# Student Reporting in Iowa

# Data Dictionary 2026-2027

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**Data Dictionary**

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# 2026-2027 Student Reporting in Iowa (SRI) Dates
## All Iowa Public Districts and Nonpublic Buildings Reporting through SRI

**August 2026:**

5 Level Data (Connect) opens for Fall collection (public and nonpublic)
27 Non-Fall Start Courses for Supplementary Weighting certification deadline (public only)
27 Graduate Verification certification deadline (public and nonpublic high schools)

**September 2026:**

2 SRI and Fall Certified Enrollment test sites open (public and nonpublic)
29 SRI and Fall Certified Enrollment test sites close (public and nonpublic)

**October 2026:**

1 Count Date for Fall Certified Enrollment; SRI and Certified Enrollment production sites open (public and nonpublic)
15 Fall Certified Enrollment certification deadline (IAC 257.6.1a(7c) (public and nonpublic)
15 SRI and Fall Certified Enrollment production sites close (public and nonpublic)
21 Deadline for districts/nonpublics to submit change requests

**November 2026:**

14 Finalized Fall Certified Enrollment

**December 2026:**

2 Level Data (Connect), SRI, and Winter Certified Enrollment test sites open (public and nonpublic)
7 Dropout Verification site opens (public and nonpublic having grades 7-12)
18 Dropout Verification certification deadline (public and nonpublic having grades 7-12)

**January 2027:**

13 SRI and Winter Certified Enrollment test sites close (public and nonpublic)
15 Count Date for Winter Certified Enrollment; SRI and Winter Certified Enrollment production sites open (public and nonpublic)
30 Winter Certified Enrollment certification deadline (IAC 257.6. (public and nonpublic)
30 SRI and Winter Certified Enrollment production sites close (public and nonpublic)

**February 2027:**

3 Deadline for districts/nonpublics to submit change requests
20 Finalized Winter Certified Enrollment
24 Level Data (Connect) and SRI open for Curriculum Collection (public and nonpublic)

**March 2027:**

17 Certification deadline for Curriculum Collection (public and nonpublic)

**April 2027:**

1 Level Data (Connect) and SRI open for Spring collection (public and nonpublic)

**May 2027:**

3 Assessment Accountability site opens (public and nonpublic)

**June 2027:**

8 Non-fall Start Courses for Supplementary Weighting open for review (public only)
24 Spring SRI certification deadline (public and nonpublic)
25 Assessment Accountability certification deadline (public and nonpublic)

**July 2027:**

7 Graduate Verification opens for review (public and nonpublic high schools)

**August 2027:**

26 Non-Fall Start Courses for Supplementary Weighting certification deadline (public only)

26 Graduate Verification certification deadline (public and nonpublic high schools)

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## Student Last Name

Preferred last name of the student.

**User Notes**

1. Required for all PK-12 students
2. This will be used for the Student State ID System if there are no Legal Names present.

**Vendor Notes**

- Remove all commas, tildes, and accents for ISASP extract

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0080 | Alpha | No Default | 1 | 60 | Y | Y | Y | Y | 2005 |

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Jennifer Thomas 515-725-2252 jennifer.thomas@iowa.gov

**Use:** Certified Enrollment and Assessments

**Legal Reference:** Iowa Code 299.1A (Compulsory Attendance)

## Student First Name

Preferred first name of the student.

**User Notes**

1. Required for all PK-12 students
2. This will be used for the Student State ID System if there are no Legal Names present.

**Vendor Notes**

- Remove all commas, tildes, and accents for ISASP extract

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0060 | Alpha | No Default | 1 | 60 | Y | Y | Y | Y | 2005 |

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**Use:** Certified Enrollment and Assessments

**Legal Reference:** Iowa Code 299.1A (Compulsory Attendance)

## Student Middle Name

Preferred middle name of the student.

**User Notes**

1. Recommended for use in the Student State ID System.
2. This will be used for the Student State ID System if there are no Legal Names present.
3. Student Middle Name should be blank if the student does not have a preferred middle name.

**Vendor Notes**

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0070 | Alpha | No Default | 1 | 60 | Y | Y | N | Y | 2005 |

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## Student Suffix

Preferred suffix such as Jr, II, III or IV of the student.

**User Notes**

1. Recommended for use in the Student State ID system.
2. This will be used for the Student State ID System if there are no Legal Names present.
3. Student Suffix should be blank if the student does not have a suffix.

**Vendor Notes**

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0090 | Alpha | No Default | 1 | 10 | Y | Y | N | N | 2005 |

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**Use:** Certified Enrollment and Assessments

**Legal Reference:** Iowa Code 299.1A (Compulsory Attendance); Iowa Code 281-12.3(4)(Student records)

## Legal Student Last Name

Legal last name of the student.

**User Notes**

1. Required for all PK-12 students when Student Last Name is not the same as Legal Student Last Name.
2. If any Legal Name field is populated, Legal Student First Name and Legal Student Last Name must be populated. If available/applicable, Legal Student Middle Name and Legal Student Suffix should be populated as well.

**Vendor Notes**

- For the State ID Extract, if any of the Legal Student Names are provided, populate with only Legal Student Names. If no Legal Student Names are provided, populate with Student Names.

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0085 | Alpha | No Default | 1 | 60 | N | Y | Y | N | 2018 |

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**Use:** Student State ID

**Legal Reference:** Iowa Code 281-12.3(4) (Student records)

## Legal Student First Name

Legal first name of the student.

**User Notes**

1. Required for all PK-12 students when Student First Name is not the same as Legal Student First Name.
2. If any Legal Name field is populated, Legal Student First Name and Legal Student Last Name must be populated. If available/applicable, Legal Student Middle Name and Legal Student Suffix should be populated as well.

**Vendor Notes**

- For the State ID Extract, if any of the Legal Student Names are provided, populate with only Legal Student Names. If no Legal Student Names are provided, populate with Student Names.

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0065 | Alpha | No Default | 1 | 60 | N | Y | Y | N | 2018 |

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**Use:** Student State ID

**Legal Reference:** Iowa Code 281-12.3(4) (Student records)

## Legal Student Middle Name

Legal middle name of the student.

**User Notes**

1. Required for all PK-12 students when Student Middle Name is not the same as Legal Student Middle Name.
2. Recommended for use in the Student State ID System.
3. If any Legal Name field is populated, Legal Student First Name and Legal Student Last Name must be populated. If available/applicable, Legal Student Middle Name and Legal Student Suffix should be populated as well.
4. Legal Student Middle Name should be left blank if the student does not have a Middle Name.

**Vendor Notes**

- For the State ID Extract, if any of the Legal Student Names are provided, populate with only Legal Student Names. If no Legal Student Names are provided, populate with Student Names.

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0075 | Alpha | No Default | 1 | 60 | N | Y | Y | N | 2018 |

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**Use:** Student State ID

**Legal Reference:** Iowa Code 281-12.3(4) (Student records)

## Legal Student Suffix

Preferred suffix such as Jr, II, III or IV of the student.

**User Notes**

1. Required for all PK-12 students when Student Suffix is not the same as Legal Student Suffix.
2. Recommended for use in the Student State ID System.
3. If any Legal Name field is populated, Legal Student First Name and Legal Student Last Name must be populated. If available/applicable, Legal Student Middle Name and Legal Student Suffix should be populated as well.
4. Legal Student Suffix should be left blank if the student does not have a suffix.

**Vendor Notes**

- For the State ID Extract, if any of the Legal Student Names are provided, populate with only Legal Student Names. If no Legal Student Names are provided, populate with Student Names.

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0092 | Alpha | No Default | 1 | 10 | N | Y | Y | N | 2018 |

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**Use:** Student State ID

**Legal Reference:** Iowa Code 281-12.3(4) (Student records)

## Birth Date

Date of birth of the student.

MM/DD/CCYY

**User Notes**

1. Required for all PK-12 students.
2. Students with instructional IEPs must be 3 years of age on September 15 in order to be counted in certified enrollment.
3. The maximum age for a student is 21. If a student's 21st birthday occurs before August 23rd of the current school year, the student must be exited with a code of 6 (Reached Maximum Age.)
    - EXCEPTION: An agency may continue the special education and related services of an IEP student for up to three years beyond the individual's 21st birthday if the person had an accident or prolonged illness that resulted in delays in the initiation of or interruption in that individual's special education. The agency must request approval from the department in accordance with Iowa Code section 256B.8.

**Vendor Notes**

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0020 | Date | No Default | 10 | 10 | Y | Y | Y | N | 2005 |

**Use:** Certified Enrollment, Student State ID

**Legal Reference:** Iowa Code 299.1A (Compulsory Education); Iowa Code 257 (Financing School Programs)

## Sex

Sex of the student.

> "Sex" shall refer to an individual's immutable biological classification as either male or female. "Sex" is not a synonym for and does not include the concept of "gender identity."

| Code | Description | Definition |
|---|---|---|
| M | Male | |
| F | Female | |

**User Notes**

1. Required for all PK-12 students.
2. Value must be UPPERCASE.

**Vendor Notes**

- Value must be UPPERCASE

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0051 | Alpha | No Default | 1 | 1 | Y | Y | Y | N | 2026 |

**Use:** Iowa School Performance Profiles reporting under ESSA

**Legal Reference:** Executive Order 14168:

**For More Information:** https://www.federalregister.gov/documents/2025/01/30/2025-02090/defending-women-from-gender-ideology-extremism-and-restoring-biological-truth-to-the-federal

## Hispanic/Latino

Is the student Hispanic/Latino?

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Required for all PK-12 students.
2. This question is about ethnicity, not race. No matter what is selected for ethnicity, questions about the student's race(s) must also be answered.
3. Self-identification is the preferred choice of selecting an individual's race and ethnicity. Self-identification includes the selection of race and ethnicity categories by a student's parents or guardians. If a parent or student declines to select the student's race and ethnicity, identification by observers should be used. Educational institutions are required to store the original responses using the two-part question format for 3 years.

**Vendor Notes**

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0042 | Numeric | No Default | 1 | 1 | Y | N | Y | N | 2010 |

**Use:** Iowa School Performance Profiles reporting under ESSA

**Legal Reference:** Public Law 114-95,2015 (ESSA), Section 1111

## American Indian or Alaska Native

Is the student of the American Indian or Alaska Native race?

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.

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Required for all PK-12 students.
2. At least one of the five races must be marked 1. Multiple races may be marked 1.
3. The five races are: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White
4. Self-identification is the preferred choice of selecting an individual's race and ethnicity. Self-identification includes the selection of race and ethnicity categories by a student's parents or guardians. If a parent or student declines to select the student's race and ethnicity, identification by observers should be used. Educational institutions are required to store the original responses using the two-part question format for 3 years.

**Vendor Notes**

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0043 | Numeric | No Default | 1 | 1 | Y | N | Y | N | 2010 |

**Use:** Iowa School Performance Profiles reporting under ESSA

**Legal Reference:** Public Law 114-95,2015 (ESSA), Section 1111

## Asian

Is the student of the Asian race?

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.

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Required for all PK-12 students.
2. At least one of the five races must be marked 1 (yes). Multiple races may be marked 1.
3. The five races are: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White
4. Self-identification is the preferred choice of selecting an individual's race and ethnicity. Self-identification includes the selection of race and ethnicity categories by a student's parents or guardians. If a parent or student declines to select the student's race and ethnicity, identification by observers should be used. Educational institutions are required to store the original responses using the two-part question format for 3 years.

**Vendor Notes**

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0044 | Numeric | No Default | 1 | 1 | Y | N | Y | N | 2010 |

**Use:** Iowa School Performance Profiles reporting under ESSA

**Legal Reference:** Public Law 114-95,2015 (ESSA), Section 1111

## Black or African American

Is the student of the Black or African American race?

A person having origins in any of the black racial groups of Africa.

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Required for all PK-12 students.
2. At least one of the five races must be marked 1. Multiple races may be marked 1.
3. The five races are: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White
4. Self-identification is the preferred choice of selecting an individual's race and ethnicity. Self-identification includes the selection of race and ethnicity categories by a student's parents or guardians. If a parent or student declines to select the student's race and ethnicity, identification by observers should be used. Educational institutions are required to store the original responses using the two-part question format for 3 years.

**Vendor Notes**

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0045 | Numeric | No Default | 1 | 1 | Y | N | Y | N | 2010 |

**Use:** Iowa School Performance Profiles reporting under ESSA

**Legal Reference:** Public Law 114-95,2015 (ESSA), Section 1111

## Native Hawaiian or Other Pacific Islander

Is the student of the Native Hawaiian or Other Pacific Islander race?

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Required for all PK-12 students.
2. At least one of the five races must be marked 1. Multiple races may be marked 1.
3. The five races are: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White
4. Self-identification is the preferred choice of selecting an individual's race and ethnicity. Self-identification includes the selection of race and ethnicity categories by a student's parents or guardians. If a parent or student declines to select the student's race and ethnicity, identification by observers should be used. Educational institutions are required to store the original responses using the two-part question format for 3 years.

**Vendor Notes**

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0046 | Numeric | No Default | 1 | 1 | Y | N | Y | N | 2010 |

**Use:** Iowa School Performance Profiles reporting under ESSA

**Legal Reference:** Public Law 114-95,2015 (ESSA), Section 1111

## White

Is the student of the White race?

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Required for all PK-12 students.
2. At least one of the five races must be marked 1. Multiple races may be marked 1.
3. The five races are: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White
4. Self-identification is the preferred choice of selecting an individual's race and ethnicity. Self-identification includes the selection of race and ethnicity categories by a student's parents or guardians. If a parent or student declines to select the student's race and ethnicity, identification by observers should be used. Educational institutions are required to store the original responses using the two-part question format for 3 years.

**Vendor Notes**

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0047 | Numeric | No Default | 1 | 1 | Y | N | Y | N | 2010 |

**Use:** Iowa School Performance Profiles reporting under ESSA

**Legal Reference:** Public Law 114-95,2015 (ESSA), Section 1111

## Native Language

The native language of a student.

| Code | Description | Definition |
|---|---|---|
| | Three letter Language Code | ISO 639-2 Codes |

**User Notes**

1. Value must be lowercase.
2. Refer to Addendum C for a list of languages and codes.
3. “Native language,” when used with respect to an individual who is limited English proficient, means either of the following:
    a. The language normally used by that individual, or in the case of a child, the language normally used by the parents of the child.
    b. The language normally used by the child in the home or learning environment; this language shall be considered “native language” in all direct contact with a child, including evaluation of the child.
4. Native Language, when used in reference to an adopted or foster care school age child from a foreign country, is the language used by the child prior to entering the United States.
5. Students who transfer into your district from another Iowa district will have completed the Iowa Home Language Survey. Please contact the prior district for Home Language Survey and EL information (if applicable).
6. Students who transfer into your district from out of state must complete an Iowa Home Language Survey regardless of information in their permanent record.
7. An EL student must have a Native Language other than English.
8. An Iowa student's last reported Native Language and EL information may be found on the Iowa Education Portal by selecting EdInsight and then the EL Statewide search.

**Vendor Notes**

- Value must be lowercase.

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0410 | Alpha | eng | 3 | 3 | Y | N | N | N | 2005 |

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**Use:** Iowa School Performance Profiles reporting under ESSA

**Legal Reference:** Public Law 114-95,2015 (ESSA), Section 1111

**Additional Resources:**
Codes for the Representation of Names of Languages: https://www.loc.gov/standards/iso639-2/langhome.html
Ethnologue (Languages of the World) http://www.ethnologue.com/world

## Social Security Number

Student's Social Security Number

9 Numeric Characters

**User Notes**

1. Optional for use in the Student State ID System

**Vendor Notes**

- If a value is present, the length must be 9. No dashes or spaces.

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0160 | Numeric | No Default | 9 | 9 | N | Y | N | N | 2005 |

**For More Information:**

Becca Wemhoff 515-975-0812 becca.wemhoff@iowa.gov
Jennifer Thomas 515-725-2252 jennifer.thomas@iowa.gov

**Use:** Student State ID System

## Local Student ID

Unique local ID assigned to a student by the attending district.

1-20 alphanumeric characters

**User Notes**

1. Required for all PK-12 students.
2. Some student information systems create a unique local ID as well as allowing a district or school to create their own local IDs.
3. The Local Student ID should be unique within the district.
4. Used by all software systems to facilitate the importing of a Student State ID file.

**Vendor Notes**

- Length 10 for ISASP; 20 for Student Reporting.

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0010 | Alpha | No Default | 1 | 60 | Y | Y | Y | N | 2005 |

**For More Information:**
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Jennifer Thomas 515-725-2252 jennifer.thomas@iowa.gov

**Use:** Student State ID System

## Student State ID

Unique 10-digit number assigned to a student in the Iowa Student State ID System.

**User Notes**

1. Required for all PK-12 students.
2. The Student State ID remains the same from year to year and follows the student within the state. A Student State ID could be assigned at birth.
3. The Student State ID does not change when a student's name changes or birthdate is corrected.

**Vendor Notes**

- Nulls are allowed only in the Student State ID Extract.

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| K0020 | Numeric | No Default | 10 | 10 | Y | Y | Y | Y | 2005 |

**For More Information:**
Becca Wemhoff 515-975-0812 becca.wemhoff@iowa.gov
Jennifer Thomas 515-725-2252 jennifer.thomas@iowa.gov

**Use:** Certified Enrollment

**Legal Reference:** Iowa Code 280.4 (Uniform School Requirements); IAC 281-60

## Grade Level

Grade level of the student during the current school year.

| Code | Description | Definition |
|---|---|---|
| PK | Pre-Kindergarten | |
| KG | Kindergarten | |
| 01-12 | First through twelfth grade | |

**User Notes**

1. Required for all PK-12 students.
2. PK and KG must be UPPERCASE.
3. Kindergarten students must be 5 years of age on September 15, have a Grade Level of KG, be given a Kindergarten Literacy Assessment and be taught using the Iowa Core Curriculum.
4. Districts should not enroll an out-of-state kindergartener who does not meet the age 5 requirement (Sept 15) for entering kindergarten. The student will not be funded through certified enrollment.

PK Students

5. All PK students in a Statewide Voluntary Preschool Program and / or a district sponsored program are to be submitted for Student Reporting.
6. PK students 3 years of age or older, with an instructional IEP are counted in certified enrollment.
7. PK Regular Education 3-year-olds and 3-year-olds on a support services IEP are not counted in certified enrollment.
8. PK 4-year-olds in regular education or with a support services only IEP who are both enrolled for 10 hours or more per week in a Statewide Voluntary Preschool Program and identified as funded by SWVPP are funded through the certified enrollment process.
9. Nonresident PK 4 year old students funded by SWVPP from the previous year who are not returning to the district for kindergarten will create errors in Fall Student Reporting. Do not roll them over, exclude them from state reporting, or delete them from the next year's database.

4+ Year Seniors

10. 4+ year seniors are to be considered grade 12.
11. 4+ year seniors will be counted in the denominator but not the numerator of the 4-year graduation cohort calculation. In a 5-year cohort graduation rate, 5th year seniors who graduate by the end of the 5th year of high school will be included in the graduation rate.

**Vendor Notes**

- PK and KG must be UPPERCASE

**Data Element Rollover:** Yes, not including graduates and retention.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0030 | Alpha | No Default | 2 | 2 | Y | Y | N | Y | 2005 |

**Use:** Certified Enrollment, ESSA Accountability

**Legal Reference:** Iowa Code 257.6 (1a.1) (Financing School Programs)

**Additional Resources:**

## Homeroom/HSAP Teacher Folder Number

The Iowa Department of Education folder number of the student's homeroom teacher.

**User Notes**

1. Required for all students in grades PK-5 and for students in grades 6-12 not scheduled into courses.
2. Required for all HSAP students. The folder number is that of the HSAP teacher making contact with the home.
3. The folder number is assigned by the Board of Educational Examiners. Newly assigned folder numbers are seven digits.
4. If the teacher folder number has not yet been issued, you may temporarily use 9999999.

**Vendor Notes**

- The teacher folder number should be a one time entry per staff member.

**Data Element Rollover:** Yes, with the teacher information.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0055 | Numeric | No Default | 5 | 7 | Y | N | N | N | 2010 |

**Use:** Differentiated Accountability; IDEA Child Find

**Legal Reference:** Iowa Code 256C.3(2) (SWVPPP); Iowa Code 256.11 (Educational Standards); (IAC 281-12.5 (Accreditation); IAC Chapter 41 (Child Find)

## Preschool Attendance

Did the Kindergarten student attend preschool within the 12 months prior to kindergarten entry this fall?

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |
| 99 | Not applicable | |

**User Notes**

1. Not applicable to nonpublic schools.
2. Must be 1 or 0 for a public school student attending kindergarten for the first time this fall.
3. Must be 99 for retained kindergarten students, PK students and students in grades 1-12.

**Vendor Notes**

- Populate '1' for all PK students rolling into KG.

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0780 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2007 |

**For More Information:**
Mary Breyfogle 515-326-1030 mary.breyfogle@iowa.gov

**Legal Reference:** Iowa Code 279.60.2 (Directors - Powers and Duties)

## Military Connected Status

Military service type of the student's parent/guardian.

| Code | Description | Definition |
|---|---|---|
| 2 | Army, Navy, Air Force, Space Force, Marine Corps, or Coast Guard on Active Duty | |
| 3 | National Guard | |
| 4 | Reserve force of the United States military (Army, Navy, Air Force, Space Force, Marine Corps or Coast Guard) | |
| 0 | Not Applicable | |

**User Notes**

1. Not applicable to nonpublic schools.
2. Under 10 U.S.C. 101(a)(4), "Armed Forces" is clearly defined to include the: ▪ Army, ▪ Navy, ▪ Air Force, ▪ Marine Corps, ▪ Space Force, and ▪ Coast Guard. This definition also incorporates each branch's reserve components (i.e., Army National Guard and Air National Guard, and Army, Navy, Air Force, Marine Corps, and Coast Guard Reserves).
3. 'Active Duty' means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the Military Dept concerned.
4. 'Full time National Guard Duty' means training or other duty, other than inactive duty, performed by a member of the Army National Guard of the United States or the Air National Guard of the US in the member's status as a member of the National Guard of a State or territory, the commonwealth of Puerto Rico, or the District of Columbia.
5. If the student is a dependent of more than one type of military service, districts should report the type with the longest duration or prioritize in this order: (1) Active Duty, (2) National Guard, and then (3) Reserves.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0095 | Numeric | 0 | 1 | 1 | Y | N | Y | N | 2014, 2018 |

**For More Information:** Jathan Chicoine jathan.chicoine@iowa.gov

**Use:** Iowa School Performance Profiles reporting under ESSA; The Iowa Interstate Compact Commission for Military Children (MIC3)

**Legal Reference:** Public Law 114-95,2015 (ESSA), Section 1111

## Title I Reading

Did the student participate in a Title I Targeted Assistance Reading program in this school at any time during the year?

