	<ul style="list-style-type: none"> a) Required if <i>Immigrant</i> = Y b) Cannot be future date c) Date must be less than 4 years from today's date d) <i>Primary Home Language</i> is required if <i>Immigrant</i> = Y
Comments	If the district's enrollment is not the student's first enrollment in a US school, the <i>Date Immigrant Entered US School</i> should be the date the first attended a US school, not the district's enrollment date. The student should retain their designation as <i>Immigrant</i> for three full school years from entry into a US school.
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Instructional Para Type
Code Format	Char(2)
Code Set	GE – General Education SE – Special Education TI – Title I AE – Alternative Education Program NA – Not Applicable
Definition	<p>The <i>Instructional Para Type</i> code identifies the type of Instructional Paraprofessional who works under the supervision of the Teacher of Record for this class section.</p> <p>Enter an <i>Instructional Para Type</i> code using one of the codes listed below.</p> <ul style="list-style-type: none"> • GE - General Education. Instructional Paraprofessional is responsible for general education while working under the supervision of the Teacher of Record. • SE - Special Education. Instructional Paraprofessional who is responsible for special education. A special education paraprofessional is sometimes assigned to work under the supervision of a Teacher of Record to provide parallel special education services in a general education or special education classroom. • TI - Title I. Instructional Paraprofessional provides services for students who are eligible for Title I services while working under the supervision of the Teacher of Record. • AE - Alternative Education Program. Instructional Paraprofessional who provides services in an alternative education program of the school district while working under the supervision of the Teacher of Record. • NA - Not Applicable. If the SEID is a Teacher of Record, Co-Teacher, or Facilitator, then the person is not an Instructional Paraprofessional and the Instructional Para Type Code is not applicable.
Validation	
Comments	The Staff History tab is used to designate roles for educators. Instructional Para should be selected as a Role under Section Staff only.

Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	Job Corps
Code Format	
Code Set	
Definition	<i>Job Corps</i> is a free education and training program that helps young people learn a career, earn a high school diploma or GED, and find and keep a good job. For eligible young people at least 16 years of age that qualify as low income, <i>Job Corps</i> provides the all-around skills needed to succeed in a career and in life.
Validation	
Comments	A student in <i>Job Corps</i> must be identified on the Flags tab showing the start and end dates of participation. Aggregate Hours are set to full-time for each attendance collection and the student generates a full ANB. To be counted for ANB the district must have an interlocal agreement with the program and the student must be enrolled in their district of residence, taking credits at the <i>Job Corps</i> that are approved by the resident school district, taking credits that meet the district's requirements for graduation, taking courses taught by an instructor with a current high school certification, and have credits reported from the <i>Job Corps</i> to the resident school district. A student must be unenrolled from the district prior to taking a high school equivalency exam.
Collection	Fall, Spring and Test Window Attendance and Aggregate Hours. Assessment Registration. Fall and Test Window Program Participation. End of Year enrollment verification
Template	Manual Entry Required
Frequency	Up to 7 times per year

Data Element	Language of Impact
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Code Format	String(2)
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Code Set	1 - Arabic 2 - Arapaho 3 - Assiniboine 4 - Blackfeet 5 - Cheyenne 6 - Chinese 7 - Chippewa 8 - Cree 9 - Croatian 10 - Crow 11 - Czech 12 - Farsi 13 - Finnish 14 - French	15 - German 16 - Gros Ventre 17 - Hindi, Hindustani 18 - Hmong 19 - Japanese 20 - Kootenai 21 - Korean 22 - Navajo 23 - Nepali 24 - Norwegian 25 - Oneida 26 - Polish 27 - Portuguese 28 - Romanian	29 - Russian 30 - Salish 31 - Shoshone 32 - Sioux/Dakota 33 - Spanish 34 - Tagalog 35 - Thai 36 - Turkish 37 - Urdu 38 - Vietnamese 39 - Other - Non American Indian 40 - Other - American Indian
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Definition	The <i>Language of Impact</i> is the language other than English that influences the student's English language development.
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Validation	
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Comments	<p>For American Indian students whose first language is English, the <i>Language of Impact</i> is the tribal (or cultural) language. For immigrant or colony students the <i>Language of Impact</i> is the language spoken at home.</p> <p>Districts no longer identify LEP students on an annual basis. Once students are identified, they continue to be identified as LEP until they are exited from the program.</p>
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Collection	Fall, Test Window, and End of Year Program Participation
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Template	Program Participation
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Frequency	3 times per year
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Data Element	Local ID
Code Format	String(15)
Code Set	
Definition	The <i>Local ID</i> is the district or locally assigned student ID.
Validation	a) <i>Local ID</i> is mandatory on the Student Demographics file if importing from another student information system and no State ID has been assigned
Comments	The <i>local ID</i> is used to match a newly created State ID to a district student when the State ID file is re-imported into the district's student information system.
Collection	All
Template	Student Demographic
Frequency	Multiple, upon enrollment, with upload

Data Element	Location Legal Entity Code
Code Format	Char(4)
Code Set	
Definition	<i>Legal Entity Code</i> (LE) of the entity that provides the class under one of its school programs. <i>Legal Entity Code</i> (LE) is the OPI's unique 4 digit identifier for a school district or other accredited educational program.
Validation	
Comments	<p>The <i>Legal Entity Code</i> is generally associated with a school district within a school system. This is the LE code of the entity reporting the class as part of the entity's educational program.</p> <p>The <i>Legal Entity Code</i> in Infinite Campus is derived from the <i>Reporting Entity</i> information under System Administration/Resources.</p>
Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	Migrant Education Program
Code Format	Y/N
Code Set	
Definition	Migrant workers seek temporary or seasonal jobs in agriculture, fishing, or related work including food processing and dairy work. To qualify for the program, a migrant child must have moved within the past three years across international, state, or school district boundaries with his/her parent or guardian to enable the child (in the case of an emancipated youth), the child's guardian or parent, or member of the child's immediate family to obtain temporary or seasonal employment in an agricultural, fishing, or dairy-related activity. The child may be in any grade between preschool (age 3) and grade 12 and must not be above 21 years of age.
Validation	
Comments	Student must be identified as a migrant and a recruiter/interviewer must fill out a Certificate of Eligibility (COE). The COE must be signed by the parent and the recruiter/interviewer. The data is entered by the OPI staff only.
Collection	N/A
Template	N/A
Frequency	N/A