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Should not be used to identify students participating in a Title I Schoolwide program. ESSA reporting will identify those schools from a source other than Student Reporting.
2. If a student exits the program during the year, the Title 1 Reading indicator should remain 1 for the remainder of the current academic year.

**Vendor Notes**

**Data Element Rollover:** User preference. Status determined each year.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0250 | Numeric | 0 | 1 | 1 | Y | N | Y | N | 2005 |

**For More Information:**
Isbelia Arzola 515-326-5692 isbelia.arzola@iowa.gov
Jina Brincks 515-313-5942 jina.brincks@iowa.gov

**Use:** Consolidated State Performance Report (CSPR)

**Legal Reference:** Public Law 114-95,2015 (ESSA), Section 1115, Section 8303 of Elementary and Secondary Education Act (ESEA)

## Title I Math

Did the student participate in a Title I Targeted Assistance Math program in this school at any time during the year?

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Should not be used to identify students participating in a Title I Schoolwide program. ESSA reporting will identify those schools from a source other than Student Reporting.
2. If a student exits the program during the year, the Title 1 Math indicator should remain 1 for the remainder of the current academic year.

**Vendor Notes**

**Data Element Rollover:** User preference. Status determined each year.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0252 | Numeric | 0 | 1 | 1 | Y | N | Y | N | 2005 |

**For More Information:**
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Jina Brincks 515-313-5942 jina.brincks@iowa.gov

**Use:** Consolidated State Performance Report (CSPR)

**Legal Reference:** Public Law 114-95,2015 (ESSA), Section 1115, Section 8303 of Elementary and Secondary Education Act (ESEA)

## Free Lunch

Does the student meet income guidelines for free lunch at the time of submission?

The federal government-sponsored lunch program where the full cost of school meals is provided by the government.

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Required for all PK-12 students.
2. A student may meet income guidelines (yes) and not participate.
3. At the beginning of a new school year, the Free Lunch status continues for 30 business days. New status takes effect when determined. If no new qualification within 30 days, status becomes 0.
4. All students, in all buildings (regardless of CEP status) are defined as meeting income guidelines through Direct Certification and/or a free or reduced priced lunch application.
5. Only CEP schools may use the Household Income Survey.

**Vendor Notes**

**Data Element Rollover:** Yes. Status continues for 30 business days. New status takes effect when determined. If no new qualification within 30 days, status becomes No.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0270 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2005 |

**For More Information:**
Patti Harding 515-688-1956 patti.harding@iowa.gov

**Use:** Iowa School Performance Profiles under ESSA, 2015 Section 1111 (b)(2)(B)(xi)

**Legal Reference:**Public Law 114-95,2015 (ESSA), Section 1111

**Additional Resources:** Community Eligibility Provision (CEP) for Schools: https://educateiowa.gov/pk-12/nutrition-programs/school-meals/community-eligibility-provision-cep-schools

CEP and SRI: https://educateiowa.gov/documents/student-reporting-iowa/2021/05/cep-and-sri

## Reduced Lunch

Does the student meet income guidelines for reduced lunch at the time of submission?

The federal government-sponsored lunch program where the partial cost of school meals is provided by the government.

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Required for all PK-12 students.
2. A student may meet income guidelines (yes) and not participate.
3. At the beginning of a new school year, the Reduced Lunch status continues for 30 business days. New status takes effect when determined. If no new qualification within 30 days, status becomes 0.
4. All students, in all buildings (regardless of CEP status) are defined as meeting income guidelines through Direct Certification and/or a free or reduced priced lunch application.
5. Only CEP schools may use the Household Income Survey.

**Vendor Notes**

**Data Element Rollover:** Yes. Status continues for 30 business days. New status takes effect when determined. If no new qualification within 30 days, status becomes No.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0280 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2005 |

**For More Information:**
Patti Harding 515-688-1956 patti.harding@iowa.gov

**Use:** Iowa School Performance Profiles under ESSA, 2015 Section 1111 (b)(2)(B)(xi)

**Legal Reference:**Public Law 114-95,2015 (ESSA), Section 1111

**Additional Resources:** Community Eligibility Provision (CEP) for Schools: https://educateiowa.gov/pk-12/nutrition-programs/school-meals/community-eligibility-provision-cep-schools

CEP and SRI: https://educate.iowa.gov/media/6358/download?inline

## IEP Placement Date

What is the most recent IEP placement date?

MM/DD/CCYY

**User Notes**

1. Required for all PK-12 students who are currently staffed into an IEP (instructional or support services only). This date will be the initial date of placement on an IEP (either in the current district or a previous enrollment in another district).
2. If a student is placed on an IEP after the start of the school year, end the current enrollment with Exit Code 14 (End or Change Enrollment) and re-enroll with the new IEP level. The re-entry date should be the same as the IEP Placement Date.
3. The Placement Date does not change with level changes or re-evaluations.
4. Once a student has an IEP, the Placement Date does not change unless the student is both staffed out of Special Education and then later staffed back into Special Education.
5. Check ACHIEVE for the correct placement date.

**Vendor Notes**

**Data Element Rollover:** Yes.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0292 | Date | No Default | 10 | 10 | Y | N | N | N | 2014 |

**Use:** Certified Enrollment, ESSA Accountability, Foster Care Claim

**Legal Reference:** Individuals with Disabilities Education Act (IDEA), Section 618

## IEP Staffed Out Date

The date the student met goals of the IEP or services were revoked.

MM/DD/CCYY

**User Notes**

1. Required for all PK-12 students who met the goals of an IEP (instructional or support services only) at any time during the current school year.
2. Students must meet the goals of an IEP before they can be reported as a graduate. These students do NOT need an end/change enrollment, simply add the IEP Staffed Out date to the current enrollment record.
3. When a student (**who is not a graduate**) meets the goals of an IEP during the school year, the current enrollment of the student must be ended with Exit Code 14 (End or Change Enrollment) and the student is then re-enrolled with IEP level 99 (Not Applicable). The Staffed Out Date and the Exit Date will be the same.
4. IEP Staffed Out Date is only required when the student officially meets the goals of an IEP or when services are revoked, not when a student stops attending.
5. Parent Revoked Services:
    - If the student is continuing as a student in the district, the IEP staffed out date will be entered on a new enrollment.
    - If the student will no longer be attending or receiving services through the district, no staffed out date is entered.
6. IEP Staffed Out Date should only be populated when the ACHIEVE Special Education Exit Code is one of the following:
    - GCP - Graduated with certificate - Completed IEP
    - GRD - Graduated - Regular Diploma
    - RRG - Returned to Iowa general education, either within or outside of AEA: IEP team determined that the individual is no longer eligible.
    - PRC - Parent revoked consent for special education services
7. IEP Staffed Out Date is not valid and should not be populated if ACHIEVE Special Education Exit Code is one of the following:
    - DRO - Dropped out
    - MSK - Moved Residence
    - RMA - Reached Maximum Age
    - UNK - Unknown, attempts to contact parents unsuccessful, Iowa IEP inactivated, at least temporarily

**Vendor Notes**

**Data Element Rollover:** Yes.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0294 | Date | No Default | 10 | 10 | Y | N | N | N | 2014 |

**Use:** Certified Enrollment, ESSA Accountability, Foster Care Claim

**Legal Reference:** Individuals with Disabilities Education Act (IDEA), Section 618

## Coordinated Early Intervening Services

Did the student receive Coordinated Early Intervening Services (CEIS) funded by IDEA Part B during the current year?

A district must have established criteria for identifying the population of students eligible to receive CEIS prior to using this data element. Contact your local district administration if you are unsure if criteria have been established in your district.

| Code | Description | Definition |
|---|---|---|
| 1 | Yes and funded by the LEA | Requires an annual application to the IDOE. |
| 2 | Yes and funded by the AEA | |
| 3 | Yes and funded by both the LEA and AEA | |
| 0 | No | |

**User Notes**

1. CEIS is an annual indicator and remains marked for one year only. Districts will set all records to '0' for CEIS at the start of each school year.
2. Not applicable to nonpublic schools.
3. The determination of the need for additional support under CEIS may be based on academic achievement or behavior, depending on the issues on which the district is focusing effort. Guidance has been given to districts regarding their responsibility to determine need for additional support. Questions about eligibility for CEIS at the district level should be directed to the district administration. Questions about CEIS data collection at the state level should be directed to Nancy Hunt.
4. The timely and accurate submission of these data is required for districts that have been determined significantly disproportionate and for any other district that chooses to allocate Part B funds for the purpose of CEIS.
5. **For Comprehensive (Mandatory) CEIS:**
    a. Allowable for students age 3 through 12th grade.
    b. The use of CEIS is required for districts that have been determined to be significantly disproportionate for the identification, placement or discipline of students with disabilities.
    c. Students receiving CCEIS may have an IEP at the time that they are receiving CCEIS, but students without IEPs must also benefit from the services.
    d. At least some of the students receiving CCEIS (but not exclusively) must be students in those groups that were significantly disproportionate. A student should be marked as having received CEIS if the student benefited from the district identifying and addressing the factors contributing to the significant disproportionality and if the district chose to also use CEIS funds for direct services (report the students who benefited from these direct services) or received services from a teacher who received professional development funded by Part B of IDEA funds directed for the purpose of CCEIS.
    e. If the student has an IEP, that must also be marked yes. It is the responsibility of the district to mark the students in Student Reporting.
6. **For Voluntary CEIS:**
    a. Must be ‘0’ for PK students.
    b. Students receiving voluntary CEIS must be in need of additional support based on the district’s criteria for CEIS. Students receiving CEIS cannot have an IEP at the time that they are receiving CEIS and must be in grades K-12. A student should be marked as having received CEIS if the student meets the district’s criteria for being in need of additional support through CEIS and either (a) received direct services or (b) received services from a teacher who received professional development funded by Part B of IDEA funds directed for the purpose of CEIS. Whether funded via AEA or LEA Part B dollars, it is the responsibility of the district to mark the students in Student Reporting.
    c. While voluntary CEIS are only for students in general education, it is possible that, after receiving services, a student will also receive an IEP. In that case both the CEIS and IEP indicators will be marked yes.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0760 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2007 |

**For More Information:**
Nancy Hunt 515-326-1031 nancy.hunt@iowa.gov

**Use:** IDEA Section 618 Reporting

**Legal Reference:** Voluntary CEIS: 34 CFR § 300.226/20 U.S.C. 1413(f); Comprehensive CEIS: 34 CFR §300.646/20 U.S.C. 1418(d)

## Section 504

Does the student have a 504 plan?

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. IEP students do not have a separate 504 Plan. All 504 requirements are to be included in their IEP.

**Vendor Notes**

**Data Element Rollover:** Yes.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0300 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2005 |

**For More Information:**
SueAnn Johnson sueann.johnson@iowa.gov 515-336-3942
Eric Heitz eric.heitz@iowa.gov 515-326-1018

**Use:** Civil Rights Data Collection

**Additional Resources:** Section 504: https://educate.iowa.gov/pk-12/student-supports/specialized-support/504

## Gifted/Talented

Has the student been identified as gifted/talented at any time during the current school year?

Gifted and talented children are those identified as possessing outstanding abilities who are capable of high performance.

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Not applicable to nonpublic schools.
2. Must be 0 for PK students.
3. Each district must have a valid and systematic process to identify gifted and talented students K-12. Identified students may opt out of a specifically designated program but are still reported as 1.
4. Gifted and Talented students are those who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. Gifted and Talented students include those with demonstrated achievement, potential ability, or both in any of the following areas:
    a. General intellectual ability
    b. Creative thinking
    c. Leadership ability
    d. Visual and performing arts ability
    e. Specific ability aptitude
5. Gifted and Talented teachers may provide instruction to entire classes of students for identification purposes even when not all of those students are identified as Gifted and Talented.

**Vendor Notes**

**Data Element Rollover:** Yes.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0310 | Numeric | 0 | 1 | 1 | Y | N | Y | N | 2005 |

**For More Information:**
Molly McConnell 515-326-0260 molly.mcconnell@iowa.gov

**Legal Reference:** Iowa Code 257 (Financing School Programs); IAC 281-59

**Additional Resources:** https://educate.iowa.gov/pk-12/standards/specialized-instruction/gifted

## Iowa STEM Scale-Up Program

The STEM Scale-Up Program offered by the Iowa Governor's Advisory Council (Iowa STEM) that the student participated in during the current school year.

Current STEM Scale-Up Program menu options are:

- **STEMwonder** presented by the Iowa Regents' Center for Early Developmental Education at the University of Northern Iowa.
- **Exploring AI and the Future of Work** presented by CodeJoy LLC
- **FIRST Tech Challenge** presented by the College of Engineering at The University of Iowa

| Code | Description | Definition |
|---|---|---|
| 0 | Not Applicable | |
| 1 | STEMwonder | Grades PK-3 |
| 2 | Exploring AI and the Future of Work | Grades 4-12 |
| 3 | FIRST Tech Challenge | Grades 7-12 |
| 4 | Both Exploring AI and the Future of Work and FIRST Tech Challenge | Grades 7-12 |

**User Notes**

1. Required for all PK-12 students enrolled in a public school or accredited nonpublic school.
2. The STEM Scale-Up Program offered by Iowa STEM provides high-quality STEM education programs to PK-12 youth in school and out of school along with training for educators to implement effectively.

**Vendor Notes**

- If a student in grades 7-12 is reported with both code 2 and 3, report 4.

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0325 | Numeric | 0 | 1 | 1 | Y | N | Y | N | 2026 |

**For More Information:**
Justin Lewis 515-669-7007 justin.lewis@iowa.gov
Kari Britain 515-335-1531 britain@IowaSTEM.org

**Use:** Iowa STEM utilizes this information to help gauge reach and impact in an effort to help achieve the Iowa STEM mission to increase interest and achievement in STEM (science, technology, engineering and mathematics) studies and careers through partnerships engaging preK-12 students, parents, educators, employers, non-profits, policy leaders and others. The STEM Council provides opportunities, such as the Iowa STEM Scale-Up Program, that inspire Iowa's young people to become innovative, enterprising contributors to our future workforce and the quality of life in our communities.

**Legal Reference:** Iowa Executive Order 14

**Additional Resources:** https://governor.iowa.gov/press-release/2025-08-17/gov-reynolds-issues-executive-order-14-enhance-and-expand-stem-education-all-iowa-students

## Initial Homeless Type

If a student was homeless at any time during the year, what was the type of primary nighttime residence at the time the student became homeless?

A homeless student is a child or youth from the age of 3 years through 21 years who lacks a fixed, regular, and adequate nighttime residence.

| Code | Description | Definition |
|---|---|---|
| 1 | Sheltered/Transitionally Housed | Children who individually or with a family accessed and are living in a public or private shelter or transitional housing project on a temporary basis. |
| 2 | Doubled-up | Children living with relatives or friends due to a loss of housing due to disaster, economic hardship, parents not allowing the child to live at home, abandoned children, or other similar situations. |
| 3 | Unsheltered | Children living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar situations of public and private places not ordinarily used as a regular sleeping accommodation for human beings. |
| 6 | Hotel/Motel | Children living in a hotel/motel as their primary residence due to lack of adequate, alternative accommodations. |
| 99 | Not applicable | Children who were not homeless at any time during the school year. |

**User Notes**

1. Since this element is ‘any time during the year’, the element does not change. If a student is homeless at any time during the year, the student is reported as such for the year.
2. Homeless type is relevant only to the reporting district. If a homeless student transfers to a different district, the homeless type is determined based on the situation in the new district.
3. Students in foster care or residential placements are not considered homeless. This includes students who are residing in shelter care (defined in IAC 232.2.(34)), foster group care, residential treatment (PMIC or non-PMIC), the State Training School, jail or a correctional facility.
4. Students displaced due to natural disasters may be considered homeless.
5. For specific cases, for more clarification, and to confirm your SRI Homeless reports, contact your district's Homeless liaison.

**Vendor Notes**

**Data Element Rollover:** No.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0340 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2005 |

**For More Information:**
Tyler Navin 515-669-8622 tyler.navin@iowa.gov

**Use:** Consolidated State Performance Report (CSPR)

**Legal Reference:** Public Law 114-95,2015 (ESSA), Section 1111; Section 8303 of Elementary and Secondary Education Act (ESEA)

**Additional Resources:** https://educate.iowa.gov/pk-12/essa/guidance-allocations/homeless-education-resources

## Unaccompanied Homeless Youth

Is the homeless student considered to be an unaccompanied youth?

This includes youth who have run away from home, been thrown out of their homes, and/or been abandoned by parents or guardians.

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | Youth ages 3-21 who are identified as homeless and who are not in the physical custody of a parent or guardian. |
| 0 | No | |
| 99 | Not Applicable | |

**User Notes**

1. Must be 1 or 0 for students with Homeless Type 1-3 or 6 (Sheltered/Transitionally Housed, Doubled-up, Unsheltered, Hotel/Motel).
2. Unaccompanied youth are not automatically considered homeless. To be an Unaccompanied Homeless Youth, the student must meet the homeless youth definition under McKinney-Vento.
3. Questions are to be referred to your district's homeless liaison.

**Vendor Notes**

- Only applies to students with Homeless Type (D0340) = 1-3 or 6.

**Data Element Rollover:** No.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0341 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2010 |

**For More Information:**
Tyler Navin 515-669-8622 tyler.navin@iowa.gov

**Use:** Consolidated State Performance Report (CSPR)

**Legal Reference:** Section 8303 of Elementary and Secondary Education Act (ESEA)

**Additional Resources:** https://educate.iowa.gov/pk-12/essa/guidance-allocations/homeless-education-resources

## Homeless Served Through McKinney-Vento Subgrant

Was the homeless student served directly or indirectly through a McKinney-Vento subgrant at any time during the school year?

This data element applies only to McKinney-Vento sub-grantee recipient districts: Bettendorf, Cedar Rapids, Clinton, College, Davenport, Des Moines, Dubuque, Iowa City, Linn-Mar, Mason City, Marshalltown, Newton, Ottumwa, Saydel, Shenandoah, South Tama County, Webster City, and West Branch

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |
| 99 | Not Applicable | |

**User Notes**

1. Not applicable to nonpublic schools.
2. Must be 1 or 0 for students in sub-grant recipient districts with Homeless Type 1-3 or 6 (Sheltered/Transitionally Housed, Doubled-Up, Unsheltered, Hotel/Motel).
3. Must be 99 for all students in non-subgrantee districts.
4. Mark as 1 only if the service is provided as a result of the student being homeless.
5. If homeless students do not request or require any services, they are enrolled but not served and 0 is marked.
6. The Iowa Department of Education 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.
7. McKinney-Vento is authorized through the McKinney-Vento Homeless Education Assistance Improvement Act (Title 9, Part A,P.L. 114-95).

McKinney-Vento Requirements

8. Can’t segregate homeless students.
9. Provide transportation to and from the school of origin until the end of the academic year in which permanent housing is obtained.
10. Immediate school enrollment
11. Presume that keeping the student in the school of origin is in the student’s best interest except when doing so is contrary to the request of the student’s parent or guardian, or in the case of unaccompanied homeless youth, the youth.
12. Local liaison designated and serving in all public school districts

Direct Services may include:

13. Transportation, if needed
14. Tutoring, supplemental instruction, enriched educational services
15. Referrals to medical, dental, mental, and other health services
16. Before- and after-school care, mentoring, summer programs
17. Providing school supplies or school clothing
18. Removing barriers

Indirect Services:

19. Outreach activities for which a staff member's time is paid and intended to result in an increase in the identification of homeless students.

**Vendor Notes**

**Data Element Rollover:** No.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0800 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2007 |

**For More Information:**
Tyler Navin 515-669-8622 tyler.navin@iowa.gov

**Use:** Consolidated State Performance Report (CSPR)

**Legal Reference:** Section 8303 of Elementary and Secondary Education Act (ESEA)

**Additional Resources:** https://educate.iowa.gov/pk-12/essa/guidance-allocations/homeless-education-resources

## Therapeutic Program Referrals

The number of times the student was referred to a Therapeutic Program/Classroom this school year.

Whole number

**User Notes**

**Vendor Notes**

**Data Element Rollover:** No. Set to '0' for the new year.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0097 | Numeric | 0 | 1 | 2 | Y | N | N | N | 2022 |

**For More Information:**
Lyn Jenkins 515-689-3607 lyn.jenkins@iowa.gov

**Use:** Annual Report for IC279.51A

**Legal Reference:** IC279.51A

**Additional Resources:** Therapeutic Classrooms: https://educate.iowa.gov/pk-12/student-supports/specialized-support/therapeutic-classroom-grant

## Reason No State Reading Assessment Score

What is the reason no state reading assessment score will be reported for this student?

State assessments include the Iowa Learning Expectations and Academic Development (LEAD) assessment and alternate assessment of Dynamic Learning Maps (DLM) ELA.

| Code | Description | Definition |
|---|---|---|
| 1 | Invalid results, problem with testing process | |
| 2 | Parental Decision | |
| 3 | Absent during testing period | The student was not tested during test or make-up time. |
| 5 | Medical emergency | |
| 6 | Transfer in student, already tested in Iowa | |
| 9 | Incomplete Assessment | Did not meet participation requirements |
| 99 | Not applicable | |

**User Notes**

1. Must be 99 for PK students.
2. Every Student Succeeds Act (ESSA) legislation requires that states annually assess all students on achievement of grade-level, state-adopted standards in reading, mathematics and science.
3. Must be 1-3, 5, 6 or 9 for students in Grades 3-11 with an Entry Code of 1-5,10,15 or 60 who were enrolled but not tested in this subject area on the state assessment or did not complete the required testlets on the DLM.

**Vendor Notes**

**Data Element Rollover:** No.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0752 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2011 |

**For More Information:**
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Jason Crowley 515-336-3923 jason.crowley@iowa.gov
Jennifer Denne 515-326-5332 jennifer.denne@iowa.gov

**Use:** Federal IDEA Reporting

**Legal Reference:** IDEA, Section 618

**Additional Resources:** Student Assessment (PK-12): https://educate.iowa.gov/pk-12/standards/assessment

Federally Mandated Assessment Medical Waiver Guidance for Assessment and Accountability:
https://educate.iowa.gov/media/8113/download?inline=

## Reason No State Math Assessment Score

What is the reason no state math assessment score will be reported for this student?

State assessments include the Iowa Learning Expectations and Academic Development (LEAD) assessment and alternate assessment of Dynamic Learning Maps (DLM) Math

| Code | Description | Definition |
|---|---|---|
| 1 | Invalid results, problem with testing process | |
| 2 | Parental Decision | |
| 3 | Absent during testing period | The student was not tested during test or make-up time. |
| 5 | Medical emergency | |
| 6 | Transfer in student, already tested in Iowa | |
| 9 | Incomplete Assessment | Did not meet participation requirements |
| 99 | Not applicable | |

**User Notes**

1. Must be 99 for PK students.
2. Every Student Succeeds Act (ESSA) legislation requires that states annually assess all students on achievement of grade-level, state-adopted standards in reading, mathematics and science.
3. Must be 1-3, 5, 6 or 9 for students in Grades 3-11 with an Entry Code of 1-5,10,15 or 60 who were enrolled but not tested in this subject area on the state assessment or did not complete the required testlets on the DLM.

**Vendor Notes**

**Data Element Rollover:** No.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0754 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2011 |

**For More Information:**
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Jennifer Denne 515-326-5332 jennifer.denne@iowa.gov

**Use:** Federal IDEA Reporting

**Legal Reference:** IDEA, Section 618

**Additional Resources:** Student Assessment (PK-12): https://educate.iowa.gov/pk-12/standards/assessment

Federally Mandated Assessment Medical Waiver Guidance for Assessment and Accountability:
https://educate.iowa.gov/media/8113/download?inline=

## Reason No State Science Assessment Score

What is the reason no state science assessment score will be reported for this student?

State assessments include the Iowa Learning Expectations and Academic Development (LEAD) assessment and alternate assessment of Dynamic Learning Maps (DLM) Science in grades 5, 8, and 11.

| Code | Description | Definition |
|---|---|---|
| 1 | Invalid results, problem with testing process | |
| 2 | Parental Decision | |
| 3 | Absent during testing period | The student was not tested during test or make-up time. |
| 5 | Medical emergency | |
| 6 | Transfer in student, already tested in Iowa | |
| 9 | Incomplete Assessment | Did not meet participation requirements |
| 99 | Not applicable | |

**User Notes**

1. Must be 99 for PK students.
2. Every Student Succeeds Act (ESSA) legislation requires that states annually assess all students on achievement of grade-level, state-adopted standards in reading, mathematics and science.
3. Must be 1-3, 5, 6 or 9 for students in Grades 5, 8, and 11 with an Entry Code of 1-5,10,15 or 60 who were enrolled but not tested in this subject area on the state assessment or did not complete the required testlets on the DLM.

**Vendor Notes**

**Data Element Rollover:** No.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0756 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2011 |

**For More Information:**
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Jason Crowley 515-336-3923 jason.crowley@iowa.gov
Jennifer Denne 515-326-5332 jennifer.denne@iowa.gov

**Use:** Federal IDEA Reporting

**Legal Reference:** IDEA, Section 618

**Additional Resources:** Student Assessment (PK-12): https://educate.iowa.gov/pk-12/standards/assessment

Federally Mandated Assessment Medical Waiver Guidance for Assessment and Accountability:
https://educate.iowa.gov/media/8113/download?inline=

## Individual Career-Connected Learning

Which Individual Career-Connected Learning experience did the student complete?

For students who have completed a career-connected learning experience that was not embedded in a course.

| Code | Description | Definition |
|---|---|---|
| | 4 digit code for the Individual experience | |

**User Notes**

1. Can be used to enter a career-connected learning experience a student completed over the summer or if a student completes a career-connected learning experience that is not embedded in a course
2. The first two digits represent the SCED Subject Area of the experience and the last two digits represent the type of WBL experience.
3. Only one experience per school year. If a student participates in multiple career-connected learning experiences, select the experience with the highest code number.
4. Codes 11-18 are the only codes that count toward the State of Iowa's definition of work-based learning as defined in SF2411 passed during the 2024 legislative session. These are also the only codes that will count toward the Every Student Succeeds Act (ESSA) school accountability work-based learning measure and the Perkins Secondary Career and Technical Education 5S3 work-based learning measure. In order to mark a course as code 11-18, employer partners must be directly involved and engaging with students in the course.

| Code Area | SCED Subject Areas | Code | CCL Experience |
|---|---|---|---|
| 01 | English Language and Literature | 01 | Speakers |
| 02 | Mathematics | 02 | Informational Interview |
| 03 | Life and Physical Science | 03 | Career Exploration Experience |
| 04 | Social Sciences and History | 04 | Career Exploration Projects |
| 05 | Visual and Performing Arts | 05 | Career-Based Service Learning |
| 07 | Religious Education and Theology | 06 | Interactive Career Event |
| 08 | Physical Health, and Safety Education | 07 | Worksite Exploratory Event |
| 09 | Military Science | 08 | Job Shadow |
| 10 | Information Technology | 09 | Professional Skills Workshop |
| 11 | Communication and Audio/Visual Technology | 10 | Mock Interviews |
| 12 | Business and marketing | 11 | Industry Partner Projects |
| 13 | Manufacturing | 12 | Simulated Work Experience with IRC |
| 14 | Health Care Sciences | 13 | Student Learner Programs |
| 15 | Public, Protective, and Government Services | 14 | Quality Pre-apprenticeships |
| 16 | Hospitality and Tourism | 15 | Internships |
| 17 | Architecture and Construction | 16 | Nonregistered Apprenticeships |
| 18 | Agriculture, Food, and Natural Resources | 17 | Registered Apprenticeships |
| 19 | Human Services | 18 | Youth Apprenticeships |
| 20 | Transportation, Distribution and Logistics | | |
| 21 | Engineering and Technology | | |
| 22 | Miscellaneous | | |
| 24 | World Languages | | |
| 25 | Integrative Learning | | |

**Examples:**

| Individual Code | Individual Experience |
|---|---|
| 0111 | English Language and Literature Industry Partnership Project |
| 0212 | Mathematics Simulated Work Experience with IRC |
| 0413 | Social Sciences and History Student Learner Program |
| 1014 | Information Technology Pre-apprenticeship |
| 1715 | Architecture and Construction Internship |
| 2116 | Engineering and Technology Nonregistered Apprenticeship |

**Vendor Notes**

- Element is at the student level

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0600 | Numeric | 9999 | 4 | 4 | Y | N | N | N | 2026 |

**For More Information**:
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**Use**: Federal Perkins 5S3 (Participation in Work-Based Learning; Iowa School Performance Profile

**Additional Resources**: educate.iowa.gov/ccl

## Industry Recognized Credential 1

The first Industry Recognized Credential a student received during the current school year.

| Code | Description | Definition |
|---|---|---|
| | 3 digit code for the Industry Recognized Credential (IRC) | |

**User Notes**

1. An IRC is a certification that has been widely acknowledged as holding value within a specific industry or field. Recipients of such credentials have demonstrated that they possess the knowledge, skills, and competencies required to perform specific tasks or roles within that industry. IRCs are awarded by certifying bodies, trade associations, or professional organizations that have established standards for proficiency and knowledge within that domain. Designed as a validation of an individual's expertise, IRCs serve as a trusted benchmark for employers and stakeholders.
2. The **Approved IRCs List** is designed to provide districts with a starting point to identify relevant high-quality IRCs in alignment with each CTE content area. New certifications can be added through the formal application process, and certifications that are no longer valid or of value can be removed.
3. The public district may select up to (5) certifications per student ID per year.

**Vendor Notes**

- Element is at the student ID level

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0540 | Numeric | 999 | 3 | 3 | Y | N | N | N | 2025 |

**For More Information**: Heather Meissen 515-326-5378 heather.meissen@iowa.gov
Jodie Smith 515-419-5190 jodie.smith@iowa.gov

**Use**: *Annual Condition of Secondary CTE Report, U.S. Department of Education Office of Career, Technical, and Adult Education Consolidated Annual Report (CAR), Federal & State Accountability Reporting*

**Legal Reference**:
Perkins V Act - Under the Perkins legislation and applicable U.S. Department regulations, eligible agencies are required to submit the following reports each year—
Narrative performance report pursuant to 2 CFR 200.329 and 34 CFR 76.720;
Financial reports pursuant to 2 CFR 200.328 and 34 CFR 76.720; and
Performance data reports pursuant to section 113(b)(3)(C) of Perkins V.
SEC. 113. [20 U.S.C. 2323] Accountability
(b)(2)(A)(iv)(aa) Core Indicators of Performance for CTE Concentrators at the secondary level. The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

HF 2392 - Academic and Career Guidance and Career and Technical Education Programs and Requirements and Workplace Learning Programs

**Additional Resources**:
Approved Industry Recognized Credential List: https://educate.iowa.gov/higher-ed/cte/irc

## Industry Recognized Credential 2

The second Industry Recognized Credential a student received during the current school year.

| Code | Description | Definition |
|---|---|---|
| | 3 digit code for the Industry Recognized Credential (IRC) | |

**User Notes**

1. An IRC is a certification that has been widely acknowledged as holding value within a specific industry or field. Recipients of such credentials have demonstrated that they possess the knowledge, skills, and competencies required to perform specific tasks or roles within that industry. IRCs are awarded by certifying bodies, trade associations, or professional organizations that have established standards for proficiency and knowledge within that domain. Designed as a validation of an individual's expertise, IRCs serve as a trusted benchmark for employers and stakeholders.
2. The **Approved IRCs List** is designed to provide districts with a starting point to identify relevant high-quality IRCs in alignment with each CTE content area. New certifications can be added through the formal application process, and certifications that are no longer valid or of value can be removed.
3. The public district may select up to (5) certifications per student ID per year.

**Vendor Notes**

- Element is at the student ID level

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0540 | Numeric | 999 | 3 | 3 | Y | N | N | N | 2025 |

**For More Information**: Heather Meissen 515-326-5378 heather.meissen@iowa.gov
Jodie Smith 515-419-5190 jodie.smith@iowa.gov

**Use**: *Annual Condition of Secondary CTE Report, U.S. Department of Education Office of Career, Technical, and Adult Education Consolidated Annual Report (CAR), Federal & State Accountability Reporting*

**Legal Reference**:
Perkins V Act - Under the Perkins legislation and applicable U.S. Department regulations, eligible agencies are required to submit the following reports each year—
Narrative performance report pursuant to 2 CFR 200.329 and 34 CFR 76.720;
Financial reports pursuant to 2 CFR 200.328 and 34 CFR 76.720; and
Performance data reports pursuant to section 113(b)(3)(C) of Perkins V.
SEC. 113. [20 U.S.C. 2323] Accountability
(b)(2)(A)(iv)(aa) Core Indicators of Performance for CTE Concentrators at the secondary level. The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

HF 2392 - Academic and Career Guidance and Career and Technical Education Programs and Requirements and Workplace Learning Programs

**Additional Resources**:
Approved Industry Recognized Credential List: https://educate.iowa.gov/higher-ed/cte/irc

## Industry Recognized Credential 3

The third Industry Recognized Credential a student received during the current school year.

| Code | Description | Definition |
|---|---|---|
| | 3 digit code for the Industry Recognized Credential (IRC) | |

**User Notes**

1. An IRC is a certification that has been widely acknowledged as holding value within a specific industry or field. Recipients of such credentials have demonstrated that they possess the knowledge, skills, and competencies required to perform specific tasks or roles within that industry. IRCs are awarded by certifying bodies, trade associations, or professional organizations that have established standards for proficiency and knowledge within that domain. Designed as a validation of an individual's expertise, IRCs serve as a trusted benchmark for employers and stakeholders
2. The **Approved IRCs List** is designed to provide districts with a starting point to identify relevant high-quality IRCs in alignment with each CTE content area. New certifications can be added through the formal application process, and certifications that are no longer valid or of value can be removed.
3. The public district may select up to (5) certifications per student ID per year.

**Vendor Notes**

- Element is at the student ID level

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0540 | Numeric | 999 | 3 | 3 | Y | N | N | N | 2025 |

**For More Information**: Heather Meissen 515-326-5378 heather.meissen@iowa.gov
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**Use**: *Annual Condition of Secondary CTE Report, U.S. Department of Education Office of Career, Technical, and Adult Education Consolidated Annual Report (CAR), Federal & State Accountability Reporting*

**Legal Reference**:
Perkins V Act - Under the Perkins legislation and applicable U.S. Department regulations, eligible agencies are required to submit the following reports each year—
Narrative performance report pursuant to 2 CFR 200.329 and 34 CFR 76.720;
Financial reports pursuant to 2 CFR 200.328 and 34 CFR 76.720; and
Performance data reports pursuant to section 113(b)(3)(C) of Perkins V.
SEC. 113. [20 U.S.C. 2323] Accountability
(b)(2)(A)(iv)(aa) Core Indicators of Performance for CTE Concentrators at the secondary level. The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

HF 2392 - Academic and Career Guidance and Career and Technical Education Programs and Requirements and Workplace Learning Programs

**Additional Resources**:
Approved Industry Recognized Credential List: https://educate.iowa.gov/higher-ed/cte/irc

## Industry Recognized Credential 4

The fourth Industry Recognized Credential a student received during the current school year.

| Code | Description | Definition |
|---|---|---|
| | 3 digit code for the Industry Recognized Credential (IRC) | |

**User Notes**

1. An IRC is a certification that has been widely acknowledged as holding value within a specific industry or field. Recipients of such credentials have demonstrated that they possess the knowledge, skills, and competencies required to perform specific tasks or roles within that industry. IRCs are awarded by certifying bodies, trade associations, or professional organizations that have established standards for proficiency and knowledge within that domain. Designed as a validation of an individual's expertise, IRCs serve as a trusted benchmark for employers and stakeholders.
2. The **Approved IRCs List** is designed to provide districts with a starting point to identify relevant high-quality IRCs in alignment with each CTE content area. New certifications can be added through the formal application process, and certifications that are no longer valid or of value can be removed.
3. The public district may select up to (5) certifications per student ID per year.

**Vendor Notes**

- Element is at the student ID level

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0540 | Numeric | 999 | 3 | 3 | Y | N | N | N | 2025 |

**For More Information**: Heather Meissen 515-326-5378 heather.meissen@iowa.gov
Jodie Smith 515-419-5190 jodie.smith@iowa.gov

**Use**: *Annual Condition of Secondary CTE Report, U.S. Department of Education Office of Career, Technical, and Adult Education Consolidated Annual Report (CAR), Federal & State Accountability Reporting*

**Legal Reference**:
Perkins V Act - Under the Perkins legislation and applicable U.S. Department regulations, eligible agencies are required to submit the following reports each year—
Narrative performance report pursuant to 2 CFR 200.329 and 34 CFR 76.720;
Financial reports pursuant to 2 CFR 200.328 and 34 CFR 76.720; and
Performance data reports pursuant to section 113(b)(3)(C) of Perkins V.
SEC. 113. [20 U.S.C. 2323] Accountability
(b)(2)(A)(iv)(aa) Core Indicators of Performance for CTE Concentrators at the secondary level. The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

HF 2392 - Academic and Career Guidance and Career and Technical Education Programs and Requirements and Workplace Learning Programs

**Additional Resources**:
Approved Industry Recognized Credential List: https://educate.iowa.gov/higher-ed/cte/irc

## Industry Recognized Credential 5

The fourth Industry Recognized Credential a student received during the current school year.

| Code | Description | Definition |
|---|---|---|
| | 3 digit code for the Industry Recognized Credential (IRC) | |

**User Notes**

1. An IRC is a certification that has been widely acknowledged as holding value within a specific industry or field. Recipients of such credentials have demonstrated that they possess the knowledge, skills, and competencies required to perform specific tasks or roles within that industry. IRCs are awarded by certifying bodies, trade associations, or professional organizations that have established standards for proficiency and knowledge within that domain. Designed as a validation of an individual's expertise, IRCs serve as a trusted benchmark for employers and stakeholders.
2. The **Approved IRCs List** is designed to provide districts with a starting point to identify relevant high-quality IRCs in alignment with each CTE content area. New certifications can be added through the formal application process, and certifications that are no longer valid or of value can be removed.
3. The public district may select up to (5) certifications per student ID per year.

**Vendor Notes**

- Element is at the student ID level

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0540 | Numeric | 999 | 3 | 3 | Y | N | N | N | 2025 |

**For More Information**: Heather Meissen 515-326-5378 heather.meissen@iowa.gov
Jodie Smith 515-419-5190 jodie.smith@iowa.gov

**Use**: *Annual Condition of Secondary CTE Report, U.S. Department of Education Office of Career, Technical, and Adult Education Consolidated Annual Report (CAR), Federal & State Accountability Reporting*

**Legal Reference**:
Perkins V Act - Under the Perkins legislation and applicable U.S. Department regulations, eligible agencies are required to submit the following reports each year—
Narrative performance report pursuant to 2 CFR 200.329 and 34 CFR 76.720;
Financial reports pursuant to 2 CFR 200.328 and 34 CFR 76.720; and
Performance data reports pursuant to section 113(b)(3)(C) of Perkins V.
SEC. 113. [20 U.S.C. 2323] Accountability
(b)(2)(A)(iv)(aa) Core Indicators of Performance for CTE Concentrators at the secondary level. The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

HF 2392 - Academic and Career Guidance and Career and Technical Education Programs and Requirements and Workplace Learning Programs

**Additional Resources**:
Approved Industry Recognized Credential List: https://educate.iowa.gov/higher-ed/cte/irc

## Diploma

Did the student receive a district diploma by meeting a set of board approved graduation requirements /credits?

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | A District Diploma is given to a student who meets minimum local district graduation requirements. These students are graduates. |
| 0 | No | The student completes high school but does not meet district graduation requirements. This would include students receiving a Certificate of Attendance, a Certificate of Completion, or an Honorary Diploma. These students may walk the stage but are not counted as graduates. |
| 99 | Not applicable | |

**User Notes**

1. Must be 1 or 0 for students who have completed high school. They cannot be included in the following year's Student Reporting files. If a senior does not complete requirements during the current school year, will be returning the next school year, and/or will complete over the summer, leave Diploma as 99.
2. Under ESSA guidelines, the attending district must report the graduates including those that are tuitioned in.
3. Only the district and school of primary enrollment may issue a District Diploma or Certificate of Attendance or Completion.
4. Diploma must be '99' for students with Entry Code 6, 7, 8, 9, 12, 13, 14, 16, 18, 21, 27, 28, 29, 30, 31, 40, 51, 55, 82, 83 and 90. These students may use the Exit Code 14 (End or Change Enrollment) at the end of the year.
5. Students who receive a District Diploma are considered to be Graduates, must have a Post-graduation Location, Post-graduation Plan, and 1 (Yes) or 0 (No) for both the Extracurricular Activities and Paying Job elements.
6. Foreign Exchange students who meet district graduation requirements may receive a District Diploma. It is more common that they do not meet the district requirements and are given an Honorary Diploma (code = 0 No)
7. A student who successfully completes district requirements for a Diploma midyear should be given Exit Code 8 (Graduated from High School) on the last day of attendance.
8. IEP students are to be staffed out of their IEP before they can receive a District Diploma. Enter the IEP Staffed Out Date but do not change the IEP Level of the student being staffed out. No new enrollment record is needed.
9. If a student receives a District Diploma over the summer prior to the start of instruction in the next school year, enter that student's graduation information in the "Graduate Verification" web application. Do not include the student in the Fall submission.
10. IEP students who have not yet met their vocational goals and are continuing their education in a Transition Services - 4+ program have a Diploma 99.
11. Tuitioned In and Open Enrolled In students who are in a 4+ program remain in the attending district and are reported as active by the attending district with a Service Facility Type of 4 and the respective Service Provider / Facility. When the student completes the program, the attending district will complete the state reporting information.

**Vendor Notes**

- Diploma and graduation field values must be sent with the most recent non-55 enrollment

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0550 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2005 |

**Legal Reference:** OMB 1850-0925

**Use**: Graduation rate calculation

**Additional Resources:** https://educate.iowa.gov/pk-12/accreditation-program-approval/high-school-requirements

## Post-graduation Location

The graduate's intended post-graduation location.

| Code | Description | Definition |
|---|---|---|
| 1 | In-state | |
| 2 | Out-of-state | |
| 99 | Not applicable | |

**User Notes**

1. Must be 1 or 2 for students with Diploma 1 (Yes).

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0560 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2005 |

**For More Information**:
Jason Crowley 515-336-3923 jason.crowley@iowa.gov

**Use**: Federal IDEA Reporting

**Legal Reference**: IDEA, Section 618

## Post-graduation Plan

The graduate's intended post-graduation plan.

| Code | Description | Definition |
|---|---|---|
| 1 | Four year private college | |
| 2 | Four year public college | |
| 3 | Community college | |
| 4 | Two year private college | |
| 5 | Other postsecondary | |
| 6 | Employment | |
| 8 | Active Military | |
| 9 | Unknown | |
| 10 | Apprenticeship | |
| 11 | Internship | |
| 99 | Not applicable | |

**User Notes**

1. Must be 1-6 or 8-11 for students with Diploma 1 (Yes).

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0570 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2005 |

**For More Information**:
Jason Crowley 515-336-3923 jason.crowley@iowa.gov

**Use**: Federal IDEA Reporting

**Legal Reference**: IDEA, Section 618

## Extracurricular Activities

Did the student participate in extracurricular activities at any time while in grades 9-12?

Extra curricular activities are limited to those sponsored by the school.

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |
| 99 | Not applicable | |

**User Notes**

1. Must be 99 for PK-8 students.
2. Must be 1 or 0 for students with Diploma 1 (Yes).

**Vendor Notes**

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0555 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2017 |

**For More Information**:
Melissa Schnurr 515-419-9471 Melissa.Schnurr@iowa.gov

**Use**: State Performance Plan (SPP) and Annual Performance Report (APR) under Individuals with Disabilities Education Act (IDEA) - Part B - Annual requirement

## Paying Job

Did the student have a paying job at any time while in grades 9-12?

Paying job does not include work around the student's house, either routine or episodic, for which the student is paid e.g., allowance. Work for a family business that someone other than the student could have been employed to do should be counted.

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |
| 99 | Not applicable | |

**User Notes**

1. Must be 99 for PK-8 students.
2. Must be 1 or 0 for students with Diploma 1 (Yes).

**Vendor Notes**

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0557 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2017 |

**For More Information**:
Melissa Schnurr 515-419-9471 Melissa.Schnurr@iowa.gov

**Use**: State Performance Plan (SPP) and Annual Performance Report (APR) under Individuals with Disabilities Education Act (IDEA) - Part B - Annual requirement

## Biliteracy Seal 2nd Language

A language (other than English) that a student is fluent in reading, writing, speaking, and listening.