Data Element	Military Connected
Code Format	String(1)
Code Set	<ol style="list-style-type: none"> 1. The United States Military (Army, Navy, Air Force, Marines, or Coast Guard) 2. Active Duty National Guard 3. Active Duty Reserve Force of the US Military 4. Transitioning out of Active Duty to National Guard or Reserve
Definition	As per 20-1-230 , MCA, the OPI will be requiring school districts to identify students of military families starting in the 2014-15 school year. The purpose of collecting this data is identify military families to facilitate removal of barriers to educational success due to frequent moves and deployment of their parent.
Validation	
Comments	
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Montana Youth ChalleNGe Academy
Code Format	
Code Set	
Definition	The <i>Montana Youth ChalleNGe Academy</i> assists at-risk Montana youth in developing skills and abilities necessary to become productive citizens through focusing upon the physical, emotional, and educational needs of the youth within a highly structured environment.
Validation	
Comments	As of the 2015-16 School Year, when a student enters <i>MT Youth ChalleNGe</i> , districts may choose to either: 1) Withdraw the student using the non-dropout End Status of <i>175: Transfer to Montana Youth ChalleNGe</i> or 2) Enroll the student and collect ANB funding. Should the district choose option 2): the student must be identified on the Flags tab showing the start and end dates of participation; aggregate hours are set to full-time for each attendance collection and the student generates one-half ANB; and to be counted for ANB the district must have an interlocal agreement with the program and the student must be enrolled in their district of residence, taking credits at the <i>MT Youth ChalleNGe</i> that are approved by the resident district, taking credits that meet the district's requirements for graduation, taking courses taught by an instructor with a current MT high school certification and have credits reported from the <i>MT Youth ChalleNGe</i> to the resident school district. An MYCA student's enrollment must be ended prior to taking a high school equivalency exam, with the non-dropout End Status of <i>175: Transfer to Montana Youth ChalleNGe</i> .
Collection	Fall, Spring, Test Window Attendance and Aggregate Hours. Assessment Registration. Fall, Test Window, and End of Year Program Participation.
Template	Manual Entry Required
Frequency	Up to 7 times per year

Data Element	Owners Legal Entity Code
Code Format	Char(4)
Code Set	
Definition	<p><i>Legal Entity Code (LE)</i> of the employer of the person (SEID) who is being reported as a teacher, co-teacher, paraprofessional, or facilitator of a class. <i>Legal Entity Code (LE)</i> is the OPI's unique 4 digit identifier for a district, special education cooperative, or other accredited educational program.</p> <p>Owners Legal Entity Code will typically be the Legal Entity Code of the reporting entity because the district's classes are normally conducted using employees of the district.</p>
Validation	
Comments	<p>If SEID is not an employee of the reporting entity: If the teacher, co-teacher, paraprofessional, or facilitator of a class is employed by the district's special education cooperative, the district must report the Legal Entity Code of the special education cooperative that employs the person.</p> <ul style="list-style-type: none"> • Before a district (or other accredited program) can report this SEID in a Teacher-Class record, the special education cooperative employer must have entered a record for the SEID in the Cooperative's Terms of Employment (TOE) data collection. The Teacher-Class record must be able to associate the SEID <p>If the teacher of a distance learning class is employed by a distance learning provider, including the MT Digital Academy, do not enter a Teacher-Class record for the teacher of record. Only enter a record for the facilitator, who must be a district employee (e.g., Owner LE Code will be the district's LE Code).</p> <ul style="list-style-type: none"> • When you enter a Teacher-Class record for a distance learning class and facilitator, TEAMS will request additional information about the Distance Learning Provider on a separate Distance Learning screen. Distance Learning Providers must register online with OPI before they can be contracted to provide classes to Montana's public schools. The Distance Learning screen will allow the user to indicate the registered provider that is being used and verify the class assignment.

	The legal entity code in Infinite Campus is derived from the Reporting Entity information under System Administration/Resources.
Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	Part B Early Intervening Services End Date
Code Format	MM/DD/YYYY
Code Set	
Definition	<i>Part B Early Intervening Services End Date</i> is the date the student stops receiving support services funded through IDEA 2004 Part B Early Intervening Services are for students not identified as needing special education and related services, but determined to need additional academic and behavioral supports to succeed in the general education program. Early Intervening Services (EIS) may be provided to students in K- 12, with a particular emphasis on K - 3rd grades.
Validation	<ul style="list-style-type: none"> a) If Special Education Status = Y, then EIS End Date should be less than the initial Evaluation date or both EIS Start and End Date must be null b) If EIS Start date is null, EIS end date must be null
Comments	Districts must be mandated to set aside Early Intervening money or may choose to do it voluntarily.
Collection	Fall, Test Window, End of Year Program Participation
Template	Manual Entry Required
Frequency	Up to 3 times per year

Data Element	Part B Early Intervening Services Start Date
Code Format	MM/DD/YYYY
Code Set	
Definition	<i>Part B Early Intervening Services Start Date</i> is the date the student begins receiving support services funded through IDEA 2004 Part B Early Intervening Services are for students not identified as needing special education and related services, but determined to need additional academic and behavioral supports to succeed in the general education program. Early Intervening Services (EIS) may be provided to students in K- 12, with a particular emphasis on K - 3rd grades.
Validation	a) If Special Education Status = Y, EIS End Date must be less than the initial Evaluation date or both EIS Start and End dates must be Null
Comments	Districts must be mandated to set aside Early Intervening money or may choose to do it voluntarily.
Collection	Fall, Test Window, End of Year Program Participation
Template	Manual Entry Required
Frequency	Up to 3 times per year

Data Element	Post Graduation Status
Code Format	String(2)
Code Set	01 - Post-secondary Education or Training 02 - Employed 3 - Unemployed 4 - Military 5 - Not Known 06 – Other
Definition	<i>Post Graduation Status</i> is the primary placement status of a CTE (Career Technical Education) Concentrator in fourth quarter (Oct-Dec) of the year of graduation.
Validation	a) Allow only if CTE Concentrator = Y b) Allow only if grade = 12 c) Zero padding required
Comments	This CTE data is a follow-up from the prior year's identification of CTE Concentrators.
Collection	Fall CTE
Template	Career and Technical Education
Frequency	Once per year

Data Element	Primary Language/Home Primary Language		
Code Format	String(3)		
Code Set	eng – English ara - Arabic arp - Arapaho chi - Chinese chy - Cheyenne cre - Cree cze - Czech fas - Persian fin - Finnish fre - French ger - German hin - Hindi	hmn - Hmong hrv - Croatian jpn - Japanese kor - Korean kut - Kutenai mis - Uncoded languages nai - North American Indian nav - Navajo; Navaho nep - Nepali nor - Norwegian oji - Ojibwa pol – Polish	por - Portuguese rum - Romanian rus - Russian sal - Salishan languages sio - Siouan languages spa - Spanish; Castilian tai - Tai (Other) tgl - Tagalog tur - Turkish urdu - Urdu vie - Vietnamese
Definition	<i>Home Primary Language</i> is the name of the specific language the student first used to communicate at home (EDEN Definition).		
Validation	a) Required if <i>Date 1st Identified LEP</i> or <i>Immigrant</i> is indicated b) Must be null if <i>Date 1st Identified LEP</i> or <i>Immigrant</i> is null		
Comments	These codes and languages are from the Federal code set.		
Collection	Fall, Test Window, and End of Year Program Participation		
Template	Program Participation		
Frequency	3 times per year		

Data Element	Receives Supplemental Educ Services (SES)
Code Format	Y/N
Code Set	
Definition	<i>Supplemental Educational Services</i> are provided for low income students enrolled in a Title I school that is in AYP (Adequate Yearly Progress) Improvement Year 2 status or greater (Improvement Year 1 in a school with no public school choice option).
Validation	Must choose Y/N
Comments	
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Record Type	
Code Format	String(2)	
Code Set	AF - Fall Attendance Count AS - Spring Attendance Count AT - Test Window Attendance Count CT - Career and Technical Education Collection EN - Enrollment Collection	PP - Program Participation Collection SD - Student Demographic Collection SS - School Calendar (Schedule) SC - Student Contact DY - School Days
Definition	The <i>Record Type</i> identifies the file upload.	
Validation	a) Required	
Comments		
Collection	All	
Template	Any Template	
Frequency	Multiple, with upload	

Data Element	Student Race/Ethnicity	
Code Format	Question 1 - Y/N	Question 2 - String (1)
Code Set	1 - Hispanic/Latino 2 - American Indian or Alaskan Native 3 - Asian 4 - Black or African American 5 - Native Hawaiian or Other Islander 6 - White 7 - Two or more races	
Definition	<p>The general racial or ethnic category which most clearly reflects the individual's recognition in his or her community, or with which the individual most identifies (Annual Data Collection Glossary, AYP Data Glossary).</p> <p>The racial/ethnic categories describe the groups to which individuals belong. Categories do not denote scientific definitions of anthropological origins. Count each student in only one category. Select the category that reflects the individual's recognition in the community for reporting students who refuse to report, or who report mixed racial and/or ethnic origins (Guidance for reporting under the NCES Common Core of Data, School Universe Survey 2006-2007).</p>	
Definition	<p>Race and ethnicity determinations are presented as two questions. Both questions must be answered. Students may be identified as having two or more races.</p> <p>1. Is this student Hispanic or Latino? (Choose only one)</p> <p><input type="checkbox"/> No, not Hispanic or Latino</p> <p><input type="checkbox"/> Yes, Hispanic or Latino (a person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race).</p> <p>2. What is the student's race? (regardless of how the first question was answered, choose one or more)</p>	

	<input type="checkbox"/> American Indian or Alaska Native: a person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment. <input type="checkbox"/> Asian: a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). <input type="checkbox"/> Black or African American: a person having origins in any of the black racial groups of Africa. <input type="checkbox"/> Native Hawaiian or Other Pacific Islander: a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. <input type="checkbox"/> White: a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
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Validation	May not be null.
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Comments	If the parent does not declare the student's race/ethnicity, the district must choose the racial or ethnic category which most clearly reflects the student's recognition in his or her community or with which the student most identifies. If the student's race/ethnicity is reidentified at any time, the district must create a new identity record that reflects the change in identification.
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Collection	All
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Template	Student Demographic
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Frequency	Multiple, upon enrollment, with upload
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Data Element	School Number
Code Format	String(4)
Code Set	
Definition	<p>The <i>School Number</i> is a unique number identifier assigned to each school by the OPI. For accreditation purposes, a school is an educational program offering designated by the local board of trustees satisfying one of the categories listed below:</p> <ul style="list-style-type: none"> • Elementary school comprises the educational program of kindergarten, special education preschool program, or the first eight grades or their equivalents. • Seventh and eighth grade school comprises the basic education program for grades 7 and 8 that have received prior approval from the Board of Public Education as a 7-8 grade school under the provisions of state statute. • Junior high school comprises the educational programs for grades 7 through 9, or their equivalents, that have received prior approval from the Board of Public Education as a junior high school under the provisions of state statute. • Middle school comprises the educational programs for grades 4 through 8, or any combination thereof, which have received prior approval from the Board of Public Education as a middle school under the provisions of state statute. • High school comprises the educational programs for grades 10 through 12, or their equivalents, and which are operated in conjunction with a junior high school or comprise the educational programs for grades 9 through 12, or their equivalents.
Validation	a) Zero padding required
Comments	Schools can find their School Number on the OPI web page at https://apps.opi.mt.gov/SchoolDirectory/ .
Collection	All
Template	All