This data element applies only to districts who are participating in the Biliteracy Seal program per Fall BEDS reporting.

| Code | Description | Definition |
|---|---|---|
| | Three letter Biliteracy Seal Language Code | Biliteracy Seal Language Codes are in Addendum C |

**User Notes**

1. The student has demonstrated proficiency in English and in this language on a state approved assessment.
2. Biliteracy Languages not listed in Addendum C should use the parent language from https://www.ethnologue.com/

**Vendor Notes**

- Value must be lower case

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0571 | Alpha | No Default | 3 | 3 | Y | N | N | N | 2020 |

**For More Information**:
Stefanie Wager 515-419-2876 stefanie.wager@iowa.gov

**Legal Reference:** Iowa Administrative Code 256.9

**Additional Resources:** Iowa Biliteracy Seal guidance: https://educate.iowa.gov/media/4455/download?inline

## Biliteracy Seal 3rd Language

A language (other than English) that a student is fluent in reading, writing, speaking, and listening.

This data element applies only to districts who are participating in the Biliteracy Seal program per Fall BEDS reporting.

| Code | Description | Definition |
|---|---|---|
| | Three letter Biliteracy Seal Language Code | Biliteracy Seal Language Codes are in Addendum C |

**User Notes**

1. The student has demonstrated proficiency in English and in this language on a state approved assessment.
2. Biliteracy Languages not listed in Addendum C should use the parent language from https://www.ethnologue.com/

**Vendor Notes**

- Value must be lower case

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0572 | Alpha | No Default | 3 | 3 | Y | N | N | N | 2020 |

**For More Information**:
Stefanie Wager 515-419-2876 stefanie.wager@iowa.gov

**Legal Reference:** Iowa Administrative Code 256.9

**Additional Resources:** Iowa Biliteracy Seal guidance: https://educate.iowa.gov/media/4455/download?inline

## Civics Test

The percent the high school student earned on the civics test.

| Code | Description | Definition |
|---|---|---|
| | Percent earned on the civics test | |

**User Notes**

1. Required for any student with a diploma value of '1' Yes.
2. May be completed at any time the student is enrolled in grades 9 through 12.
3. High school students must have a test score of 60% or higher to graduate.
4. Rounded to the nearest whole percent

**Vendor Notes**

- Whole number, no decimals

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0573 | Numeric | 999 | 1 | 3 | Y | N | N | N | 2026 |

**For More Information**:
Stefanie Wager 515-419-2876 stefanie.wager@iowa.gov

**Legal Reference:** SF369

**Additional Resources:** https://educate.iowa.gov/pk-12/standards/instruction/social-studies

## Preschool Program 1 Type

Type of program for the student served in a preschool classroom.

| Code | Description | Definition |
|---|---|---|
| 3 | SWVPP | Statewide Voluntary Preschool Program |
| 4 | Preschool - Not SWVPP | District sponsored preschool program that is not a SWVPP, including community based sites (or Head Start programs) providing early childhood special education. |
| 5 | Early Childhood Special Education classroom | A preschool classroom where more than half of the students are on IEPs. |
| 99 | Not Applicable | |

**User Notes**

1. Not applicable to nonpublic schools.
2. Must be 3-5 for PK students
3. All students in a PK program session will have the same preschool program type.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0834 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2013 |

**For More Information**:
Mary Breyfogle 515-326-1030 mary.breyfogle@iowa.gov

**Legal Reference**: Iowa Code 256C (Statewide Preschool Program); IAC 281-16

**Additional Resources:** https://educate.iowa.gov/pk-12/early-childhood/swvpp

## Preschool Program 1 Hours

Number of hours per week the student is attending Preschool Program 1.

| Code | Description | Definition |
|---|---|---|
| | 0.0 to 99.9 | Number of hours preschool student is attending Preschool Program 1 |

**User Notes**

1. Not applicable to nonpublic schools
2. Must be > 0.0 for PK student.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0836 | Numeric | 0.0 | 3 | 4 | Y | N | N | N | 2013 |

**For More Information**:
Mary Breyfogle 515-326-1030 mary.breyfogle@iowa.gov

**Legal Reference**: Iowa Code 256C (Statewide Preschool Program); IAC 281-16

## Preschool Program 1 Session

The ID Number for this preschool session from the Preschool Desk Audit portion of CASA.

User defined

**User Notes**

1. Not applicable to nonpublic schools.
2. Required for all PK students whose Preschool Program 1 Type is 3 (SWVPP) or 5 (Early Childhood Special Education only classroom).
3. Students on an instructional IEP with Preschool Program 1 Type 4 (Preschool - Not SWVPP), must have a session number.
4. Homebound PKIEP students do not need a session number, but must have Service/Facility Type '11'.
5. The session number to report here is the four digit session ID generated in the Preschool Desk Audit Portion of CASA.
6. The local designee who completes the Preschool Desk Audit can access and provide local session numbers.
7. The Session ID is newly created each year and is valid only for the year in which created.
8. All students with the same Preschool Session number will have the same Preschool Program Type.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0838 | Alpha | No Default | 4 | 4 | Y | N | N | N | 2013 |

**For More Information**:
Mary Breyfogle 515-326-1030 mary.breyfogle@iowa.gov

**Legal Reference**: Iowa Code 256C (Statewide Preschool Program); IAC 281-16

## Preschool Program 2 Type

Type of program for the student served in a second preschool classroom.

| Code | Description | Definition |
|---|---|---|
| 3 | SWVPP | Statewide Voluntary Preschool Program |
| 4 | Preschool - Not SWVPP | District sponsored preschool program that is not a SWVPP, including community based sites (or Head Start programs) providing early childhood special education. |
| 5 | Early Childhood Special Education classroom | A preschool classroom where more than half of the students are on IEPs. |
| 99 | Not Applicable | |

**User Notes**

1. Not applicable to nonpublic schools.
2. Applies only to PK students who are attending two different types of preschool programs.
3. A PK student may not be enrolled in more than one SWVPP session.
4. All students in a PK program session will have the same preschool program type.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0835 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2013 |

**For More Information**:
Mary Breyfogle 515-326-1030 mary.breyfogle@iowa.gov

**Legal Reference**: Iowa Code 256C (Statewide Preschool Program); IAC 281-16

**Additional Resources:** https://educate.iowa.gov/pk-12/early-childhood/swvpp

## Preschool Program 2 Hours

Number of hours per week the student is attending Preschool Program 2.

| Code | Description | Definition |
|---|---|---|
| | 0.0 to 99.9 | Number of hours preschool student is attending Preschool Program 2 |

**User Notes**

1. Not applicable to nonpublic schools
2. Must be > 0.0 for PK students who have a Preschool Program 2 Type.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0837 | Numeric | 0.0 | 3 | 4 | Y | N | N | N | 2013 |

**For More Information**:
Mary Breyfogle 515-326-1030 mary.breyfogle@iowa.gov

**Legal Reference**: Iowa Code 256C (Statewide Preschool Program); IAC 281-16

## Preschool Program 2 Session

The ID Number for this preschool session from the Preschool Desk Audit portion of CASA.

User defined

**User Notes**

1. Not applicable to nonpublic schools.
2. Required for all PK students whose Preschool Program 2 Type is 3 (SWVPP) or 5 (Early Childhood Special Education only classroom).
3. Students on an instructional IEP with Preschool Program 2 Type 4 (Preschool - Not SWVPP), must have a session number.
4. Homebound PKIEP students do not need a session number, but must have Service/Facility Type '11'.
5. The session number to report here is the four digit session ID generated in the Preschool Desk Audit Portion of CASA.
6. The local designee who completes the Preschool Desk Audit can access and provide local session numbers.
7. The Session ID is newly created each year and is valid only for the year in which created.
8. All students with the same Preschool Session number will have the same Preschool Program Type.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0839 | Alpha | No Default | 4 | 4 | Y | N | N | N | 2013 |

**For More Information**:
Mary Breyfogle 515-326-1030 mary.breyfogle@iowa.gov

**Legal Reference**: Iowa Code 256C (Statewide Preschool Program); IAC 281-16

## PK Funded by SWVPP

Is the PK student at least partially funded this year by the State Wide Voluntary Preschool Program (SWVPP)?

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Not applicable to nonpublic schools.
2. Only PK students age 4 on 9/15 in regular education or having an IEP only for support services generate funding through Certified Enrollment.
3. Based on local school board decisions, SWVPP funds may be used to support regular education PK3, PK5 and PKIEP students in SWVPP programs. These students will not generate SWVPP funding through Certified Enrollment.
4. All regular education PK students and PK students with a support services only IEP must have at least 1 of the 7 possible funding sources marked 1.
5. Since PKIEP students (those 3 years of age or older on 9/15 and on an instructional IEP as of 10/1) generate 1.0 funding in Certified Enrollment, and weighted funding through the special ed count, rarely is another funding source needed.
6. Full-time PK students must have more than one funding source identified.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0826 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2011 |

**For More Information**:
Mary Breyfogle 515-326-1030 mary.breyfogle@iowa.gov

**Use:** Legislative Report

**Legal Reference:** Iowa Code 256C (Statewide Preschool Program)

## PK Funded by Head Start

Is the PK student at least partially funded this year by Head Start?

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Not applicable to nonpublic schools
2. All regular education PK students and PK students with a support services only IEP must have at least 1 of the 7 possible funding sources marked 1.
3. Since PKIEP students (those 3 years of age or older on 9/15 and on an instructional IEP as of 10/1) generate 1.0 funding in Certified Enrollment, and weighted funding through the special ed count, rarely is another funding source needed.
4. Full-time PK students must have more than one funding source identified.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0821 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2011 |

**For More Information**:
Mary Breyfogle 515-326-1030 mary.breyfogle@iowa.gov

**Use:** Legislative Report

**Legal Reference:** Iowa Code 256C (Statewide Preschool Program)

## PK Funded by Shared Visions

Is the PK student at least partially funded this year by Shared Visions?

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Not applicable to nonpublic schools
2. Child Development Coordinating Council (CDCC) is the organization that distributes Shared Vision funds.
3. All regular education PK students and PK students with a support services only IEP must have at least 1 of the 7 possible funding sources marked 1.
4. Since PKIEP students (those 3 years of age or older on 9/15 and on an instructional IEP as of 10/1) generate 1.0 funding in Certified Enrollment, and weighted funding through the special ed count, rarely is another funding source needed.
5. Full-time PK students must have more than one funding source identified.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0822 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2011 |

**For More Information**:
Mary Breyfogle 515-326-1030 mary.breyfogle@iowa.gov

**Use:** Legislative Report

**Legal Reference:** Iowa Code 256C (Statewide Preschool Program)

## PK Funded by Early Childhood Iowa (ECI)

Is the PK student at least partially funded this year by Early Childhood Iowa (ECI)?

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Not applicable to nonpublic schools.
2. All regular education PK students and PK students with a support services only IEP must have at least 1 of the 7 possible funding sources marked 1.
3. Since PKIEP students (those 3 years of age or older on 9/15 and on an instructional IEP as of 10/1) generate 1.0 funding in Certified Enrollment, and weighted funding through the special ed count, rarely is another funding source needed.
4. Full-time PK students must have more than one funding source identified.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0823 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2011 |

**For More Information**:
Mary Breyfogle 515-326-1030 mary.breyfogle@iowa.gov

**Use:** Legislative Report

**Legal Reference:** Iowa Code 256C (Statewide Preschool Program)

## PK Funded by Parent

Is the PK student at least partially funded this year by the student's parent/guardian?

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Not applicable to nonpublic schools.
2. All regular education PK students and PK students with a support services only IEP must have at least 1 of the 7 possible funding sources marked 1.
3. Since PKIEP students (those 3 years of age or older on 9/15 and on an instructional IEP as of 10/1) generate 1.0 funding in Certified Enrollment, and weighted funding through the special ed count, rarely is another funding source needed.
4. Full-time PK students must have more than one funding source identified.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0824 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2011 |

**For More Information**:
Mary Breyfogle 515-326-1030 mary.breyfogle@iowa.gov

**Use:** Legislative Report

**Legal Reference:** Iowa Code 256C (Statewide Preschool Program)

## PK Funded by Other

Is the PK student at least partially funded this year by other sources such as private business contributions, grants, donations, and other scholarships?

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Not applicable to nonpublic schools.
2. All regular education PK students and PK students with a support services only IEP must have at least 1 of the 7 possible funding sources marked 1.
3. Does not include district general funds.
4. Since PKIEP students (those 3 years of age or older on 9/15 and on an instructional IEP as of 10/1) generate 1.0 funding in Certified Enrollment, and weighted funding through the special ed count, rarely is another funding source needed.
5. Full-time PK students must have more than one funding source identified.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0827 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2012 |

**For More Information**:
Mary Breyfogle 515-326-1030 mary.breyfogle@iowa.gov

**Use:** Legislative Report

**Legal Reference:** Iowa Code 256C (Statewide Preschool Program)

## PK Funded by Title I

Is the PK student at least partially funded this year by Title I?

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Not applicable to nonpublic schools.
2. All regular education PK students and PK students with a support services only IEP must have at least 1 of the 7 possible funding sources marked 1.
3. Since PKIEP students (those 3 years of age or older on 9/15 and on an instructional IEP as of 10/1) generate 1.0 funding in Certified Enrollment, and weighted funding through the special ed count, rarely is another funding source needed.
4. Full-time PK students must have more than one funding source identified.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0825 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2011 |

**For More Information**:
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Isbelia Arzola 515-326-5692 isbelia.arzola@iowa.gov

**Use:** Legislative Report

**Legal Reference:** Iowa Code 256C (Statewide Preschool Program)

## Immigrant

Is the student considered an immigrant?

The term "eligible immigrant student" is defined as an individual student who (a) is aged three through twenty-one; (b) was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and (c) has not been attending any one or more schools in the United States for more than three full school years. (20 U.S.C. § 7011[6].)

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Date entered US schools is required if Immigrant is 1.
2. Immigrant status remains for the entire year.
3. A child adopted at age 3-21 who meets the criteria is an immigrant.
4. In the educational environment, a student is classified as an immigrant only until the student has attended US schools for a cumulative period of three years. Once the three years of eligibility for immigrant status have been met, the immigrant indicator should be updated at the end of the school year. Example: An immigrant student attended one year of school in Texas before arriving in Iowa and would be eligible for immigrant status for two additional years.
5. Immigrants (adults and children) come to the U.S. with the intention of making this country their permanent home and have no intention of returning to their countries of origin. Schools may not question immigrant students as to their "legal" status and may not demand their “documentation.” Pursuant to Plyler v. Doe, public school districts shall provide these students, assuming they meet residency requirements, with tuition-free education.

**Vendor Notes**

**Data Element Rollover:** User preference. Status determined each year. Once given a '1' (Yes) status, it changes only when the three year limitation is exceeded.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0330 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2005 |

**For More Information**:
Terri Schuster 515-681-2492 terri.schuster@iowa.gov
Rachel Pettigrew 515-380-5115 rachel.pettigrew@iowa.gov

**Legal Reference:** EDFacts (OMB 1850-0925)

**Additional Resources:** https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap70-subchapIII-partC-sec7011.htm

## First Enrollment Date in US School

Date student began enrollment in a U.S. school.

MM/DD/CCYY

**User Notes**

1. Required for immigrants.
2. Required for EL students new to your district and all EL KG students to determine first, second, or third year in US school for ESSA Accountability.
3. Transferring within the US or out of the country and returning does not change the date.
4. This is not the Date of Entry into the district, unless this is the student's first enrollment in a US School.

**Vendor Notes**

**Data Element Rollover:** Yes. This should not change even if the Immigrant status changes from '1' Yes to '0' No.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0490 | Date | No Default | 10 | 10 | Y | N | N | N | 2005 |

**For More Information**:
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Rachel Pettigrew 515-380-5115 rachel.pettigrew@iowa.gov

**Use:** Assessment Accountability

**Legal Reference:** EDFacts (OMB 1850-0925)

## EL Status

Current EL status of a K-12 student.

| Code | Description | Definition |
|---|---|---|
| 1 | Student is in an English Language Instructional Program | A student whose primary/native language is not English and/or whose proficiency in English puts the student at risk for not being academically successful in an English-only classroom and is receiving EL instruction on-site. |
| 2 | Identified as EL but parent waived LIEP services | A student whose primary/native language is not English and/or whose proficiency in English puts the student at risk for not being academically successful in an English-only classroom but is not receiving LIEP services because of a waiver requested by the parent for the current school year. The annual ELPA21 assessment is required. |
| 4 | Exited | Student has scored proficient on ELPA21 |
| 5 | Screened and not identified as EL | Student scored proficient on ELPA21 Screener |
| 6 | PK Potential English Learners | Only valid for PK students. |
| 7 | Student served off site | A student whose primary/native language is not English and/or whose proficiency in English puts the student at risk for not being academically successful in an English-only classroom and is being served and/or being tested off-site. Most common for nonpublic EL students being served by public districts. |
| 8 | Pending | A K-12 student who is entering an Iowa school for the first time, whose primary/native language is not English, and who does not have a current screening result. |
| 99 | Not applicable | |

**User Notes**

1. Must be 6 or 99 for PK students.
2. All students with EL Status of 1 or 2 must take the ELPA21 annually as part of a demonstration of English language proficiency.
3. An EL status of 2 does not waive the district's requirement to follow state and federal requirements.
4. Students with EL Status of 2 need to have parental waivers signed and dated for the current school year.
5. An EL status of 8 is only valid for students new to the state and not for in-state transfers.
6. Only students with EL Status 1 a) being served by an ESL endorsed teacher, b) who have not exceeded their 5 years of funding and c) who have ELPA results are included for EL weighted funding in Certified Enrollment.
7. The DE will calculate EL weighted funding based upon previous and current Student Reporting Fall submissions and ELPA results.
8. Upon Exiting EL, the student must be monitored for two years by a certified teacher.
9. If a PK student is identified as a 6, there is no LIEP Placement Date.
10. Students cannot be exited from EL until they are proficient on the ELPA21 or Alt ELPA.
11. Students can only be exited from EL during the window of 7/1 through 9/30.
12. An Iowa student's last reported Native Language and EL information may be found on the Iowa Education Portal by selecting EdInsight and then the EL Statewide search.

**Vendor Notes**

- Note that Code '6' Potential English Language Learner is applicable to PK students and requires no Placement Date.

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0420 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2005 |

**For More Information**:
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Rachel Pettigrew 515-380-5115 rachel.pettigrew@iowa.gov

**Legal Reference**: Iowa Code 280.4 (Uniform School Requirements); IAC 281-60

**Additional Resources:** English Language Proficiency Assessment for the 21st Century: https://educate.iowa.gov/pk-12/standards/specialized-instruction/english-learners/elpa21

## LIEP Placement Date

Most recent date a student was placed in the district's language instruction education program (LIEP).

MM/DD/CCYY

**User Notes**

1. Required for all K-12 students with EL Status of 1 (In the LIEP).
2. Required for all K-12 students with EL Status of 4 (Exited) and a subsequent LIEP Exit Date.
3. Do not remove LIEP Placement Date when exiting a student from EL Services.

**Vendor Notes**

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0460 | Date | No Default | 10 | 10 | Y | N | N | N | 2005 |

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**Use**: Certified Enrollment

**Legal Reference**: Iowa Code 280.4 (Uniform School Requirements); IAC 281-60

## LIEP Exit Date

Date student was classified as EL Status 4 (Exited).

MM/DD/CCYY

**User Notes**

1. Required for all students with EL Status 4.
2. LIEP is Language Instructional Educational Program.
3. A student cannot be exited from EL programming until proficient on the ELPA21 or Alt ELPA given in the spring.
4. For students proficient in the current spring, the EL Exit Date must be between 7/1 and 9/30 of the following year and monitoring must begin.
5. A student transferring out of your district cannot be exited from EL simply because the student is leaving the district.

**Vendor Notes**

- Required if EL Status (D0420) = 4

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0465 | Date | No Default | 10 | 10 | Y | N | N | N | 2006 |

**For More Information**:
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**Legal Reference**: Public Law 114-95,2015 (ESSA), Section 3121

## LIEP Instructional Program

The instructional program of a current EL student.

| Code | Description | Definition |
|---|---|---|
| 1 | Dual Language Program | Also known as two-way, or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language. |
| 10 | Other Bilingual Program | Bilingual education…refers to approaches in the classroom that use the native language of English language learners (ELs) for instruction. |
| 14 | Newcomer Program | Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction). |
| 15 | Sheltered Instruction | An instructional approach used to make academic instruction in English understandable to English language learners (ELs). In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. |
| 16 | English as A Second Language (ESL) | A program of techniques, methodology, and special curriculum designed to teach English language learners (ELs) English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of native language. |
| 99 | Not applicable | |

**User Notes**

1. Must be 1, 10, 14, 15, or 16 for students with EL Status 1 (Student is in an English Language Instructional Program).
2. LIEP is Language Instructional Educational Program.
3. LIEP Instructional Programs require a properly endorsed teacher.
4. Legacy values only valid for student who exited EL prior to Fall, 2015: 2 Transitional Bilingual Program, 3 Bilingual Heritage Language Preservation Program, 5 English as a Second Language Sheltered English Instruction Program, 6 English as a Second Language Structured English Immersion Program, 7 Other English as a Second Language Program (not listed), 8 Two Way Immersion Bilingual Program, 9 Developmental Bilingual Program, 11 English as a Second Language Program Specially Designed Academic Instruction Delivered in English (SDAIE) Program, 12 Content-based English as a Second Language Program, and 13 English as a Second Language Pullout Program.

**Vendor Notes**

- For a new entry, allow only the current code values. Legacy values may still be valid (see User Notes).

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0470 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2005 |

**For More Information:**
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**Use:** Consolidated State Performance Report (CSPR)

**Legal Reference:** Iowa Code 280.4 (Uniform School Requirements); IAC 281-60; Section 8303 of Elementary and Secondary Education Act (ESEA)

**Additional Resources:** National Association for Bilingual Education: https://nabe.org/

## Date Parent Waived LIEP Services

Date the parent waived LIEP (Language Instructional Education Program) services.