Frequency	Multiple, with upload
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Data Element	Section Code
Code Format	VarChar(20)
Code Set	
Definition	The <i>Section Code</i> identifies a specific occurrence of this course, defined by the reporting entity. An occurrence of the course taught to the same group of students regardless of the day or time.
Validation	
Comments	The <i>Section Code</i> must be unique for each course. In Infinite Campus the <i>Section Code</i> is an auto-generated ID unique to a section in a course.
Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	Session Number
Code Format	Numeric(2)
Code Set	
Definition	The <i>Session Number</i> is a term for which credit is earned.
Validation	
Comments	<p>For semester classes, the first semester would be <i>Session Number 1</i> and the second semester would be <i>Session Number 2</i>. For quarter classes, the <i>Session Number</i> would be 1 for first quarter, 2 for second quarter, etc. Enter "1" if there is only one session in the year, such as a SY Full School Year session for an elementary class or a single ST Summer Term session.</p> <p>The <i>Session Number</i> is designated on the Section tab of a Course.</p>
Collection	TEAMS
Upload Template	TEAMS Extract
Frequency	Once per year

Data Element	Session Type	
Code Format	Char(2)	
Code Set	SY – Full School Year SM – Semester TM – Trimester QT – Quarter QN – Quinmester	MT – Mini Term TW – Twelve Month ST – Summer Term IS – Inter Session LS – Long Session
Definition	<p>For middle grades (gr 5-9), the <i>Session Type</i> Code defines the term for which a final grade is assigned for the class. For high school (gr 9-12), the <i>Session Type</i> Code defines the term for which credit is given for the class.</p> <ul style="list-style-type: none"> • SM - Semester. One of two equal segments into which a school year is divided. • TM - Trimester. One of three equal segments into which a school year is divided. • QT - Quarter. One of four equal segments into which a school year is divided. • QN - Quinmester. One of five equal segments into which a school year is divided. • MT - Mini Term. A school term which is shorter than a regular session. A mini term is generally delivered as a sub-term within a larger session. For example, an 18 week semester may be divided into 6 mini terms of 3 weeks each. • TW - Twelve Month. An educational program that operates on a full twelve month cycle. • ST - Summer Term. A school term which takes place in the summer between two regular school terms. • IS - Inter Session. A short session which occurs between longer sessions, such as during a winter or spring break. • LS - Long Session. A session that is longer than a Semester but shorter than a Full School Year. 	
Validation		
Comments	<p>If partial credit is allowed for a student's passing a portion of the year, that term should be reported as the <i>Session Type</i> Code. The <i>Session Type</i> Code for elementary grades (gr K-4) is typically "SY" for the full school year. SY - Full School Year. A regular school term consisting of no major subdivision of time</p>	

	<p>segments. It usually begins in the late summer or early fall and ends in late spring or early summer (e.g., elementary school).</p> <p>For distance learning or self-paced classes, indicate the session type that most closely matches the planned assignment of class credit for completion, even if the time needed to complete the class does not coincide with the session's normal start and end date.</p> <p>Report summer school at the end of a regular school year. Summer school sessions in June/July/Aug are reported as part of the prior school year.</p> <p>The <i>Session Type</i> is designated on the Section tab of a Course.</p>
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Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	Section 504
Code Format	Y/N
Code Set	
Definition	<p><i>Section 504</i> is a plan developed to provide services and/or accommodations for a regular education student so that he/she may have an equal opportunity to participate in the educational program, including extra curricular activities. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based solely on disability against individuals with disabilities, including students, parents and staff members. <i>Section 504</i> covers all students who are defined as having any physical or mental impairment that substantially limits one or more major life activities, including but not limited to, learning (School Discipline Data Collection Glossary).</p>
Validation	b) <i>Section 504</i> is separate from Special Education
Comments	Students should not usually have an active IEP and a <i>Section 504</i> plan.
Collection	Program Participation
Template	Fall, Test Window, and End of Year Program Participation
Frequency	3 times per year

Data Element	Sort By Field
Code Format	String(15)
Code Set	
Definition	The <i>Sort By Field</i> is used at district discretion to determine how assessments (ELP, Smarter Balance (SBAC) and CRT) will be sorted by testing contractor, beyond the default sort of school and grade.. The sort will also apply to the results when they are loaded into the MARS system.
Validation	Allow any length up to 15 characters.
Comments	This field is option for districts who wish to have their labels come from the testing contractor in a prescribed order. Districts may upload this data multiples times for a different sort for each test or application (e.g., one sort for ELP and another for SBAC)
Collection	Fall and Test Window Program Participation and Assessment Registration Collection
Template	Student Enrollment
Frequency	Up to 3 times per year

Data Element	Special Education Exit Date	
Code Format	MM/DD/YYYY	
Code Set		
Definition	The <i>Exit Date</i> is the date a student exits the special education program, transfers to another district, or discontinues enrollment in school.	
Validation		
Comments	The district should have an evaluation report showing the student as no longer eligible for special education services when a student exits special education services.	
Collection	Fall, Test Window and End of Year Program Participation	
Template	Manual Entry Required	
Frequency	3 times per year	