MM/DD/CCYY

**User Notes**

1. Required for all K-12 students with EL Status 2 (Identified as EL but parent waived services) for the current school year.
2. A parent waiver and date are required each year until the student demonstrates proficiency on the ELPA21 or Alt ELPA spring assessment.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0425 | Date | No Default | 10 | 10 | Y | N | N | N | 2017 |

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**Legal Reference**: Iowa Code 280.4 (Uniform School Requirements); IAC 281-60

## School Number

The state assigned four-digit code for the school where the student is enrolled.

Four numeric characters

**User Notes**

1. Required for all PK-12 students.
2. ESSA accountability requires all students be assigned to a school building. This means all students with Entry Codes of 1, 2, 3, 4, 5, 10, 15, 60, 81 and all tuitioned out students (if reported) are required to be reported at a building. The only exceptions (where district level building of 0000 may be used) are for students who are:
    - Open Enrolled-Out
    - HSAP
    - CPI Dual Enrolled for only activities, testing, or support services
    - PKIEP students served in a non-district or non-SWVPP location
    - Non-public shared time or CPI Dual Enrolled students enrolled for off-campus college credit courses only
    - Students in residential treatment facilities in your district (except for Woodward Academy)

**Vendor Notes**

**Data Element Rollover:** User determined

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| K0030 | Alpha | No Default | 4 | 4 | Y | Y | N | Y | 2005 |

**For More Information**:

**Use**: ESSA Accountability

## Entry Date

The beginning date of this enrollment period.

MM/YY/CCYY

**User Notes**

1. Required for all PK-12 students.
2. Students included in the rollover from the prior year will have an entry date into the new school year within the range of July 1 to the first day of school of the current school year.
3. New students into a district after Day 1 will have an Entry Date of the first date for which they are both enrolled and attending classes.
4. When a student reenters the district in the same year after being exited out, create a new enrollment record with the reentry date, entry code, and enrollment information. Do not change the previous enrollment.
5. When a change in school, entry code, CPI Dual Enrollment, FTE, Resident District, Accountable District, Nonpublic school number, Foster Care, Service Provider/Facility, Service/Facility Type, or IEP Level occurs while a student is continuously enrolled in your district, end the first enrollment with Exit Code 28 (Transferred Within District) if the school changes or Exit Code 14 (End or Change Enrollment) if the school does not change. Create a new enrollment with the changed information.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0185 | Date | No Default | 10 | 10 | Y | N | N | N | 2009 |

**Use:** Certified Enrollment, ESSA Accountability, Supplemental Weighting, Student State ID System

**Legal Reference:** Iowa Code 257.6 (Financing School Programs); Iowa Code 257.11 (SW)

## Entry Type

Where did the student come from before this entry into the school?

The process by which a student enters a school during a given academic session.

| Code | Description | Definition |
|---|---|---|
| 01838 | Original entry into a United States school | Student is entering a US school for the first time and has no previous school attendance. Used primarily for PK or KG students. |
| 01835 | Re-entry from the same school with no interruption in schooling | Used at the beginning of the year for students who are continuing enrollment in the same building or for a re-enrollment following an exit code of '14' End or Change Enrollment. |
| 01821 | Transfer from a different building in the same district | Student is changing buildings within the same district (re-enrolled after an exit code of '28' Within District Transfer) or student is progressing from one building to another at the beginning of the school year. |
| 01822 | Transfer from a public school in a different district in the same state | Student is entering from another public district in Iowa. |
| 01823 | Transfer from a public school in a different state | Student is entering from a public school in a state other than Iowa. |
| 01824 | Transfer from a private, non-religiously-affiliated school in the same district | |
| 01825 | Transfer from a private, non-religiously-affiliated school in a different district in the same state | |
| 01826 | Transfer from a private, non-religiously-affiliated school in a different state | |
| 01827 | Transfer from a private, religiously-affiliated school in the same district | Student is entering public school from an accredited nonpublic school, or an accredited non-public student is changing buildings in the same LEA. |
| 01828 | Transfer from a private, religiously-affiliated school in a different district in the same state | Student is entering public school from an accredited nonpublic school in another LEA |
| 01829 | Transfer from a private, religiously-affiliated school in a different state | Student is entering from a nonpublic school in a state other than Iowa. |
| 01830 | Transfer from a school outside of the country | Student was previously enrolled in a US school, moved out of the country and is returning to a US school. |
| 01831 | Transfer from an institution | Student is entering the district, coming from a DHS Program (Juvenile Home, Training School, MHI), Regents School or prison. |
| 01832 | Transfer from a charter school | Out-of-state or in-state |
| 01833 | Transfer from homeschooling | Includes non-accredited schools |
| 01836 | Re-entry after a voluntary withdrawal | Student is re-enrolling after being exited (e.g. dropout or prolonged illness) and did not attend another school before re-enrolling. |
| 01837 | Re-entry after an involuntary withdrawal | Student is re-enrolling after an expulsion. |
| 01839 | Original entry into a United States school from a foreign country with no interruption in schooling | Student is entering a US school for the first time and was previously enrolled in a school in a foreign country. |
| 01840 | Original entry into a United States school from a foreign country with an interruption in schooling | |
| 09999 | Other | |

**User Notes**

1. Required for all PK-12 students with BEDS Entry Codes 1, 2, 3, 4, 5, 10, 11, 15, 60, or 81, and with days enrolled > 1, except when Service/Facility Type = 8 (Border Agreements).
2. Not required for CPI or shared time students with Entry Codes 6-9, 12-14, 16, 18, 21, 27-31, 40, 51, 71, 82 and 83.
3. New enrollees in preschool or kindergarten will have an Entry Type 01838 (Original entry into a United States school).
4. New enrollees transferring from outside the district will need an Entry Type identifying the type and location of the former school.

**Vendor Notes**

- When rolling over to the next year, the vendor should calculate and enter. For students continuing their enrollment in the district and in the same school, populate Entry Type with '01835'. For students continuing in the district but from a different school, populate with Entry Type '01821'.

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0175 | Alpha | No Default | 5 | 5 | Y | N | N | N | 2014 |

**Use**: Student State ID System

## Entry Code

The entry code for the enrollment period.

| Code | Description | Definition |
|---|---|---|
| 1 | Enrolled | Resident student attending school in the district |
| 2 | Open Enrolled In | Nonresident student open enrolled in |
| 3 | Tuitioned In Parent Paid | Student with parent or guardian responsible for tuition, including student on F-1 Visa |
| 4 | Tuitioned In District Paid | Nonresident student with the resident district responsible for tuition |
| 5 | Whole Grade Sharing In | Nonresident regular education student attending school in which a whole grade sharing agreement exists with the resident district. For billing purposes, a student with an instructional IEP cannot be coded as Whole Grade Sharing. |
| 6 | CPI Dual Enrolled | Student receiving competent private instruction and also enrolled in a public school for academic, special education support services, or extra-curricular activities. Also used if the district is providing Iowa Assessment testing. Form A is required. |
| 7 | CPI Home School Assistance (HSAP) | Student receiving competent private instruction and parent is provided in-home assistance by the local district. Form A is required. |
| 8 | Accredited Nonpublic Shared Time | Accredited nonpublic school student taking courses or receiving instructional services on a part-time basis within the district |
| 9 | CPI Dual Enrolled and CPI Home School Assistance | Form A is required. |
| 10 | Tuitioned In Nonresident Out-of-state | Nonresident student whose resident district is outside of Iowa. |
| 11 | Foreign Exchange Student | A student sponsored by a program designated by the United States Department of State, Exchange Visitor Program and Designation Staff. These students generally are in the United States on a J-1 Visa. |
| 12 | Open Enrolled In and CPI Dual Enrolled | Form A is required. |
| 13 | Open Enrolled In and CPI Home School Assistance | Form A is required. |
| 14 | Open Enrolled In and CPI Dual Enrolled and CPI Home School Assistance | Form A is required. |
| 15 | Tuitioned In State Paid | The student is in foster care, has an instructional IEP, and either the parental rights have been terminated, the parents have moved out of state, or the parents cannot be found. Also used for all students residing on public university property in Ames, Iowa City, and Cedar Falls. |
| 16 | Public Shared Time | Public school student enrolled in another district but taking courses or receiving services on a part-time basis within the district |
| 18 | Within District Part-time | Student from another building within the same district taking course(s) at this building |
| 21 | Tuitioned In and CPI Dual Enrolled | Form A is required. |
| 27 | Whole Grade Sharing In and CPI Dual Enrolled | Form A is required. |
| 28 | Whole Grade Sharing In and CPI Home School Assistance | Form A is required. |
| 29 | Whole Grade Sharing In and CPI Dual Enrolled and CPI Home School Assistance | Form A is required. |
| 30 | 28E Out for HSAP | Used for students attending a HSAP program in another district using a 28E agreement |
| 31 | 28E Out for HSAP and CPI Dual Enrolled | Used for students attending a HSAP program in another district using a 28E agreement and is CPI Dual Enrolled in resident district. |
| 40 | Independent Private Instruction (IPI) | This code is for IPI 9-12 students enrolled specifically to take concurrent enrollment courses. Independent Private Instruction is not accredited, enrolls not more than four unrelated students, and does not charge tuition, fees, or other remuneration for instruction. |
| 51 | Open Enrolled Out/Charter School - Shared Time | Open Enrolled out or charter school students participating in concurrent enrollment courses, extracurricular or co-curricular activities in their resident district. |
| 55 | Not Actively Enrolled but Served | Used for students who need to remain active in SIS for district purposes (early |

| Code | Description | Definition |
|---|---|---|
| | | grads, expelled but being served, etc) |
| 60 | Independent Charter Enrolled | |
| 70 | Independent PK Provider enrolled | Valid only for students enrolled with an Independent PK Provider |
| 71 | Independent PK Provider shared | Valid only for Independent PK students enrolled in the public school for special education purposes |
| 81 | Enrolled in Nonpublic School | Valid only for Nonpublic schools. The student must be a resident of Iowa. Non-Iowa residents should use entry code '10'. |
| 82 | Nonpublic Shared Time for Nonpublic Schools | Nonpublic student enrolled in another nonpublic school but taking courses or receiving services on a part-time basis within this nonpublic school. Valid only for nonpublic schools. |
| 83 | Nonpublic Enrolled for Activities Only | Student paying the accredited nonpublic to participate in extracurricular activities |
| 90 | State and AEA Facilities | Valid only for AEA Shelters, Detention Centers, State Training School, MHI and Iowa School for the Deaf (ISD). |

**User Notes**

1. Required for all PK-12 students
2. Students who are continuing an Exit Code from the previous year (Tuition Out, Open Enrolled Out, Whole Grade Sharing Out, Expelled) should have an Entry Code that reflects the actual type of entry into the district followed by the correct Exit Code.
3. Foster Care students not on an instructional IEP become residents of the district in which the foster care family/facility is located.
4. Instructional IEP students whose parental rights have not been terminated with no open enrollment papers attending in your district due to whole grade sharing must have an Entry Code of 4.
5. PK students cannot be Open Enrolled or Tuitioned In District Paid to another district unless they have an instructional IEP.
6. The Entry Code for Foreign Students depends on the visa they hold: J-1 Visa - 11 Foreign Exchange Student; F-1 Visa - 3 Tuition In Parent-Paid. Students with a B-2 visa are not allowed to be enrolled in the district.
7. If an entry code of a student changes throughout the year but the school remains the same, the enrollment of the original status needs to be ended with an exit code of 14 (End or Change enrollment). The student is then re-enrolled with a new entry code and resident district, if applicable.
8. BEDS Entry Codes (students served): 1, 2, 3, 4, 5, 10, 11, 15, and 60 except when Service/Facility Type is 8 (Border Agreements).
9. Nonpublic BEDS Entry Codes (students served): 10,11, and 81.
10. Certified Enrollment Entry Codes (students funded by residency): 1, 2, 4, 5, 6, 7, 8, 9, 12, 13, 14, 21, 27, 28, 29, 30, 31, 40, 60 and 71.
11. Assessment Accountability Entry Codes: 1, 2, 3, 4, 5, 10, 15, 60 except when Service/Facility Type is 8 Border Agreements,and 81 when ESA is ‘1’ yes..
12. For the impact of entry codes on Supplementary Weighting, see the document "Supplementary Weighting via SRI" on the SRI Help site.
13. Students entering a public school part-time from a non-accredited public school must have an entry code reflecting CPI Dual Enrollment and have a Form A on file.
14. Students who need to be kept active in the SIS for compulsory attendance, truancy process, mid-year/early graduate, etc but are not being actively served, should be given a new enrollment with Entry Code 55 or add the enrollment to a non-state reportable building starting the day the student is no longer physically attending. The enrollment preceding any ‘55’ enrollment cannot be ended with exit code ‘14’ or ‘28’.
15. Nonpublic shared time students must have a course load reflecting the student’s FTE.
16. Nonpublic shared time students enrolled only for the purpose of IEP consultative model should have an FTE of 0.
17. A student paying to participate in extracurricular activities in an accredited nonpublic school will have an FTE of 0 and ESA of ‘0’ No.
18. Students enrolled in accredited nonpublic schools, charter schools and those receiving competent or independent private instruction may access concurrent enrollment through the school district in which the nonpublic, private institution or charter school is located.
19. Students attending online charter schools may access concurrent enrollment through the student’s school district of residence.
20. Students who reside within the school district or within a contiguous school district, and who are enrolled in an accredited nonpublic or charter school may participate in extracurricular activities including theater, show choir and band if an agreement is in place. These students will have an FTE of 0.

Open Enrollment (see the Open Enrollment Handbook for additional clarification):

21. Open enrollment continues for the duration of education and follows the student. A student who open enrolls from District A into District B that WGS with District C remains under open enrollment whether the student is attending in District B or District C. The open enrollment transfers between Districts B and C, depending on the district serving the student. If the parent rescinds the open enrollment, then the student is no longer under open enrollment.

22. A student with an IEP can participate in open enrollment to the same extent that a student without an IEP can participate.
23. A 4+ year 12th grade IEP student under open enrollment can participate in a transitional program, usually offered by a community college or AEA, to work on the student's transitional goals. Once the IEP team indicates the goals have been met, the open enrolled district codes the student as a graduate with graduate information.
24. Open enrollments are temporarily suspended for students placed in residential treatment.
25. Students open enrolled out to an online school may participate in cocurricular or extracurricular activities in their district of residence if the attending school district does not sponsor such cocurricular or extracurricular activities. These students will have entry code 51 and FTE of 0.

Homeschool Students not under Dual Enrollment or HSAP

26. If you choose to enter homeschool only students into your SIS you may exclude them from state reporting. Homeschool only students who have a CPI Dual Enrollment of '4' Testing only or '5' Special Education support services only may be state reported with an Entry Code of 6.
27. IPI (Independent Private Instruction) 9-12 students who are taking concurrent enrollment classes use Entry Code 40 and an FTE calculated based upon the time in the concurrent enrollment classes. They are not dual enrolled.
28. Entry codes 30 and 31 will require an eight digit service provider of the district providing the HSAP program (4 digit district code followed by 7777)
29. Entry codes 30 and 31: Resident district will keep student actively enrolled with entry code 30 or 31. Attending district will enroll student with Entry Code 16 Public Shared time.

**Vendor Notes**

- Yes. For Active non Graduates (Diploma = 99), use the most recent non ‘55’ Entry Code.

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0180 | Numeric | No Default | 1 | 2 | Y | N | N | N | 2005 |

**Use**: Certified Enrollment, ESSA Accountability, Supplementary Weighting, Student State ID

**Legal Reference:** Iowa Code 257.6 (Financing School Programs); Iowa Code 257.11 (SW)

**Additional Resources:**
Open Enrollment Handbook: https://educateiowa.gov/pk-12/options-educational-choice/open-enrollment
Homeschooling (Private Instruction): https://educate.iowa.gov/pk-12/educational-choice/home-schooling

## ESA Funded

Is this student funded by an Educational Savings Account?

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Required for K-12 students attending an accredited non-public school
2. Reported by the accredited non-public school the student is enrolled in.
3. Must be 0 for all public school students.

**Vendor Notes**

- Recommend a checkbox

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0100 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2024 |

**For More Information:**

**Use: Certified Enrollment**

**Legal Reference:** 257.11B (HF 68)

**Additional Resources:** https://educate.iowa.gov/pk-12/educational-choice/education-savings-accounts

## CPI Dual Enrollment

The type of activities the parent of a home school student is requesting.

| Code | Description | Definition |
|---|---|---|
| 1 | Academic Activities | Classroom instruction; includes classroom instruction provided by a special education classroom teacher |
| 2 | Extracurricular Activities | Participation in activities that occur outside the regular school day. Applies most generally to high school students for athletic participation, but may apply to elementary-aged home school students seeking to participate in school events that occur outside the classroom (e.g. field trips). |
| 3 | Both academic and extracurricular activities | Classroom instruction and participation in school events that occur outside the classroom. |
| 4 | Testing Only | Participation in state assessment and/or universal screening only. |
| 5 | Special education support services only | Includes services usually provided by the AEA, such as speech-language or hearing services or support, or physical therapy. |
| 99 | Not applicable | |

**User Notes**

1. Not applicable to nonpublic schools.
2. Must be 1 through 5 for students with an Entry Code of 6, 9, 12, 14, 27, 29, or 31.
3. Must be 99 for all non-CPI Dual Enrolled entry codes including IPI students (entry code ‘40’)
4. Students receiving competent private instruction may dual enroll to participate in any academic activity in the district and shall also be permitted to participate on the same basis as public school children in any extracurricular activity available to children in the child's grade or group. Students dual enrolled for either or both of these purposes shall not be required to pay the costs of the annual testing.
5. Home schooled students for whom special education services have been requested and who will be receiving instruction from a classroom teacher will be identified as either:
    - 1 Academic activities, if the special education services are instructional or
    - 3 Both academic and extracurricular activities, if the services requested include extracurricular activities as well as receiving instructional services from the classroom teacher.
6. Home school students who will be receiving testing only or special education support services only are not eligible for funding.

Homeschool Only Students

7. If you choose to enter homeschool only students into your SIS, use an Entry Code of 6 and CPI Dual Enrollment of '4' Testing only or '5' Special Education support services only. You may exclude them from state reporting.
8. IPI (Independent Private Instruction) 9-12 students who are taking concurrent enrollment classes use Entry Code 40 and an FTE calculated based upon the time in the concurrent enrollment classes. They are not dual enrolled.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0244 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2011 |

**For More Information:**
Andrea Danker 515-669-8157 andrea.danker@iowa.gov

**Use**: Certified Enrollment

**Legal Reference:** Iowa Code 257.6 (1a.6) (Financing School Programs)

**Additional Resources**: https://educate.iowa.gov/pk-12/educational-choice/homeschooling

## Junior Senior Rule

Is the student continuing enrollment under the Junior Senior Rule?

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Not applicable to nonpublic schools.
2. The Junior/Senior Rule allows 11th and 12th grade regular education students that move out of a district to continue enrollment in the current district tuition-free, until they graduate even though they are no longer residents of the district. They will continue to list their attending district and county as their resident district and county.
3. The Junior/Senior Rule allows 11th and 12th grade special education students that move out of a district to continue enrollment in the same district until they graduate even though they are no longer residents of the district. Their entry code becomes tuitioned in from the true resident district and county.
4. If the student was open-enrolled into the district prior to completing tenth or eleventh grade, the student continues as open enrolled. The Junior/Senior Rule does not apply.
5. The Junior/Senior Rule does not apply if the student moved out of state or enrolled in another district prior to returning to the original district.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0187 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2015 |

**Use**: ESSA Accountability, Certified Enrollment

**Legal Reference:** Iowa Code 257.6 (1a.4) (Financing School Programs)

## Full-time Equivalency (FTE)

Full-time equivalent (FTE) is the proportion of time for which a student is expected to attend compared to the total possible attendance in a school year.

FTE is calculated by dividing the number of periods of expected attendance in a year by the maximum periods possible in a year for a full-time student.

| Code | Description | Definition |
|---|---|---|
| | 0.00 to 1.00 | |

**User Notes**

1. With few exceptions, FTE does not equate to Certified Enrollment weighting.
2. FTE values are primarily used for calculating days enrolled and days present for students who attend less than full-time.
3. The FTE cannot exceed 1.00.
4. Students in an every-other-day or half-day Kindergarten program have a FTE = 0.50.
5. PK students should have an FTE to reflect the portion of the day they are expected to be in attendance. (Example: 10 hours per week/elementary contact hours in a week)
6. A dual enrolled or shared time student who takes classes for one period a day for one semester in a 7 period schedule will have a FTE = 0.07.
   1 period x 90 days (semester) / 7 periods x 180 days (maximum periods possible in 1 year) = 90 / 1260 = 0.07
7. If the FTE of a student changes throughout the year but the school remains the same, the enrollment of the original FTE needs to be ended with an exit code of 14 (End or Change enrollment). The student is then re-enrolled with the new FTE.
8. FTE calculations for different types of enrollments and courses are described in Addendum M FTE Guide.

**Vendor Notes**

- A full time student = 1.00. Allow entry to two decimal places.

**Data Element Rollover:** User preference. Status determined each year.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0495 | Numeric | 1.00 | 4 | 4 | Y | N | N | N | 2008 |

**Use**: Certified Enrollment, Student Attendance

**Legal Reference:** Iowa Code 257.6 (1a.3) (Financing School Programs)

## Days Enrolled

Number of days a student was enrolled during the current school year expressed to the hundredth.

0.00 to xxx.00

**User Notes**

1. Required for all PK-12 students.
2. Active students with FTE > 0.00 cannot have 0 days enrolled.
3. Required for all students with FTE > 0.00 and who are receiving district instruction or in programs covered by the district's net current expenditures. For every student with a district expenditure, there is a federal requirement to collect attendance information through the National Public Education Financial Survey (NPEFS). This includes SWVPP and CPI HSAP students as well as students in shelter care, detention centers, day treatment programs, residential treatment, community college/AEA programs, and consortiums.
4. One day should reflect an individual student's day. For students assigned to attend only half or partial days, a day enrolled = 1. FTE will be used to adjust the total days for attendance reports.
5. Half-day pre-kindergarten and kindergarten students should be reported as full days.
6. Know how your student information system operates to calculate 0 days enrolled.

**Vendor Notes**

- Numeric format with no zero fill expressed to the nearest hundredth

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0500 | Numeric | No Default | 4 | 6 | Y | N | N | N | 2005 |

**Use**: Attendance Rate calculation for Iowa School Performance Profiles; ESSA Accountability

**Legal Reference:** OMB 1850-0925

## Days Present

Number of days a student was present during the current school year counted to the nearest hundredth.