Data Element	Special Education Exit Reason	
Code Format	Y/N	
Code Set	01: Returned to regular education 02: Moved, known to be continuing 04 :Dropped out 15: Reached maximum age	22: Died 23: Graduated with a regular high school diploma 32: Received a certificate of completion
Definition	<i>Exit Reason</i> is reason a student is exiting the special education program or no longer continuing with special education services in the district	
Validation	a) Required when <i>Exit Date</i> is entered.	
Comments	The district should have an evaluation report showing the student as no longer eligible for special education services when a student exits special education services with code <i>01: Returned to regular education</i> .	
Collection	Fall, Test Window and End of Year Program Participation	
Template	Manual Entry Required	
Frequency	3 times per year	

Data Element	Special Ed Primary Disability	
Code Format	String(2)	
Code Set	AU: Autism CD: Cognitive Delay DB: Deaf-Blindness DD: Developmental Delay DE: Deafness ED: Emotional Disturbance HI: Hearing Impairment	LD: Learning Disability MD: Multiple Disabilities OH: Other Health Impairment OI: Orthopedic Impairment SL: Speech-Language Impairment TB: Traumatic Brain Injury VI: Visual Impairment
Definition	The <i>Primary Disability</i> is the primary condition of eligibility for a special education student.	
Validation		
Comments	The <i>primary disability</i> of the student is calculated from the student's IEP. Districts do not have to enter this information into the student's enrollment record.	
Collection	Fall Program Participation	
Template	Auto-Calculate	
Frequency	Upon creation or update of an IEP	

Data Element	Special Ed Setting
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Code Format	String(2)
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Code Set	01: Regular Class 02: Part-Time Special Ed inside regular class 40% to79% 03: Full-time Special Ed inside regular class <40% 08: Homebound/Hospitals 09: Correctional Facilities 10: Private Schools)parentally place) 13: Home 15: Residential Facility (Special Education Program) 16: Separate Day School (Special Education Program)	21: Separate Day School (public/private) 22: Residential Facility (public/private) 23: RegECprog>or=10hrs/wk rcving svcs in ECSETTING 24: RegECprog>or=10hrs/wk rcving svcs in AT OTHER LOC 25: RegECprog<10hrs/wk rcving svcs in ECSETTING 26: Separate Class (Special Education Program) 27: Service Provider Location 28: RegECprog<10hrs/wk rcving svcs in AT OTHER LOC
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Definition	The <i>Special Ed Setting</i> is the educational setting of the special education student.
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Validation	
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Comments	The field in the student enrollment is driven by the data entered into a student’s IEP, but does not carry over from one enrollment to the next when a district uses the file upload method to manage student enrollments. Districts using the file upload method may have to manually enter the special education setting for students.
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Collection	Fall Program Participation
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Template	Auto-Calculate
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Frequency	Upon creation or update of an IEP
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Data Element	Special Ed Status
Code Format	Y/N
Code Set	
Definition	<p><u>Special Education Eligible</u> A student having an Individualized Education Program (IEP) under the Individuals with Disabilities Education Act (IDEA-Part B) and who is receiving services (Annual Data Collection Glossary).</p> <p><u>Special Education</u> Specially designed instruction, given at no cost to the parents or guardians to meet the unique needs of a child with a disability, including but not limited to instruction conducted in a classroom, home, hospital, institution, or other setting and instruction in physical education (20-7-401, MCA).</p>
Validation	
Comments	Any student with an IEP is considered a special education student, including students who receive only speech services and any other additional service outside or inside the classroom. The field in the student enrollment is driven by the data entered into a student's IEP, but does not carry over from one enrollment to the next when a district uses the file upload method to manage student enrollments. However, no OPI reporting is done using this field as the sole indicator for a student's special education status. The presence of a locked IEP on a specified date is the driving factor in determining a student's status.
Collection	Fall, Test Window, End of Year Program Participation
Template	Auto-Calculate or Manual Entry Required
Frequency	Upon creation or update of an IEP

Data Element	Student First Name
Code Format	String(35)
Code Set	
Definition	The legal first name of the student from their birth certificate or other legal documentation.
Validation	a) Required
Comments	The full legal first name must be entered to help ensure that two State IDs are not assigned for the same student. If a student uses a name other than the legal name the district can either put that name in the nickname field or create a separate identity for that student. Students who have a legal name change must have a new identity created.
Collection	All
Template	Student Demographic
Frequency	Multiple, upon enrollment, with upload

Data Element	Student Gender	
Code Format	M/F	
Code Set		
Definition	The gender of the student from their birth certificate or other legal documentation.	
Validation	a) Required	
Comments		
Collection	All	
Template	Student Demographics	
Frequency	Multiple, upon enrollment, with upload	

Data Element	Student Middle Name
Code Format	String(20)
Code Set	
Definition	The legal <i>Middle Name</i> of the student from their birth certificate or other legal documentation.
Validation	
Comments	Middle initials may be used in place of name. This field is used to help distinguish between two individuals with the same first and last name and/or birth date.
Collection	All
Template	Student Demographic
Frequency	Multiple, upon enrollment, with upload

Data Element	Student Last Name
Code Format	String(40)
Code Set	
Definition	The legal last name of the student from their birth certificate or other legal documentation.
Validation	a) Required
Comments	If a student uses a name other than the legal name the district can either put that name in the nickname field or create a separate identity for that student. If a student's name is legally changed, a new identity must be created.
Collection	All
Template	Student Demographics.
Frequency	Multiple, upon enrollment, with upload.