0.00 to xxx.00

**User Notes**

1. Required for all PK-12 students.
2. Required for all students with FTE > 0.00 and who are receiving district instruction or in programs covered by the district's net current expenditures. For every student with a district expenditure, there is a federal requirement to collect attendance information through the National Public Education Financial Survey (NPEFS). This includes SWVPP and CPI HSAP students as well as students in shelter care, detention centers, day treatment programs, residential treatment, community college/AEA programs, and consortiums.
3. A student not attending due to prolonged illness or hospitalization and who is not receiving educational services should be exited with Exit Code 9 (Illness.) If the student is receiving educational services, enter Service / Facility Type 11(Homebound) and the appropriate FTE. These students are not counted absent.
4. A student with service type 10 (Detention Center), 6 (Shelter Care), or 9 (Consortium) is not counted absent.
5. One day should reflect an individual student's day. For students assigned to attend only partial days, a day present = 1. FTE will be used to adjust the total days present for attendance reports.
6. Know how your student information system operates to calculate days present for less than full-time students.
7. Know how your student information system operates to calculate 0.00 days present.

**Vendor Notes**

- Numeric format with two decimal place and no zero fill
- Computed per student based on hours enrolled in a day. Counted to the nearest hundredth. If absent for the entire day, count as 0.00.

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0510 | Numeric | No Default | 4 | 6 | Y | N | N | N | 2005 |

**Use**: Attendance Rate calculation for Iowa School Performance Profiles; ESSA Accountability

**Legal Reference:** OMB 1850-0925

**Additional Resources:** https://educate.iowa.gov/pk-12/student-supports/prevention/attendance-chronic-absenteeism

## Resident District

State assigned code of the district where the student is making a home.

Four digit district code

**User Notes**

1. Required for all PK-12 students.
2. "Resident" means a child who is physically present in a district, whose residence has not been established in another district by operation of law, and who meets any of the following conditions: a. Is in the district for the purpose of making a home and not solely for school purposes; b. Meets the definitional requirements of the term "homeless individual" under 42 U.S.C. § 11302(a) and (c). (IC 282.1)
3. Resident district 9098 is used for students with an Entry Code of 15 (Tuitioned In State Paid) who reside on public university property in Ames, Iowa City, and Cedar Falls.
4. For students with Entry Code 10 (Tuitioned In Non-Resident Out-of-State), the resident district is Illinois - 9004, Kansas - 9006, Minnesota - 9002, Missouri - 9005, Nebraska - 9007, South Dakota - 9001, Wisconsin - 9003, other state - 9099. The resident county is 00.
5. For Tuitioned In, Open Enrolled In and Whole-grade Sharing In students, the Resident District is the district of the parent or guardian and not the attending district.
6. Students with Entry Codes 8 (Nonpublic shared time), 16 (Public Shared Time), 18 (Within District Part-time), 40 (Independent Private Instruction), 60 (Independent Charter School), 81 (Enrolled in Nonpublic School) or 82 (Nonpublic Shared Time for Nonpublic Schools), use their true resident district.
7. If a student changes resident district throughout the year, the enrollment with the original resident district needs to be ended with an exit code of 14 (End or Change Enrollment). The student is then re-enrolled with the new resident district and new entry code.
8. A resident student who moves to another state cannot continue to attend remotely without paying tuition.

IEP Students

9. Resident district 9889 is used for IEP foster care students with an Entry Code of 15 (Tuitioned in State Paid) and whose parental rights have not been terminated, but whose parents cannot be found or reside out-of-state.
10. Resident district 9888 is used for IEP foster care students with an Entry Code of 15 (Tuitioned in State Paid) and whose parental rights have been terminated.
11. If a student with an IEP reaches age 18, leaves parent's home, and declares independence of parental control, the new resident district is considered the student's resident district rather than the parent's district of residence.
12. Instructional IEP students placed in transitional or group home settings are not living independently since they need assistance to live in these homes. These students are to be coded as being a resident of the district where parent/guardian lives.

Foster Care / Residential Facility Students

13. For a non-IEP or an IEP support services only foster care student, the resident district is the district where the foster care home or non-PMIC residential facility is located.
14. For an instructional IEP student in a non-PMIC residential facility, the resident district is the district of the parent or guardian.
15. For a student in a PMIC residential facility, the resident district is the district of the parent or guardian.
16. If a student is in Foster Care, refer to the Foster Care chart to determine the correct resident district.
17. For students with Entry Code of 15 (Tuitioned In State Paid), see user notes 3, 9, and 10.

**Vendor Notes**

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0200 | Alpha | No Default | 4 | 4 | Y | Y | Y | N | 2005 |

**Use**: Certified Enrollment, Supplementary Weighting, ESSA Accountability

**Legal Reference:** Iowa Code 257 (Financing School Programs)

**Additional Resources:**
Out of State Students and Tuition: https://content.govdelivery.com/accounts/IACIO/bulletins/2caded7#gd_top
Student Enrollment and Registration: https://educate.iowa.gov/pk-12/student-enrollment-registration

## Resident County

State assigned code of the county in which the student resides.

Two digit county code

**User Notes**

1. Required for all PK-12 students.
2. The Resident County for students in Resident District 9098, 9889 or 9888 is '00'. This applies to students with an entry code of 15 (Tuitioned In, State Paid).
3. The Resident County for Non-Iowa residents is '00'.
4. Students with Entry Codes 8 (Nonpublic shared time), 16 (Public Shared Time), 18 (Within District Part-time), 40 (Independent Private Instruction), 60 (Independent Charter School), 81 (Enrolled in Nonpublic School), or 82 (Nonpublic Shared Time for Nonpublic Schools) use their true resident county.
5. Each school district shall annually report the school district's actual enrollment by student's county of residency by October 15 for enrollment on October 1, and by January 30 for enrollment on January 15 according to the following:
    - County of residency. The county of residency for each of the students shall be the county in which the student physically resides in accordance with Iowa Code section 282.1
    - Emancipated minor. The county of residency for an emancipated minor attending the school district shall be the county in which the emancipated minor physically resides.

**Vendor Notes**

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0215 | Alpha | No Default | 2 | 2 | Y | N | N | N | 2008 |

**Use**: Certified Enrollment

**Legal Reference:** Iowa Administrative Code 281-96.2(423E,423F); 281-96.2(1); 281-96.2(2)

## Accountable District

State assigned district code of student's primary enrollment.

8 digit code for the school district

**User Notes**

1. Required for all students with Entry Code 16 (Public Shared Time).
2. Used for crediting courses to the proper district.
3. The accountable district is not necessarily the resident district.

**Vendor Notes**

- Field left null unless the user enters a value

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0207 | Alpha | No Default | 8 | 8 | Y | N | N | N | 2011 |

**Use**: Supplementary Weighting

**Legal Reference:** Iowa Code 257 (Financing School Programs)

## Nonpublic School Number

State assigned nonpublic school code of student's primary enrollment.

Eight numeric characters

**User Notes**

1. Required for students with an Entry Code of 8 (Nonpublic Shared Time), 71 (Independent PK Provider Shared) or 82 (Nonpublic Shared Time for Nonpublic Schools).
2. An accredited nonpublic student may enroll part-time only in a district in which the accredited nonpublic school is located.

**Vendor Notes**

- Field left null unless the user enters a value

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| K0040 | Alpha | No Default | 8 | 8 | Y | N | N | N | 2011 |

**For More Information:**

**Use:** Certified Enrollment

**Legal Reference:** Iowa Code 257.6 (Financing School Programs)

## Foster Care

Is the student in foster care?

Foster care means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives or another suitable adult, group homes, emergency shelters, child care institutions, and pre-adoptive homes. Children and youth who are living in residential treatment facilities, while not legally in the custody of the child welfare system, shall be marked as being in foster care for these purposes, as required by I.A.C. 282.19 and I.A.C. 282.31.

| Code | Description | Definition |
|---|---|---|
| 1 | Yes and would not live in the current resident district if not in foster care. | |
| 2 | Yes and would live in the current resident district if not in foster care. | |
| 0 | No | |

**User Notes**

1. All students in Non-PMIC residential facilities (see Addendum I) must have foster care status of 1 or 2.
2. Any student with an instructional IEP is not eligible to be included in the regular education foster care claim.
3. If a child is in foster care, has an instructional IEP, and is open enrolled in, the resident district is the district where the student would reside if the student were not in foster care. If a child is in foster care, does not have an instructional IEP, and is open enrolled in, the resident district is the district where the foster care facility is located.
4. A foster care student not on an instructional IEP becomes a resident of the district in which the foster family/facility is located.
5. Used in conjunction with Service Type and IEP indicator to calculate Foster Care Claim report for regular education students. Foster Care Claim cannot be completed until the last district has certified Spring Student Reporting. The Foster Care Claim must be certified by August 1.
6. For the purposes of the Foster Care Claim, a student in shelter care or juvenile detention are not not coded as being in foster care.
7. The Resident County for students in Resident District 9098, 9888, or 9889 is 00.
8. If the foster care status of a student changes throughout the year, the original enrollment needs to be ended with an exit code of 14 (End or Change Enrollment). The student is then re-enrolled with their new foster care code and different entry code if needed.
9. Districts should designate a staff member to utilize the Foster Care Verification report in EdInsight to verify a student's foster care status. This staff member should be the same person responsible for the Foster Care reporting in CASA.
10. Use the following chart to determine the resident district and entry code for a student in foster care:

| Would the student continue to reside in the current resident district if not in foster care? | Does the student currently have an Instructional IEP? | Have parental rights been terminated? | The student's Resident District in SRI should be | Entry Code should be | Foster Care should be | Eligible for Regular Ed Foster Care Claim |
|---|---|---|---|---|---|---|
| Y or N | Y | Y | 9888 | 15 | 1 or 2 | N |
| Y or N | Y | N | 9889 if parent location is unknown or out of state | 15 | 1 or 2 | N |
| N | Y | N | The district where the student would reside if not in foster care | 4 | 1 | N |
| Y | Y | N | Attending District | 1 | 2 | N |
| N | N | Y or N | Attending District | 1 | 1 | Y |
| Y | N | Y or N | Attending District | 1 | 2 | N |

**Vendor Notes**

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0230 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2008 |

**For More Information**:
Scot Aden 515-238-7497 scot.aden@iowa.gov

**Use**: Foster Care Claim for regular education

**Legal Reference:** Public Law 114-95,2015 (ESSA), Section 1111

**Additional Resources:**

## IEP Level

What is the current IEP level of this Special Education student?

IEPs include not only instructional IEPs, but also those for support services only (for example Speech or Language, Occupational or Physical Therapy, School Social Work, and Special Education Nursing Services). These services are usually provided by the Area Education Agency, but should be reported through Student Reporting. An IEP that specifies the assignment of an aide to assist a student in moving about school is also included.

| Code | Description | Definition |
|---|---|---|
| 1 | Level I | Weighted factor = 1.72 |
| 2 | Level II | Weighted factor = 2.21 |
| 3 | Level III | Weighted factor = 3.74 |
| 0 | Support Services Only | No weighted factor |
| 99 | Not applicable | |

**User Notes**

1. The purpose of IEP Level is to identify students with IEPs as well as to determine the days non-resident students are in a particular funding level for the Tuition In Billing Application.
2. If a student is staffed into an IEP after the school year has started, end the enrollment using Exit Code 14 (End or Change Enrollment). Re-enroll the student on the first date of the IEP which is also the IEP Placement Date. Enter the IEP Level on the new enrollment.
3. If a student is staffed out of an IEP after the school year has started (not due to graduation) end the enrollment using Exit Code 14 (End or Change Enrollment). Re-enroll the student on the day after the IEP Staffed Out Date. Enter IEP Level of 99 on the new enrollment.
4. If the IEP Level of a student changes throughout the year, the original enrollment needs to be ended with an exit code of 14 (End or Change Enrollment). The student is then re-enrolled with their new IEP level.
5. If an IEP student graduates, enter the Staffed Out Date, but do not change the IEP Level. Do not create a new enrollment record.
6. If an IEP student drops out, transfers to homeschool, or moves out of state, the student is not automatically staffed out of the IEP.
7. PK 4-year-old students who have an IEP for Support Services Only may be counted in a Statewide Voluntary Preschool Program at 0.5 FTE.
8. Nonpublic and home school students receiving special education services through an AEA do not qualify for certified enrollment. They are eligible for special education funding, but instruction needs to be provided by the district in order to be eligible for Certified Enrollment funding.
9. IEP students do not have a separate 504 Plan. Any 504 requirements are to be included in their IEP.
10. A new Special Education Child Count Comparison report will be available to district staff who have permission to view and communicate changes via the ACHIEVE Count Dashboard. This report can be downloaded from ACHIEVE at any time to compare SE Child Count data to the local student information system data. This report can be located within the Annual/Count card by selecting the Reporting link in the left navigation menu.

**Vendor Notes**

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0296 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2015 |

**Use**: Iowa School Performance Profiles reporting under ESSA, 2015 Section 1111 (b)(2)(B)(xi); Tuition In Billing Application

**Legal Reference:** Iowa Code 257 (Financing School Programs); Individuals with Disabilities Education Act (IDEA), Section 618

## Service Provider/Facility

The state assigned code for the facility in which the student resides or the location where the student receives the majority of educational services.

| Code | Description | Definition |
|---|---|---|
| | 2,6, or 8 digit code for the Service Provider or Residential Facility | Use the alpha 2 character code for a state other than Iowa, the 6 digit IPEDS code for a community college, and the assigned 8 digit code for other facilities. |

**User Notes**

1. Required for all PK-12 students being served by one of the following:
    - AEA sponsored program
    - Community college program
    - Day Treatment or District Contracted Educational Services
    - Youth Shelter
    - Detention Center
    - PMIC or non-PMIC residential treatment in your district
    - A Residential Treatment facility outside of Iowa (IEP students only)
    - Border Agreement with neighboring state
    - Consortium
    - Therapeutic Program/Classroom
    - HSAP Program offered to other districts via a 28E agreement
2. Enter the Facility / Provider code only for actively enrolled students. The code will specifically tie a student to that facility / provider for the enrollment period.
3. The Service Provider / Facility codes to use may be found in Addendum I: Service Providers/Facilities and Service Type.
4. For Denison and Ottumwa school districts: Use this field for Certified Enrollment to identify students residing in Job Corps who are enrolled in regular education classes in your district.
    - Job Corps Facilities: Denison 17019601, Ottumwa 50499601

**Vendor Notes**

- This element is subject to change. Provide only a field for the district to enter the 2, 6, or 8 digit code. Do not provide a drop down list.

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0217 | Alpha | No Default | 2 | 8 | Y | N | N | N | 2010 |

**Use**: Certified Enrollment, ESSA Accountability

**Legal Reference:** Iowa Code 257 (Financing School Programs)

## Service/Facility Type

Type of service/facility in which the student resides or where the student receives the majority of educational services.

| Code | Description | Definition |
|---|---|---|
| 1 | Day Treatment or District Contracted Services | Out of state day service programs from which the student returns home each night. |
| 2 | PMIC Residential | Psychiatric Medical Institution for Children |
| 3 | Non-PMIC Residential | |
| 4 | Transition Services - 4+ program | Services to help seniors in the 4+ program meet IEP goals related to postsecondary work or education. |
| 5 | Dropout Prevention Program provided by a CC | At-risk/dropout prevention program provided by a community college |
| 6 | Shelter Care | |
| 8 | Border Agreements | |
| 9 | Consortium | A consortium is a cooperative arrangement, based on a written agreement, between two or more school districts with the objective of jointly administering a common activity, program, or power, to achieve a common goal where each member school district possesses the authority individually to administer that activity, program or power. The intent of the consortium is generally to maximize efficiency and effectiveness by jointly administering the activity, program, or power. Although an AEA, community college, or private provider might be a purchased instructional service for a consortium established by school districts, the AEA, community college, or private provider would not be a member of the consortium. |
| 10 | Detention Center | |
| 11 | Homebound | Educational services provided in the home to students who are not physically, mentally, or emotionally able to attend school. |
| 12 | Alternative school program | A class or environment established within the regular educational program and designed to accommodate specific student educational needs such as, but not limited to, work-related training; reading, mathematics or science skills; communication skills; social skills; physical skills; employability skills; study skills; or life skills. Not an Alternative School. |
| 13 | Awaiting Trial | Student has been charged with a crime but not formally sentenced |
| 14 | Study Abroad | Student is maintaining coursework with the district while studying abroad |
| 15 | Therapeutic Program/Classroom | |
| 99 | Not applicable | |

**User Notes**

1. Students attending Day Treatment outside of the state are to be kept actively enrolled with the postal abbreviation of the state reported as the service provider.
2. Students attending a Consortium or Therapeutic Program/Classroom in another district, are reported by their own district and are not tuitioned out. They will have an FTE of 0.01, Service Facility Type 9 (Consortium) or 15 (Therapeutic Program/Classroom) and the Service Provider code from Addendum I.
3. Students who are Homebound cannot have an FTE > 0.50
4. The district hosting the consortium or therapeutic program/classroom should enroll non-resident students with an Entry Code of 16 (Public Shared Time). They will have an FTE of 0.99, Service Facility Type 9 (Consortium) or 15 (Therapeutic Program/Classroom) and the Service Provider code from Addendum I.
5. Refer to Addendum I for the Service/Facility Type offered by the particular Service Provider/Facility.
6. Open enrollment is temporarily suspended when a student enters residential treatment (Service Facility Type 2 or 3).

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0218 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2011 |

**Use**: Certified Enrollment

**Legal Reference:** Iowa Code 280.4 (Uniform School Requirements); IAC 281-60

## Exit Date

The ending date of this enrollment period.

MM/DD/CCYY

**User Notes**

1. Required for all PK-12 students with an Exit Code.
2. For summer transfer students, enter and exit the student in the current school calendar with no days of attendance.
3. To correctly report attendance for summer transfers (0 days enrolled and 0 days present), follow your SIS guidelines.
4. The Exit Date will have an impact on the calculation of Days Enrolled and Days Present.
5. The Exit Date is the last date of a student's attendance for users of all SIS's but PowerSchool. PowerSchool identifies the day after the last day a student was enrolled as the exit date.
6. For a No-Show, the exit date is the first day of expected attendance.
7. To ensure accurate calculations, students need to be exited when they stop attending and not when records are sent or requested. If the student's destination is unknown at the time attendance stops, use the Exit Code 32 (Stopped attending; no record request).
8. When the status of a student changes (resident district, entry code, etc.), the original enrollment period is ended with the Exit Code 14 (End or Change Enrollment), and the new enrollment record includes the new Entry Date reflecting the beginning of that new status.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0220 | Date | No Default | 10 | 10 | Y | N | N | N | 2009 |

**Use**: Certified Enrollment, ESSA Accountability

**Legal Reference:** Iowa Code 257 (Financing School Programs)

**Additional Resources**: https://educate.iowa.gov/pk-12/student-supports/prevention/attendance-chronic-absenteeism

## Exit Code

The exit code for the enrollment period.

| Code | Description | Definition |
|---|---|---|
| 1 | Transferred | Student has transferred to another district, a nonpublic school, the state training school, a regent school, another state or country, competent private instruction (home schooling), or prison. |
| 28 | Transferred Within District | Public student has transferred to a different public school within the district on consecutive days. |
| 2 | Open Enrolled Out | Student remains a resident of the district but has open enrolled to another district. |
| 3 | Tuitioned Out District Paid | Student remains a resident of the district but has enrolled in another district and the resident district pays tuition |
| 4 | Dropout | Student is considered to be a dropout according to federal definitions. See Addendum F Dropout Definitions |
| 5 | Expelled | Student is removed from the rolls of the district due to board action |
| 29 | Expulsion Continuing from Previous Year | The Incident occurred in the previous year and the student is still expelled |
| 6 | Reached Maximum Age | Student has reached maximum age prior to 8/23 without completing district requirements for graduation from high school. The student will be considered a dropout. The maximum age for a student is 21. For a special education student, approval may be granted by the department to continue the program for up to three years or until the student's 24th birthday. |
| 7 | Deceased | Student is deceased and did not complete graduation requirements |
| 8 | Graduated from High School | Student has met district requirements for graduating from high school and met IEP goals, if applicable. Used for midyear graduates only. |
| 9 | Illness | A student left school for an indefinite period of time because of medical reasons and is not receiving any educational services. |
| 10 | Whole Grade Sharing Out | Student has exited the district due to a whole grade sharing agreement with a neighboring school district |
| 11 | Tuitioned Out Parent Paid | Student remains a resident of the district but has enrolled in another district and the parent or legal guardian pays tuition. |
| 13 | No Show | Student intended to attend this year but did not show. |
| 32 | Stopped attending; no record request | Student has stopped attending and there is no request for records |
| 30 | Withdrawn at the parent’s request | Only applicable for PK or KG student |
| 31 | Withdrawn at the school’s request | Only applicable for PK or KG student |
| 14 | End or Change enrollment | For BEDS Entry Codes use '14' when there is a change in Resident District or County, FTE, Entry Code, Foster Care, IEP Level, Residential Facility/Service Provider, or Service/Facility Type and the school does not change. A new enrollment is required to reflect the changed information. For non-BEDS Entry Codes use '14' to end the district enrollment. If the student is changing buildings as a result of the enrollment change, use Exit Code '28'. Assessment Accountability calculation (see Addendum O) depends on using Exit Code '14' correctly. |

**User Notes**

1. Required for all PK-12 students with an Exit Date within the current school year, including summer transfers.
2. ESSA Accountability requires that all students be assigned to a school building and not the district level building of 0000. If Tuition Out students are included in SRI, they must be assigned to the building that they would attend if they were not Tuition Out. Districts are encouraged to include Tuition Out students in their reporting.
3. If a student changes schools within a district, use Exit Code 28.
4. PK-6 students who were active at the end of last year, who did not enroll for the current year, and for whom no reason is known can be exited as 32.
5. PK or KG students who started school but then a decision is made that they are not ready to attend, are Exit Code 30 or Exit Code 31. Destination Code is 99 and there is no Destination Location.
6. 7-12 students with a BEDS entry code who were active at the end of last year, who did not enroll for the current year, and for whom no reason is known are considered to be Exit Code 4.
7. 7-12 students with a BEDS entry code who have stopped attending for unknown reasons must be exited as a 4 or 32 until your district receives a request for records, the family has filed a Form A to be home schooled or the family has provided written documentation of IPI.

8. A student who transfers to a high school equivalency program (e.g. HiSET) or pursues a community college diploma is considered to be Exit Code 4.
9. Students who transfer to a Job Corps program are to be exited with an Exit Code of 1 and a Destination Code of 14 (Job Corps). If the student does not enroll in an Iowa public school, the student will be counted as a dropout.
10. Students who are charged as adults and are serving a jail or prison term are considered to be Exit Code 1 Destination Code 11.
11. Students who are awaiting trial should remain actively enrolled with a Service/Facility Type of 13 (Awaiting Trial).
12. For students who are Homebound or placed in a Youth Shelter or Juvenile Detention Center, end the enrollment with Exit Code 14. Create a new enrollment with the previous Entry Code and enter the Service Facility Type and Service Provider/Facility code (if applicable) to maintain the active status for the students. See Addendum I for the correct code. The student is not to be counted absent.
13. Do not exit students for short term hospital stays or mental evaluations.
14. Regular education students with an Exit Code 5 or 29 are not counted on certified enrollment since, by definition, they are removed from the rolls of the district.
15. If a student's 21st birthday occurs prior to August 23rd of the current school year, the student must be exited with a code of 6. EXCEPTION: An agency may continue the special education and related services of an IEP student for up to three years beyond the individual's 21st birthday if the person had an accident or prolonged illness that resulted in delays in the initiation of or interruption in that individual's special education. The agency must request approval from the department in accordance with Iowa Code section 256B.8.
16. 8th grade students who, for religious reasons, do not continue into high school should use Exit Code 1 and Destination Code 10. (Iowa Code 299.24 Religious groups exempted from school standards.)
17. To transfer a student to homeschool, a written statement from the parent or Form A is required. Use Exit Code 1 and Destination Code 10 (Home school/non-accredited school). Without either a written statement from the parent or a Form A, the student would be a dropout. (Part 200- Title I- Improving the Academic Achievement of the Disadvantaged, 34 CRF Subtitle B, F-1012).
18. When the status of a student changes (resident district, entry code, etc.),the original enrollment period is ended with Exit Code 14, and the new enrollment record includes the new Entry Date reflecting the beginning of that new status.
19. Open enrollment is temporarily suspended when a student enters residential treatment (Service Facility Type 2 or 3).
20. Exit Codes 14 and 28 use Destination Code 99 and no Destination Location.
21. Exit code 14 is used for any student with Entry Code 18 (Within District Part-time) who has a change in enrollment status.

**Vendor Notes**

**Data Element Rollover:** User preference. The user should decide whether to rollover Open Enrolled Out, Tuitioned Out, and Whole Grade Sharing Out. If they are rolled over, use the Entry Code that would reflect their true enrollment if they were in the school followed by last Exit Code. The entry and exit dates should reflect the same date used to rollover the actively enrolled students (within the range of July 1 to the first day of school).

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0190 | Numeric | No Default | 1 | 2 | Y | N | N | N | 2005 |

**Use**: Certified Enrollment, ESSA Accountability

**Legal Reference:** Iowa Code 257 (Financing School Programs)

**Additional Resources:** Addendum J: Exit Code Guide

## Receiving Educational Services

Is the expelled IEP student receiving educational services from the district?

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |
| 99 | Not applicable | |

**User Notes**

1. Must be 1 or 0 for expelled student with an instructional IEP.
2. Must be 1 for an expelled IEP student if the Length of Removal is greater than or equal to 10 days.
3. Instructional IEP students with Exit Code 5 (Expelled) or 29 (Expulsion continuing from previous year) who receive educational services from the district are counted in certified enrollment.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0228 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2009 |

**For More Information:**
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**Use:** Certified Enrollment, ESSA Accountability

**Legal Reference:** Iowa Code 257 (Financing School Programs)

## Destination Code

The type of destination location.

| Code | Description | Definition |
|---|---|---|
| 1 | Iowa public district | |
| 2 | Iowa accredited nonpublic school | |
| 6 | DHS program or Board of Regents school | Includes Eldora Training School (Midland Park High School),Center for Disabilities and Development, Cherokee Mental Health Institute, Independence Mental Health Institute, and Iowa School for the Deaf |
| 8 | Out-of-state | |
| 9 | Out-of-country | |
| 10 | Homeschool/non-accredited school | |
| 11 | Incarcerated | |
| 13 | Unknown | |
| 14 | Job Corps | |
| 15 | Bucksbaum Academy | |
| 16 | Independent Charter School | |
| 99 | Not applicable | |

**User Notes**

1. Must be 1, 2, 6, 8-11, or 13-16 for all transferred students and 1 for open enrolled or tuitioned out students.
2. Must be 99 for the following Exit Codes
    - 4 (Dropout)
    - 5 (Expelled)
    - 6 (Reached Maximum Age)
    - 7 (Deceased)
    - 8 (Graduated from High School)
    - 9 (Illness)
    - 13 (No Show)
    - 14 (End or Change Enrollment)
    - 28 (Transferred Within District)
    - 29 (Expulsion Continuing from Previous Year)
    - 30 (Withdrawn at parent's request)
    - 31 (Withdrawn at school's request)
    - 32 (Stopped attending; no record request)
3. Students who have been sentenced as an adult should be given Exit Code 1 (Transferred) and Destination Code 11.
4. If a 7th -12th grade student is exited with Destination Code 13, the student will be counted as a dropout.
5. For PK-12 transfer students, you can use 'Unknown' until such time a request for records has been received from the newly enrolled district.
6. For students transferring to Midland Park High School in Eldora (State Training School) use Exit Code 1 (Transferred), Destination Code 6, and Destination Location 20079601.
7. When transferring a student to 8 or 9, the district must have a record request or written statement from the parent/guardian indicating the student will be transferring to an educational institution outside the state or country. If there is no signed statement, the student will have Exit Code 1 (Transferred) and Destination Code 13, Exit Code 4 (Dropout) or Exit Code 32 (Stopped Attending No Record Request).
8. When transferring to 10, Form A or a written statement (e.g., email) of home schooling or IPI from the parent or guardian is highly recommended. If there is no signed statement, the student will have Exit Code 1 (Transferred) and Destination Code 13 or Exit Code 4 (Dropout).

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0224 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2009 |

**Use:** Certified Enrollment, ESSA Accountability

Enrollment (EP)

**Legal Reference:** Iowa Code 257 (Financing School Programs)

## Destination Location

The state assigned code for the specific destination.

Two character alpha code for a non Iowa state; eight digit code for an Iowa location

**User Notes**

1. Required for all students with Destination Codes 1, 2, 6, 8, 14 or 16.
2. Refer to Addendum A for a list of destination locations.
3. No Destination Location is to be used if the Destination Code is 9-11,13, 15, or 99, or if the Exit Code is 14 or 28.
4. The Destination Location cannot be your own district
5. When the Destination Code is 8 (Out-of-state), use the two character alpha designation for the state.
6. Destination Locations for Job Corps: Denison 17019601, Ottumwa 50499601, Out-of-state 90999601.
7. Destination Location for Connections Academy is 0914000; Iowa Virtual Academy is 2763000.

**Vendor Notes**

- When the Destination Code is '8' Out-of-state, use the two character alpha designation for the state.
- Append 0000 to the specific code if necessary to create an 8 digit code
- No destination location is to be used if the destination code = 9-11,13 or 99.

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0225 | Alpha | No Default | 2 | 8 | Y | N | N | N | 2009 |

**Use**: Certified Enrollment, ESSA Accountability

**Legal Reference:** Iowa Code 257 (Financing School Programs)

## Local Course Title

Title assigned to the course for local use.

**User Notes**

1. Required for all PK-12 scheduled courses.
2. Unique Local Course Titles are needed for each college credit course in which students are enrolled.
3. Whenever possible, use the college course title for a college credit course.
4. Avoid using ampersand or other punctuation marks in course titles.

**Vendor Notes**

- All PK-12 scheduled courses.

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| C0010 | Alpha | No Default | 1 | 60 | Y | N | N | N | 2005 |

## Local Course Number

Number assigned to the course for local use.

**User Notes**

1. Required for all PK-12 scheduled courses.
2. Create a new local course number when an existing course has multiple course originations, SCED codes, CCN numbers, or accreditation program areas. Also note:
    a. Each distinct CCN needs a new local course number
    b. Each distinct PSEO course needs a new local course number
    c. A CCN from a community college taken on various schedules (i.e., some students are taking it as part of their regular daily schedule, some students are taking it on the community college campus, some are taking it online) will need a local course number per 'schedule'

**Vendor Notes**

- All PK-12 scheduled courses.

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| C0020 | Alpha | No Default | 1 | 30 | Y | N | N | N | 2005 |

## SCED Course Code

Course Classification for this local course

11 alphanumeric characters or a single 0

**User Notes**

**Secondary Course Codes**

1. 9-12 courses used as placeholders for no credit, such as study hall or lunch, may contain a single '0'
2. All 9-12 courses should be assigned a course code generated from the coding manual, Secondary School Course Classification System: School Codes for the Exchange of Data (SCED) from the National Center for Educational Statistics, SCED V13 as modified by the Iowa Department of Education and found on the State Reporting (SRI) website.
3. The 9-12 SCED course codes are 11 characters in length and have four components:
    a. Course Description consisting of a two digit Subject Area and three digit Course Identifier
    b. Course Level consisting of one alphabetic character in UPPERCASE
    c. Carnegie Units expressed as a three digit number excluding the decimal point (e.g. 0.50 = 050)
    d. A two digit sequence representing a count of the number of times you re-use the first 5 digits for courses with different content or used to indicate 1st term/2nd term of a year-long course

**Non-Secondary Level Courses**

4. Middle School/Junior High courses that are 'high school' level should be coded using the Secondary Level code system.
5. The Non-secondary Level course codes are 11 characters in length and have four components:
    a. Course Description consisting of a two digit Subject Area and three digit Course Identifier
    b. Course Level X or S in UPPERCASE
    c. Filler consisting of 000
    d. A two digit number representing the grade span for which the course is intended (e.g. 4th grade only course = 44, 5th/6th grade course = 56)
6. See the "Complete List of Non-Secondary Course Codes" document for course codes and examples on the SRI website.
7. Instructional materials for Coding Non Secondary Level Course can be found on the SRI tutorial website.

**Vendor Notes and**

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| C0035 | Alpha | 0 | 1 | 11 | Y | N | N | N | 2009 |

**For More Information:**
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**Use:** District Accreditation Report

**Legal Reference:** Iowa Code 256.11 (Educational Standards); IAC 281-12.5(15-16)

**Additional Resources:**
SRI website: https://educate.iowa.gov/pk-12/data/data-collections/student-reporting

SCED Coding 101: https://www.youtube.com/watch?v=9n55RQl7aps

Coding Non-secondary Level Courses: https://www.youtube.com/watch?v=oo2jslSuFTE

Framework of SCED for Secondary Level Courses: https://educate.iowa.gov/media/4859/download?inline

## Common Course Number

The Common Course Number for an Iowa community college credit course.

Three alpha followed by three numeric characters

**User Notes**

1. Required for community college courses providing college credit.
2. The Iowa community colleges assign a Common Course Number (CCN) to each course that they offer. It is required only for Course Origination 2 (Postsecondary Enrollment Option) or 3 (Concurrent Enrollment) if the institution providing the course is a community college.
3. Common Course Numbers are found in the course guide book published by the community college.
4. Letters must be in UPPERCASE.
5. For the purposes of Supplementary Weighting:
    a. Each distinct CCN needs a new local course number
    b. A CCN from a community college taken on various schedules (i.e., some students are taking it as part of their regular daily schedule, some students are taking it on the community college campus, some are taking it online) will need a local course number per 'schedule'
6. The same CCN cannot be used for both a Concurrent Enrollment and PSEO course.
7. Not all CCNs are eligible for supplementary weighting.

**Vendor Notes**

- The first letters of the 6 character number must be uppercase.

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| C0025 | Alpha | No Default | 6 | 6 | Y | N | N | N | 2010 |

**For More Information:**
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**Use:** Supplementary Weighting

**Legal Reference:** Iowa Code 257.11 (Financing Educational Programs)

## Accreditation Program Area

The accreditation program area in which the local course should be counted.

One of ten content areas which local school districts are required to offer and teach a minimum number of Carnegie units in grades 9-12.

| Code | Description | Definition |
|---|---|---|
| 1 | English/Language Arts | |
| 2 | Fine Arts | |
| 3 | World Languages | |
| 4 | Health | |
| 5 | Mathematics | |
| 6 | Physical Education | |
| 7 | Science | |
| 8 | Social Studies | |
| 9 | Career and Technical Education (CTE) | |
| 10 | Computer Science | |
| 11 | CTE & Mathematics | |
| 12 | CTE & Science | |
| 0 | Not Used for Accreditation | |

**User Notes**

1. For all elementary and middle school courses, the accreditation program area will be 0.
2. Courses used for accreditation must be taught by a highly qualified teacher.
3. All PSEO, specially funded (e.g. special education, EL, Title I), correspondence courses, independent study, and / or other credit recovery courses are coded as '0' Not Used for Accreditation.
4. Minimum Carnegie Units Required for 9-12 District Accreditation per Iowa Code 281 - 12.5(5)
    - 6.0 English / Language Arts
    - 2.0 Fine Arts
    - 2.0 World Languages (2 sequential units of the same language)
    - 1.0 Health
    - 6.0 Mathematics (4 units sequential to postsecondary - including strands in algebra, geometry, trigonometry, statistics, probability, and discrete mathematics; and 2 additional units)
    - 1.0 Physical Education (Local scheduling practices may reflect fewer units for the reporting year)
    - 5.0 Science
    - 5.0 Social Studies
    - 12.0 Career and Technical Education (CTE) for publics and 5.0 for nonpublics
    - 0.5 Computer Science
5. Up to 2.0 units of Ag can be used to meet Science accreditation requirements.
6. Up to 2.0 units of Ag, Engineering, Applied Science, Technology, Manufacturing can be used to meet Mathematics accreditation requirements.
7. Subject area 02 Math can never have the accreditation area of 11 and subject area 03 Science can never have the accreditation area of 12. CTE courses can be used in Math and Science but Math and Science cannot be used in CTE.
8. Contact your school improvement consultant regarding any accreditation questions.

**Vendor Notes**

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| C0040 | Numeric | 0 | 1 | 2 | Y | N | N | N | 2005 |

**Use:** District Accreditation Report

**Legal Reference:** Iowa Code 256.11 (Educational Standards); IAC 281-12.5

Course/Section

## Credit Recovery Course

Is the course a credit recovery high school course?

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. Must be 0 for non-secondary level courses.
2. PLATO, ALEKS, non-AP APEX, Odyssey Ware, Edgenuity and correspondence courses are often used as credit recovery courses.
3. Credit Recovery courses cannot be used for accreditation.
4. Credit Recovery courses must have a different course number than their original counterpart.

**Vendor Notes**

- Credit Recovery Course is course specific and cannot be altered by sections of the course.

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| C0150 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2015 |

**Use:** Civil Rights Data Collection

## Embedded Career Connected Learning

What is the predominant Embedded Career Connected Learning experience for the course?

For courses where the work-based learning experience is embedded as an experience with the course, identify the embedded career connected learning experience with that course.

| Code | Description | Definition |
|---|---|---|
| 1 | Speakers | Professionals share career information to groups of students |
| 2 | Informational Interview | Direct interview with professionals to explore careers |
| 3 | Career Exploration Experience | Hands-on career exploration simulations/experiences |
| 4 | Career Exploration Projects | Small, short term project-based learning experiences |
| 5 | Career-Based Service Learning | Community projects with industry and connected to a career |
| 6 | Interactive Career Event | Career fairs with hands-on career booths and activities. |
| 7 | Worksite Exploratory Event | Worksite tour with small group options for informational interviews |
| 8 | Job Shadow | One or two students at a worksite to observe a professional |
| 9 | Professional Skills Workshops | Resume, cover letter or other career-based workshops with an industry professional |
| 10 | Mock Interviews | Practice interviews with industry professionals |
| 11 | Industry Partnership Projects | Sustained project-based learning in partnership with an employer, such as SAE |
| 12 | Simulated Work Experience with IRC | Simulated work experiences aligned with industry recognized credentials, such as SBE or SAE |
| 13 | Student Learner Programs | In-person work experiences linked to approved CTE program or career pathway, such as SAE |
| 14 | Quality Pre-apprenticeships | High-quality pre-apprenticeships aligned to a Registered Apprenticeship (any pre-apprenticeships that do not have facilitated entry into a Registered Apprenticeship must be classified as a different WBL experience) |
| 15 | Internships | Internships (paid and unpaid) |
| 16 | Nonregistered Apprenticeships | Nonregistered apprenticeships |
| 17 | Registered Apprenticeships | Registered apprenticeships |
| 18 | Youth Apprenticeships | Youth apprenticeships |
| 99 | Not Applicable | |

**User Notes**

1. Codes 11-18 are the only codes that count toward the State of Iowa's definition of work-based learning as defined in SF2411 passed during the 2024 legislative session. These are also the only codes that will count toward the Every Student Succeeds Act (ESSA) school accountability work-based learning measure and the Perkins Secondary Career and Technical Education 5S3 work-based learning measure. In order to mark a course as code 11-18, employer partners must be directly involved and engaging with students in the course.
2. If multiple work-based learning experiences are embedded in the course, select the experience with the highest code number.
3. If a course is marked with an Embedded Career Connected Learning experience it must apply to all sections of the course.
4. May identify experiences in courses K-12. Any course identified with an experience must have a SCED code.
5. Keep the titles as they are so reference can be made to state resources for technical support on implementation.
    a. District planning should be done before reporting by using the *Embedding Work-Based Learning* worksheet located in the Resources section of the Career Connected Learning page.

**Vendor Notes**

- Element is at the course level

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| C0160 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2024 |

**For More Information:**
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**Use:** Annual Iowa CTE Impact Report, U.S. Department of Education Office of Career, Technical, and Adult Education Consolidated Annual Report (CAR), Federal & State Accountability Reporting

**Legal Reference:** SF2383

Perkins V Act - Under the Perkins legislation and applicable U.S. Department regulations, eligible agencies are required to submit the following reports each year— Narrative performance report pursuant to 2 CFR 200.329 and 34 CFR 76.720; Financial reports pursuant to 2 CFR 200.328 and 34 CFR 76.720; and Performance data reports pursuant to section 113(b)(3)(C) of Perkins V. SEC. 113. [20 U.S.C. 2323] Accountability (b)(2)(A)(iv)(aa) Core Indicators of Performance for CTE Concentrators at the secondary level. The percentage of CTE concentrators graduating from high school having participated in work-based learning.

**Additional Resources:** https://educate.iowa.gov/higher-ed/cte/iowa-quality/career-connected-learning
https://iowastudentoutcomes.com/iowa-public-school

## Local Course Section

Number assigned to the course section by the district for local use.

**User Notes**

1. Required for all PK-12 scheduled sections.
2. In most situations, the section number is automatically generated by the SIS.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| C0022 | Alpha | No Default | 1 | 6 | Y | N | N | N | 2010 |

**Use:** Supplementary Weighting

**Legal Reference:** Iowa Code 257.11 (Financing Educational Programs)

## Course Origination

Indicates the origination of the course curriculum.

Course (section) origination is reported at the section level to allow sections of the same course to be taught by both district and non-district teachers.

| Code | Description | Definition |
|---|---|---|
| 1 | Local Course taught by local teacher | Non-college credit course content developed locally, taught by local teacher. |
| 11 | Local District Course taught by non-district teacher | Non-college credit course taught by a teacher whose primary contract is held by another district. |
| 2 | Postsecondary Enrollment Option | A college-credit course provided by an Iowa university or 4-year college, or a community college with which there is no contract. |
| 3 | Concurrent Enrollment | A college-credit course contracted with a community college. Can be taught by local teacher, online, in-house or on community college campus/branch location. |
| 4 | Jointly administered course for High School Credit (offered by community college) | These courses include high school credit recovery courses or courses in an alternative high school program at the community college. These courses may also be purchased courses from the community college taught in the high school or PLTW courses in collaboration with a community college. |
| 5 | District to district sharing (offered by another school district) | High school only credit course taken in another district. This includes nonpublic to public and nonpublic to nonpublic sharing. |
| 13 | Iowa e-Learning Central (ILC) Repository | Non-college credit course taught locally for which all or portion of content was downloaded from the ILC course repository. |
| 14 | Iowa e-Learning Central (ILC) Exchange | Non-college credit course provided by another district and offered on Iowa e-Learning (ILC) Exchange |
| 7 | Iowa Online AP Academy | Advanced Placement (AP) course taken through the Belin-Blank Center at University of Iowa. |
| 10 | Regional Academy Course | High school credit only course. Applicable to Des Moines School District only. |
| 12 | College Credit Course offered by another district | College credit courses offered in another district |
| 8 | Other | Include self directed/self-paced course, course not taught by highly qualified teacher, credit recovery course, correspondence course, remedial community college course, etc |
| 51 | Transfer in Course | Course student completed in another district. For Transcript purposes only. |
| 81 | College Credit Course contracted with a Nonpublic School | This course origination may only be used by Nonpublic Schools. A contractual agreement exists between the postsecondary institution and the nonpublic school. If the postsecondary institution is a community college, enter the Section FTE. |

**User Notes**

1. Courses in grades PK-6 must be 1, 8, or 11. Courses in grades 7-8 must be 1, 8, 10, or 11.
2. Code all credit recovery and correspondence courses as 8.

**Concurrent Enrollment Courses**

3. Concurrent enrollment courses are offered through contractual agreements between community colleges and school districts. The classes are college classes and may be taught at the community college, in the public school district, or online.
4. Concurrent enrollment courses are considered to be part of a school district's curriculum and should be listed in the school district's course guide.
5. A Concurrent enrollment course cannot also be a PSEO course.

**PSEO Courses**

6. PSEO courses are selected by the students and are approved on an individual basis. They are not part of a school district's curriculum and are not listed in the school district's course guide. PSEO courses are available to 9th and 10th grade students identified as Talented and Gifted or to all 11th and 12th grade students. A student may enroll in a course through PSEO from an Iowa Regents Institution, an Iowa Community College, or an Accredited Private Institution in Iowa.
7. A PSEO course cannot also be a Concurrent enrollment course. If the district provides contracted courses through a community college, no PSEO courses can come from that same community college.
8. PSEO courses are nonsectarian courses that are not comparable to courses offered by the district. They must be credit-bearing courses that lead to an educational degree and in the discipline area of mathematics, science, social sciences, humanities, or career and technical education.