Data Element	Student State ID
Code Format	String(9)
Code Set	
Definition	The <i>State ID</i> is a unique number that is generated by the state by the first Montana accredited school district in which the student enrolled. A <i>State ID</i> will be assigned to every student who receives educational services from a public or non-public accredited school. This number follows the student from school to school throughout the student's K-12 career.
Validation	a) Must be nine digits b) No leading zero
Comments	The <i>State ID</i> is assigned upon the first enrollment in AIM. Nothing about the ID will identify the student or the school. When a student transfers from one district to another, the receiving district should be given the assigned <i>State ID</i> from the prior district. Schools should keep a permanent record of the <i>State ID</i> assigned to their students. Districts should consider including the student's <i>State ID</i> in the student's permanent file to aid the receiving district in locating the student's ID number.
Collection	All
Template	All
Frequency	Multiple, upon enrollment, with upload

Data Element	Student Suffix	
Code Format	String(2)	
Code Set	Jr - Junior Sr - Senior I - The First II - The Second	III - The Third IV - The Fourth V - The Fifth
Definition	The legal suffix of the student from their birth certificate or other legal documentation.	
Validation		
Comments	The student's suffix does not contain punctuation.	
Collection	All	
Template	Student Demographic	
Frequency	Multiple, upon enrollment, with upload	

Data Element	Support Staff Type
Code Format	Char(2)
Code Set	NA - Not Applicable TE - Co-Teacher IP - Instructional paraprofessional FA - Facilitator
Definition	<p>If the SEID in this record is not the Teacher of Record, enter a <i>Support Staff Type</i> to indicate whether the SEID is a co-teacher, instructional paraprofessional, or facilitator using one of the codes listed below:</p> <ul style="list-style-type: none"> • NA - Not applicable. If the SEID is the Teacher of Record, the Support Staff Type Code does not apply because the SEID is not a co-teacher, instructional paraprofessional or facilitator. • TE - Co-Teacher. Licensed teacher who works with the Teacher of Record to provide supplemental educational services for one or more students in the class. Identify the co-teacher type using the Co Teacher Type Code field. • IP - Instructional paraprofessional. Paraprofessional as defined in ARM 10.55.715. Identify the instructional paraprofessional type using the Instructional Para Type Code field. • FA - Facilitator. The individual employed by the district to facilitate a distance, online, and technology-delivered learning class in accordance with ARM 10.55.907. The facilitator may be an instructional paraprofessional if there is a licensed Teacher of Record providing the instruction. If the Teacher of record is not a licensed teacher, the district's facilitator must be a licensed teacher.
Validation	
Comments	<p>For Montana Digital Academy (MTDA) courses, the district should identify a Facilitator for each course. The teacher of record is provided by the academy.</p> <p>The Staff History tab is used to designate roles for educators. <i>Support Staff</i> should be selected as a Role under Section Staff only.</p>

Collection	TEAMS
Template	TEAMS Extract
Frequency	Once per year

Data Element	Teacher of Record Flag	
Code Format	Char(1)	
Code Set	Y/N	
Definition	The <i>Teacher of Record</i> is responsible for a student's learning activities that are within a subject or course and are aligned to performance standards.	
Validation		
Comments	<p>Enter Y if the SEID in this record is the educator who actually teaches the class.</p> <p>If the <i>Teacher of Record</i> is employed by a distance learning provider, including the MT Digital Academy, do not enter a Primary Teacher record. There must, however, always be a record reporting the facilitator employed by the district for a distance learning class. When a class is identified as a Distance Learning class (see Distance Learning below), TEAMS will request additional information about the Distance Learning Provider and the provider's teachers on a separate Distance Learning screen.</p> <p>There may be a <i>Teacher of Record</i> AND a support staff person (co-teacher, instructional paraprofessional or facilitator) associated with a particular class section. Create a separate Teacher-Class record for each SEID who is responsible for the class section.</p> <p>- If the SEID is not the <i>Teacher of Record</i>, use the Support Staff Code field to identify the role of the SEID as a co-teacher, instructional paraprofessional, or facilitator. Further describe the type of co-teacher or instructional paraprofessional using the Co Teacher Type Code or Instructional Para Type Code.</p> <p>The Staff History tab is used to designate roles for educators. Teacher of record should be selected as a Role under Primary Teacher only.</p>	
Collection	TEAMS	

Template	TEAMS Extract
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Frequency	Once per year
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Data Element	Term Start Date
Code Format	MM/DD/YYYY
Code Set	
Definition	The <i>Term Start Date</i> is the first day of student instruction in a year or specified term.
Validation	a) The <i>term start date</i> must be within the Calendar Start and End Dates.
Comments	Districts are required to enter one term (the first and last days of school). Districts may further define specific terms within their calendar (quarter, trimester, semester, etc).
Collection	End of Year or Beginning of Year
Template	Manual Entry Required
Frequency	Once per year

Data Element	Term End Date
Code Format	MM/DD/YYYY
Code Set	
Definition	The <i>Term End Date</i> is the last day of student instruction in a year or specified term.
Validation	a) The <i>Term End Date</i> must be within the Calendar Start and End dates.
Comments	Districts are required to enter one term (the first and last days of school). Districts may further define specific terms within their calendar (quarter, trimester, semester, etc.).
Collection	End of Year or Beginning of Year
Template	Manual Entry Required
Frequency	Once per year

Data Element	Test Window Count Date
Code Format	MM/DD/YYYY
Code Set	
Definition	The <i>Test Window Count Date</i> is set by the Office of Public Instruction as the official count date for the Smarter Balance (SBAC) and Criterion Reference (CRT) test window. If the count day is not a regularly scheduled school day, the count date is the next regularly scheduled school day.
Validation	
Comments	Districts not scheduled for instruction on the count date must enter their next regularly scheduled school date in the <i>Test Window Count Date</i> field. The field is located on the calendar and must be entered for every calendar not holding instruction on the count date.
Collection	Test Window Aggregate Hours and Attendance, Test Window Program Participation
Template	Manual Entry Required
Frequency	Once per year

Data Element	Title I: Guidance/Advocacy
Code Format	Y/N
Code Set	
Definition	Student is identified as eligible for Title I Targeted Assistance and is receiving services in a Title I Guidance/Advocacy program.
Validation	a) Title I must = Y b) Must be Null or N if Title I is Null or N
Comments	Title I data should only be entered for students in schools receiving Targeted Title I funding. Status should reflect the student's participation in the program as of the specified count date.
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Title I: Health Dental and Eye Care
Code Format	Y/N
Code Set	
Definition	Student is identified as eligible for Title I Targeted Assistance and is receiving services in a Title I Health program.
Validation	a) Title I must = Y b) Must be Null or N if Title I is Null or N
Comments	Title I data should only be entered for students in schools receiving Targeted Title I funding. Status should reflect the student's participation in the program as of the specified count date.
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Title I Instructional Other
Code Format	Y/N
Code Set	
Definition	Student is identified as eligible for Title I Targeted Assistance and is receiving services in a Title I Instructional program not otherwise listed.
Validation	a) Title I must = Y b) Must be Null or N if Title I is Null or N
Comments	Title I data should only be entered for students in schools receiving Targeted Title I funding. Status should reflect the student's participation in the program as of the specified count date.
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Title I Math
Code Format	Y/N
Code Set	
Definition	Student is identified as eligible for Title I Targeted Assistance and is receiving services in the Title I Math program.
Validation	a) Title I must = Y b) Must be Null or N if Title I is Null or N
Comments	Title I data should only be entered for students in schools receiving Targeted Title I funding. Status should reflect the student's participation in the program as of the specified count date.
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Title I Part A Neglected
Code Format	Y/N
Code Set	
Definition	Student is identified and receiving services provided by a public or private residential facility (other than a foster home) that is operated primarily for children who have been committed to the institution or voluntarily placed in the institution under applicable state law, because of abandonment by neglect by, or death of parents.
Validation	
Comments	
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Title I Part D Delinquent and Served By
Code Format	String(2)
Code Set	01 - Local Delinquent Program 02 - Local At Risk Program 03 - State Agency Delinquent Facility
Definition	Student is identified and receiving services provided by a public or private residential facility that is operated primarily for the care of children who have been adjudicated as delinquent or in need of supervision. The term also includes an adult correctional institution.
Validation	
Comments	
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Title I Participation
Code Format	Y/N
Code Set	
Definition	<p>Title I Part A provides federal dollars for supplemental educational opportunities for disadvantaged children who are most at risk of failing to meet the State's challenging content and performance standards. Title I gives districts the opportunity to create two types of school-based programs: Targeted Assistance and Schoolwide.</p> <ul style="list-style-type: none"> • A Targeted Assistance program is one in which individual students in a school are targeted to receive Title I services. Students are identified based upon multiple, educationally related objective criteria. Services may be delivered in a number of ways. Title I teachers in Targeted Assistance schools are responsible for providing these services, coordinating with other school personnel as needed, and involving parents in the planning, implementation and evaluation of the Title I program. • A Schoolwide program permits an eligible school to use Title I Part A funds in combination with State and local resources and most other federal education program funds to upgrade the entire educational program of the school to raise the academic achievement of all students. In contrast to Targeted Assistance programs, Schoolwide programs are not required to deliver services to specific students, since every student in the school is involved in the program.
Validation	a) If Title I =Y, at least one Instructional or Support Service must = Y
Comments	Title I data should only be entered for students in schools receiving Targeted Title I funding. Status should reflect the student's participation in the program as of the specified count date.
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Title I Reading Lang Art
Code Format	Y/N
Code Set	
Definition	Student is identified as eligible for Title I Targeted Assistance and is receiving services in a Title I Reading/Language Arts program.
Validation	a) Title I must = Y b) Must be Null or N if Title I is Null or N
Comments	Title I data should only be entered for students in schools receiving Targeted Title I funding. Status should reflect the student's participation in the program as of the specified count date.
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Title I Science
Code Format	Y/N
Code Set	
Definition	Student is identified as eligible for Title I Targeted Assistance and is receiving services in a Title I Science program.
Validation	a) Title I Participation must = Y b) Must be Null or N if Title I is Null or N
Comments	Title I data should only be entered for students in schools receiving Targeted Title I funding. Status should reflect the student's participation in the program as of the specified count date.
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Title I Social Sciences
Code Format	Y/N
Code Set	
Definition	Student is identified as eligible for Title I Targeted Assistance and is receiving services in a Title I Social Sciences program.
Validation	a) Title I must = Y b) Must be Null or N if Title I is Null or N
Comments	Title I data should only be entered for students in schools receiving Targeted Title I funding. Status should reflect the student's participation in the program as of the specified count date.
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Title I Support Services Other
Code Format	Y/N
Code Set	
Definition	Student is identified as eligible for Title I Targeted Assistance and is receiving services in a Title I support program not otherwise listed.
Validation	a) Title I must = Y b) Must be Null or N if Title I is Null or N
Comments	Title I data should only be entered for students in schools receiving Targeted Title I funding. Status should reflect the student's participation in the program as of the specified count date.
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Title I Vocational/Career
Code Format	Y/N
Code Set	
Definition	Student is identified as eligible for Title I Targeted Assistance and is receiving services in a Title I Vocational/Career program.
Validation	a) Title I must = Y b) Must be Null or N if Title I is Null or N
Comments	Title I data should only be entered for students in schools receiving Targeted Title I funding. Status should reflect the student's participation in the program as of the specified count date.
Collection	Fall, Test Window, and End of Year Program Participation
Template	Program Participation
Frequency	3 times per year

Data Element	Title III
Code Format	Y/N
Code Set	
Definition	<p>The purpose of Title III is to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that all children are expected to meet. Schools use these funds to implement language instruction educational programs designed to help LEP students achieve these standards.</p> <p>Title III sub-grants support the efforts of school districts to assist limited English proficient (LEP) students to become proficient in English by using effective practices based on research.</p>
Validation	
Comments	Title III identification is no longer required. As with Schoolwide Title I, all LEP students in a school with a Title III grant will automatically be reported as Title III participants.
Collection	Fall, Test Window, and End of Year Program Participation
Template	LEP
Frequency	3 times per year

Data Element	Truancy 10+ Days Unexcused Absences 1st/2nd Sem
Code Format	Y/N
Code Set	
Definition	Truancy – 10+ Days Unexcused Absent indicates that a student has had 10 or more days of unexcused absences in either the 1 st semester or 2 nd semester.
Validation	
Comments	The definition of unexcused absence is determined by the district.
Collection	End of Year Program Participation
Template	Manual Entry Required
Frequency	Once per year

APPENDIX A Upload Formats

ADA (Average Daily Attendance)

Field 1	Field 2	Field 3	Field 4	Field 5	Field 6	Field 7	Field 8	Field 9	Field 10	Field 11	Field 12	Field 13	Field 14	Field 15	Field 16	Field 17	Field 18	Field 19	Field 20	Field 21	Field 22	Field 23
Record Type (AA)	District Number	School Number	Calendar Number	Student's State ID	Student's Local ID	Last Name	First Name	Service Type (P,S,N)	Start Date (MM/DD/YYYY)	Start Status	End Date	End Status	Dropout Reason	Filler	Sort By Field	Grade Level	Diploma Date	Diploma Type	Diploma Period	# Days Present	# Days Enrolled	Year

FRAM (Free and Reduced Meals)

Field 1	Field 2	Field 3	Field 4	Field 5	Field 6	Field 7
Student's State ID	Last Name	First Name	Eligibility	Certification Type	Eligibility Start Date	Eligibility End Date

LEP (Limited English Proficient)

Field 1	Field 2	Field 3	Field 4	Field 5	Field 6	Field 7	Field 8	Field 9	Field 10	Field 11	Field 12	Field 13	Field 14
Record Type (LP)	District Number	Student's State ID	Last Name	First Name	LEP Program Status	Date LEP Identified	LEP Program Exit Date	Language of Impact	Home Primary Language	LEP Service Type	LEP Service Start Date	LEP Service End Date	Year

Program Participation

Field 1	Record Type (PP)
Field 2	District Number
Field 3	School Number
Field 4	Calendar Number
Field 5	Student's State ID
Field 6	Student's Local ID
Field 7	Last Name
Field 8	First Name
Field 9	Filler
Field 10	Filler
Field 11	Filler
Field 12	Filler
Field 13	Section 504
Field 14	Title 1 Participation
Field 15	Title I Reading*
Field 16	Title 1 Math*
Field 17	Title I Science*
Field 18	Title I Social Sciences*
Field 19	Title I Vocational/Career*
Field 20	Title I Instructional Other*
Field 21	Title I Health*
Field 22	Title I Guidance/Advocacy*
Field 23	Title I Support Other*
Field 24	Title I Part A Neglected
Field 25	Title I Part D Delinquent
Field 26	Foreign Exchange
Field 27	Gifted/Talented
Field 28	21st Century
Field 29	Homeless
Field 30	McKinney Vento
Field 31	Homeless Night Time Residence
Field 32	Unaccompanied Youth
Field 33	Filler
Field 34	Filler
Field 35	Filler
Field 36	Filler
Field 37	Filler
Field 38	Immigrant
Field 39	Immigrant Date Entered US School
Field 40	Receives SES Services
Field 41	Military Status
Field 42	Year

Fall, Spring & TW Count Dates

Field 1	Record Type (AF,AS,AT)
Field 2	District Number
Field 3	School Number
Field 4	Calendar Number
Field 5	Student's State ID
Field 6	Student's Local ID
Field 7	Last Name
Field 8	First Name
Field 9	Count Date Absent
Field 10	Exclude Fall or TW ANB – 10 Day Rule
Field 11	Aggregate Hours of Instruction
Field 12	Year

Student Demographics

Field 1	Record Type (SD)
Field 2	District Number
Field 3	Student's State ID
Field 4	Student's Local ID
Field 5	Last Name
Field 6	First Name
Field 7	Middle Name
Field 8	Suffix
Field 9	Gender
Field 10	Birth Date
Field 11	Filler
Field 12	Hispanic/ Latino?
Field 13	American Indian or Alaska Native*
Field 14	Asian*
Field 15	Black or African American*
Field 16	Native Hawaiian or Other Pacific Islander*
Field 17	White*
Field 18	Race/ Ethnicity Determination
Field 19	Nickname
Field 20	End Year

Student Enrollment

Field 1	Record Type(EN)
Field 2	District Number
Field 3	School Number
Field 4	Calendar Number
Field 5	Student's State ID
Field 6	Student's Local ID
Field 7	Last Name
Field 8	First Name
Field 9	Service Type (P,S,N)
Field 10	Start Date (MM/DD/YYYY)
Field 11	Start Status
Field 12	End Date
Field 13	End Status
Field 14	Dropout Reason
Field 15	Filler
Field 16	Sort By Field
Field 17	Grade Level
Field 18	Diploma Date
Field 19	Diploma Type
Field 20	Diploma Period
Field 21	Start Comments
Field 22	End Comments
Field 23	Year

CTE (Career and Technical Education)

Field 1	Record Type (CT)
Field 2	District Number
Field 3	School Number
Field 4	Calendar Number
Field 5	Student's State ID
Field 6	Student's Local ID
Field 7	Last Name
Field 8	First Name
Field 9	CTE Concentrator
Field 10	Filler
Field 11	Filler
Field 12	Student Single Parent
Field 13	Area of Concentration
Field 14	Filler
Field 15	Date Contacted
Field 16	Post-Graduation Status
Field 17	Year