**Regional Academy Course**

9. A regional academy (Iowa Code 261E.9) is a program established by a school district to which multiple school districts send students in grades seven through twelve. Course may be taught over the ICN or the Internet. These courses are for high school credit only. In order to qualify for supplementary weighting, an application must be submitted and approved. Contact Lisa Washington at the DE for more information.

**Vendor Notes**

- Course (section) origination is reported at the section level to allow sections of the same course to be taught by both district and non-district teachers.
- If the vendor includes both a course origination and a section origination (recommended), the section origination defaults to the course origination upon creation. Both are editable by the user.

**Data Element Rollover:** Yes

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| C0120 | Numeric | 1 | 1 | 2 | Y | N | N | N | 2007 |

**Use:** Supplementary Weighting, Chapter 12 Accreditation

**Legal Reference:** Iowa Code 257.11 (Financing Educational Programs)

**Additional Resources:** "Senior Year Plus Guide for Educators and Educational Administrators"
https://educate.iowa.gov/higher-ed/senior-year-plus

## Primary Section Teacher Folder Number

The Iowa Department of Education folder number of the primary teacher of the section of the course.

**User Notes**

1. Required for secondary courses when Course Origination is 1, 4, 10, 11, or 13, the Accreditation Program Area is not 0, the SCED Course Code is not 0, and the first 5 characters of the SCED Course Code are not 22001 thru 22106.
2. Required for non-secondary courses when Course Origination is 1, the SCED Course Code is not 0, and the Course Level in the SCED Course Code is X or S.
3. The folder number is assigned by the Board of Educational Examiners. Most current numbers are six digits in length soon to become 7 digits. A few may be 5 digits.
4. If the teacher folder number has not yet been issued, you may temporarily use 9999999.

**Vendor Notes**

- The teacher folder number should be a one time entry per staff member.

**Data Element Rollover:** Yes, with the teacher information

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| C0055 | Numeric | No Default | 5 | 7 | Y | N | N | N | 2010 |

**Use:** Differentiated Accountability, EVAAS

**Legal Reference:** Iowa Code 256.11 (Educational Standards); IAC 281-12.5

## Institution Providing Section

Identifies the institution providing the section of the course.

**User Notes**

1. If the institution is an Iowa school district or an Iowa Accredited Nonpublic School, use the eight-digit Destination Location code. If the institution is postsecondary, use the six-digit Integrated Postsecondary Education Data System (IPEDS) code.
2. Concurrent enrollment courses offered by a community college but taught in your building will have the IPEDS community college number as the Institution Providing the Course.
3. Nonpublics will use their 8-digit number (4 number district + 4 number building). Example: A course provided by Cedar Rapids Xavier would have institution 10538105.
4. Use your 8-digit district code for Iowa Online AP Academy courses.
5. For all PLATO, ALEKS, non-AP APEX, Odyssey Ware, E2020, and other correspondence courses with unknown origin, enter 90990000 (out-of-state) as the institution providing course.
6. See Addendum E: Integrated Postsecondary Education System Codes (IPEDS).

**Vendor Notes**

- Default value for public schools is 8-digit district code (District code + '0000') and for Nonpublic schools is the 4-digit district code plus the 4 digit building code.
- If a drop list is used for this element, add destination locations for the Iowa Accredited Nonpublic Schools and 90990000 for out-of-state schools.

**Data Element Rollover:** No if determined by section; yes if determined by course

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| C0050 | Numeric | 8 digit district | 6 | 8 | Y | N | N | N | 2005 |

**Use:** Supplementary Weighting

**Legal Reference:** Iowa Code 257.11 (Financing School Programs)

## Section FTE for Funding

What is the course section FTE for Supplementary weighting?

Section FTE reflects the portion of a school year a student spends in a specific course. Total instructional minutes for your school can be found in Spring BEDS.

**User Notes**

1. A Section FTE > 0.000 would indicate supplementary weighting is being requested.
2. Supplementary weighting for District to District ICN classes is for both the providing district and the receiving district(s).
3. Various types of courses are eligible for Supplementary Weighting (Iowa Administrative Code 281-97), but the need for section FTE is dictated by course origination:

**The following are NOT eligible for Supplementary Weighting -> Section FTE must be 0.000**

Course Origination of

- '1' Local Course when not delivered via ICN (section delivery '3') and/or when no public shared time students are enrolled (entry code '16')
- '2' PSEO
- '5' District to District Sharing
- '7' AP Academy Online
- '12' Concurrent Enrollment course in another district
- '13' ILC Repository and no public shared time students enrolled (entry code '16')
- '8' Other

**The following MAY be eligible for Supplementary Weighting -> Section FTE may be greater than 0.000**

- Course origination of '11'
- Concurrent enrollment courses (course origination '3')
- Courses with public shared time students(entry code '16') enrolled
- Courses provided/taken through ICN (section delivery '3')
- Regional Academy (course origination '10' - DSM only)

**Calculating Section FTE for courses taken on a community college campus or online:**

Section FTE = Minutes of CCN / Total instructional minutes in the school.

To determine the minutes of the CCN for Career Academy courses see Career Academy Minutes and SCED Codes and for other courses see Contact Minutes for Community College Courses. Both are on the SRI website.

**Vendor Notes**

- Section FTE for Funding is reported at the section level to allow sections of the same course to have different values for supplementary weighting.
- If the vendor includes both a stored "Course FTE" and a "Section FTE" (recommended), the Section FTE defaults to the Course FTE upon creation. Both are editable by the user.

**Data Element Rollover:** No if determined by section; yes if determined by course

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| C0130 | Numeric | 0.000 | 5 | 5 | Y | N | N | N | 2011 |

**Use:** Supplementary Weighting

**Legal Reference:** Iowa Code 257.11 (Financing School Programs)

**Additional Resources:** Course Coding

## Section Delivery Method

What is the Delivery Method of the section of the course?

| Code | Description | Definition |
|---|---|---|
| 1 | Face to Face | Must be in-person |
| 7 | Face to Face on college site | Must be in-person |
| 2 | Internet/Online | Incorporates Skype, Zoom, and Google Classroom for example |
| 3 | ICN | |
| 5 | Satellite | |
| 8 | Blended | Combination of in-person and on-line |
| 6 | Other | |

**User Notes**

1. Supplementary weighting for District to District ICN classes is for both the providing district and the receiving district(s).

**Vendor Notes**

**Data Element Rollover:** No if determined by section; yes if determined by course

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| C0045 | Numeric | 1 | 1 | 1 | Y | N | N | N | 2010 |

**Legal Reference:** Iowa Code 257.11 (Financing School Programs); Iowa Administrative Code 281-15

## Behavior Incident Number

Identifies an incident that results in an Action Taken involving 1 or more students.

Numeric

**User Notes**

1. Required for all problem behaviors.
2. Multiple students involved in the same incident resulting in action taken must have the same Behavior Incident Number. (Example: 2 students involved in a fight may have different durations or types of actions taken but must bear the same behavior incident number.)
3. One student receiving more than one type of action taken for the same incident must have the same behavior incident number on each related removal record.
    - Example: student is assigned 1 day of in-school suspension and 1 day of out-of-school suspension for the same incident
    - Example: student is assigned an out-of-school suspension for 8 days prior to receiving an expulsion from the school board for the same incident.
4. The Behavior Incident Number is unique for the district in the current school year. If the action taken continues into the following school year, no new action taken is created.

**Vendor Notes**

- If multiple actions taken are the result of the same problem behavior incident, they must have the same Behavior Incident Number.

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| E0005 | Numeric | No Default | 1 | 10 | Y | N | N | N | 2010 |

**Use:** Consolidated State Performance Report (CSPR), IDEA Reporting, Annual Report for IC279.51A

**Legal Reference:** SF2360; Students with Disabilities Education Act (IDEA),Section 8303 of Elementary and Secondary Education Act (ESEA)

## Action Taken

The action taken by school personnel because of the problem behavior incident.

| Code | Description | Definition |
|---|---|---|
| 1 | In-School Suspension | Administrative removal of a student from regular classes or activities for disciplinary reasons where the student continues to be under the supervision of the school district for a period of 30 minutes or more. Includes parent contact. |
| 2 | Out-of-School Suspension | Administrative removal of a student from regular classes or activities for disciplinary reasons. Includes parent contact. |
| 3 | Expulsion | School board action resulting in the removal of a student "from the rolls" of a district for disciplinary reasons. If the student has an IEP and requires continuing services, enter a '1' in the Receiving Educational Services field. Includes parent contact. |
| 4 | Expulsion following a suspension for the same incident | For students who are initially suspended and then eventually expelled for the same incident. Includes parent contact. |
| 5 | Interim setting by School Personnel | Student is placed in an interim alternative educational setting. This action taken is a valid option only for IEP students and only if the problem behavior was drug related, weapon related, or resulted in Serious Bodily Injury. The maximum duration of this action is 45 days (per incident). Includes parent contact. |
| 6 | Interim setting by Impartial Hearing Officer | Student is placed in an interim alternative educational setting. This action taken is a valid option only for IEP students. It requires a filing of a due process complaint with the Iowa Department of Education in which hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others. The maximum duration of this action is 45 days (per incident). Includes parent contact. |
| 7 | Apology/Restitution | Action taken that results in apologizing or compensating, providing service or in some other way making amends for loss, damage, or injury. Includes conference with student. |
| 8 | Bus Suspension | Action taken that results in the student not being allowed on the bus or other school transportation. Includes parent contact. |
| 10 | Conference with Student | Action taken that results in student meeting with administrator, teacher, school support/intervention staff, and/or parent (in any combination). Includes parent contact. |
| 12 | Loss of Privilege | Action taken that results in the student being unable to participate in some type of privilege including extracurricular activities. Includes conference with student. |
| 13 | Parent Contact | Action taken that results in notifying the parent/guardian by phone, email, or person-to-person about the problem. |
| 14 | Saturday School | Action taken that results in the student attending classes on a Saturday or other extended academic instruction.. |
| 16 | Time Out/Detention | Action taken that results in the student spending time in a specified area away from scheduled activities/classes including time in office for less than 30 minutes. (Temporary removal from class). |
| 17 | Action Pending | Action taken is pending. |
| 19 | Individualized Behavior Support Plan | Action taken that results in a personalized behavior plan based on identified functions of behavior and skill development. Includes conference with student and parent contact. Mark when action results in a new plan or updating an existing behavior plan.. |
| 20 | Alternative Educational Environment | Action taken that results in temporary placement in an alternative educational environment/alternative educational program. Must include an individualized behavior support plan, conference with student, and parent contact. (Does not include Interim setting by School Personnel or Impartial Hearing Officer) |
| 21 | Counseling | Action taken that results in a series of counseling and/or mental health counseling with parent consent related to the behavior. Includes conference with student and parent contact. |
| 18 | Other | |

**User Notes**

1. If multiple actions are the result of the same incident, they must have the same Behavior Incident Number.
2. Action Taken 1, 2, 3, 4, 5, and 6 are considered Removals for federal reporting purposes.
3. For each expulsion event, use either 3 or 4 to identify a single removal event.
4. Saturday school does not count as a removal because no instructional time is missed.

5. If the removal is for more than 10 days, school board action is required.
6. Use Action Taken 1 for all In-School Suspensions, including Removals associated with Iowa Code section 279.65B (Senate File 2428) regarding violent or nonviolent disruptions.
7. Expelled students are required to have an Exit Code of 5 (Expelled) or 29 (Expulsion Continuing from Previous Year.)
8. 280.21B Expulsion - weapons in school.
    - The board of directors of a school district and the authorities in charge of a nonpublic school which receives services supported by federal funds shall expel from school for a period of not less than one year a student who is determined to have brought a weapon to a school or knowingly possessed a weapon at a school under the jurisdiction of the board or the authorities. However, the superintendent or chief administering officer of a school or school district may modify expulsion requirements on a case-by-case basis. This section shall not be construed to prevent the board of directors of a school district or the authorities in charge of a nonpublic school that have expelled a student from the student's regular school setting from providing educational services to the student in an alternative setting. If both this section and section 282.4 apply, this section takes precedence over section 282.4. For purposes of this section, "weapon" means a firearm as defined in 18 U.S.C. § 921. This section shall be construed in a manner consistent with the federal Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq. 95 Acts, ch 191, §23

**Vendor Notes**

- If multiple Action Takens are the result of the same incident, they must have the same Behavior Incident Number (E0005).

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| E0012 | Numeric | No Default | 1 | 2 | Y | N | N | N | 2016 |

**For More Information:**
Lyn Jenkins 515-664-6732 lyn.jenkins@iowa.gov

**Use:** Consolidated State Performance Report (CSPR), IDEA Reporting

**Legal Reference:** Students with Disabilities Education Act (IDEA), Section 618; Section 8303 of Elementary and Secondary Education Act (ESEA); Iowa Code section 279.65B (Senate File 2428)

## Problem Behavior

The problem behavior that caused action to be taken.

| Code | Description | Definition |
|---|---|---|
| 1 | Abusive or inappropriate language, profanity | Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way. Mark as minor if the behavior is low intensity. |
| 2 | Alcohol related | Student is in possession of, using, distributing, has intent to sell or is selling alcohol. |
| 3 | Arson | Student plans and/or participates in malicious burning of property. |
| 4 | Communication of a threat | Communication of a verifiable threat through any means to **endanger students and/or staff en masse.** |
| 5 | Bullying | Student delivers direct, indirect, or technology-based unwanted,-objectively hostile behavior toward a specific target. The behavior is repeated, or has the potential to be repeated, over time. The targeted student may experience one or more of the following: fear of harm to themselves or property, detrimental effect on health, or detrimental effect on performance or participation in school activities. |
| 6 | Combustible related | Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid). |
| 7 | Defiance, insubordination, or non-compliance | Student engages in refusal to follow directions or talks back to teachers/staff. Mark as minor if the behavior is brief or low intensity. |
| 8 | Disrespect | Student delivers socially rude or dismissive messages to adults or students. Mark as minor if the behavior is low intensity. |
| 9 | Disruption | Student engages in behavior causing an interruption in a class or activity including sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior. Mark as minor if the behavior is low intensity. |
| 10 | Dress code violation | Student wears clothing that does not fit within the dress code guidelines practiced by the school/district. Mark as minor if clothing is near, but not within, the dress code guidelines. |
| 11 | Drug related | Student is in possession of, using, distributing, has intent to sell or is selling illicit, illegal drugs/substances or imitations. |
| 13 | Gang affiliation display | Student uses gesture, dress, and/or speech to display affiliation with a gang. |
| 14 | Harassment | Student delivers direct, indirect, or technology based unwanted, objectively hostile behavior toward a specific target based on real or perceived protected characteristics. |
| 15 | Inappropriate display of affection | Student engages in inappropriate, consensual verbal and/or physical gestures or contact of a sexual nature with another student/adult. |
| 16 | Inappropriate location | Student is in an area that is outside of school boundaries (as defined by school). |
| 17 | Lying/cheating | Student delivers a message that is untrue, signs a person's name without that person's permission, claims someone else's work as their own, or deliberately violates rules about cheating. |
| 18 | Physical aggression with injury | Student engages in actions involving serious physical contact (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) where either the offender(s) or victim(s) require professional medical attention. |
| 19 | Physical aggression with serious bodily injury (includes assault) | Student engages in actions involving serious physical contact (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) where **either the offender(s) or victim(s) require off-site professional medical attention** for extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or faculty, or substantial risk of death. |
| 20 | Physical aggression without injury | Student engages in actions involving serious physical contact (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) where the offender(s) or victim(s) do not require professional medical attention. |
| 21 | Physical fighting with injury | Student engages in a mutual physical fight where the offender(s) or victim(s) require professional medical attention. |
| 22 | Physical fighting with serious bodily injury | Student engages in a mutual physical fight where **either the offender(s) or victim(s) require off-site professional medical attention** for extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or faculty, or substantial risk of death. |

| Code | Description | Definition |
|---|---|---|
| 23 | Physical fighting without injury | Student engages in a mutual physical fight where the offender(s) or victim(s) do not require professional medical attention. |
| 24 | Property damage/vandalism/misuse | Student participates in an activity that results in damage, destruction, or misuse of property. Mark as minor if the behavior is low intensity misuse of property. |
| 25 | Skip class | Student leaves or misses class without permission. |
| 26 | Special education administrative law judge decision | Problem behavior involving a special education administrative law judge mandate due to threat of injury. This does not apply to decision by the school board, juvenile court officer, juvenile court judge, or district court judge. |
| 27 | Tardy | Student is late to class |
| 28 | Technology violation | Student engages in inappropriate use of cell phone, pager, music/video players, camera, and/or electronic devices. Mark as minor if the behavior is non-serious, but inappropriate as defined by the school. |
| 29 | Theft | Student is responsible for possessing or passing on someone else's property. |
| 30 | Tobacco related | Student is in possession of, using, distributing, has intent to sell or is selling tobacco/nicotine products. |
| 31 | Truancy | Student receives an 'unexcused absence' for ½ day or more. |
| 32 | Weapon related | Student is in possession of knives, guns (real or look alike), or other objects readily capable of causing bodily harm. |
| 34 | Threat of Violence | Written, verbal, electronic or behavioral message that either explicitly or implicitly expresses an intention to inflict emotional or physical injury, property damage or assault. |
| 35 | Inappropriate physical contact | Student engages in inappropriate physical contact with another student/adult. (not physical aggression or fighting) Mark as minor if the behavior is non-serious. |
| 33 | Other | Mark as minor if the behavior is low intensity. |

**User Notes**

1. The Gun-free Schools Report will be created from actions taken with Problem Behavior 32 and weapon type of H (Handgun), R (Rifle or shotgun), F (Other firearm), or B (Bomb).

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| E0022 | Numeric | No Default | 1 | 2 | Y | N | N | N | 2016 |

**For More Information:**
Lyn Jenkins 515-664-6732 lyn.jenkins@iowa.gov

**Use:** Consolidated State Performance Report (CSPR), IDEA Reporting

**Legal Reference:** Students with Disabilities Education Act (IDEA), Section 618; Section 8303 of Elementary and Secondary Education Act (ESEA)

## Assault

Did the incident involve assault?

Assault includes any intentional act intended to cause pain or injury, place another in fear of immediate physical contact which will be painful, injurious, insulting or offensive, or displaying or pointing any dangerous weapon or firearm toward another.

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. This element is separate from Problem Behavior, and the checkbox may need to be marked when Problem Behavior is:
    - 3 Arson
    - 4 Communication of a threat
    - 5 Bullying
    - 14 Harassment
    - 18 Physical aggression with injury
    - 19 Physical aggression with serious bodily injury (includes assault)
    - 20 Physical aggression without injury
    - 21 Physical fighting with injury
    - 22 Physical fighting with serious bodily injury
    - 23 Physical fighting without injury
    - 24 Property damage/vandalism / misuse
    - 26 Special education administrative law judge decision
    - 32 Weapon related
2. Incidents with this indicator marked should have a victim included with the same incident number if the victim was a student.
3. All students involved in the incident with this indicator will be reported with the indicator.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| E0032 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2022 |

**For More Information:**
Lyn Jenkins 515-664-6732 lyn.jenkins@iowa.gov

**Use:** Annual Report for IC279.51A

**Legal Reference:** IC279.51A

**Additional Resources:** https://www.legis.iowa.gov/docs/code/708.1.pdf

## Property Damage

Did the incident involve violence that resulted in serious property damage?

Property damage must be the result of violence and must be intentional and not accidental. This is not intended to report minor incidents of property damage such as breaking a pencil or tearing up paper.

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. This element is separate from Problem Behavior, and the checkbox may need to be marked when Problem Behavior is:
    - 3 Arson
    - 4 Communication of a threat
    - 5 Bullying
    - 14 Harassment
    - 18 Physical aggression with injury
    - 19 Physical aggression with serious bodily injury (includes assault)
    - 20 Physical aggression without injury
    - 21 Physical fighting with injury
    - 22 Physical fighting with serious bodily injury
    - 23 Physical fighting without injury
    - 24 Property damage/vandalism / misuse
    - 26 Special education administrative law judge decision
    - 32 Weapon related
2. All students involved in the incident with this indicator will be reported with the indicator.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| E0034 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2022 |

**For More Information:**
Lyn Jenkins 515-664-6732 lyn.jenkins@iowa.gov

**Use:** Annual Report for IC279.51A

**Legal Reference:** IC279.51A

**Additional Resources:**

## Bodily Injury

Did the incident involve-physical and intentional behavior that resulted in bodily injury?

> Bodily injury is defined as intentional and physical and may not be accidental. Involves damage to bodily tissue that must undergo a healing process, even if not visible. Ex: A student was pushed against a locker and still has back pain 24 hours or later, even though there is no visible sign of injury.

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |

**User Notes**

1. This element is separate from Problem Behavior, and the checkbox may need to be marked when Problem Behavior is:
    - 18 Physical aggression with injury
    - 19 Physical aggression with serious bodily injury (includes assault)
    - 21 Physical fighting with injury
    - 22 Physical fighting with serious bodily injury
    - 26 Special education administrative law judge decision
    - 32 Weapon related
2. Incidents with this indicator marked should have a victim included with the same incident number if the victim was a student.
3. All students involved in the incident with this indicator will be reported with the indicator.

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| E0036 | Numeric | 0 | 1 | 1 | Y | N | N | N | 2022 |

**For More Information:**
Lyn Jenkins 515-664-6732 lyn.jenkins@iowa.gov

**Use:** Annual Report for IC279.51A

**Legal Reference:** IC279.51A

**Additional Resources:**

## Length of Removal

The length of the removal in number of FTE school days.

One decimal place. Numeric format: 0.1 to xxx.9

**User Notes**

1. Required to be > 0.0 if the Action Taken is 1 (In-School Suspension), 2 (Out-of-School Suspension), 3 (Expulsion), 4 (Expulsion following a suspension for the same incident), 5 (Interim setting by School Personnel), or 6 (Interim setting by Impartial Hearing Officer).
2. The length of removal is the number of school days the student is removed from the school or classes to the nearest tenth of a day. A suspension may be for consecutive days or a part of a day over multiple days (e.g., 1st period for 2 weeks).
    - Example: In-school suspension is held on Mondays, Wednesdays, and Fridays. A student is assigned to 3 days of in-school. The event is one event therefore the length of removal is 3 days.
3. For an expulsion that extends into the next school year, enter the total Length of Removal in the school year in which the removal initially occurred. Do not enter a duplicate copy of the removal in the following school year. An Expulsion that continues into the next school year is indicated with Exit Code 29 (Expulsion Continuing from Previous Year) in the next year's database.

**Vendor Notes**

- One decimal place

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| E0040 | Numeric | No Default | 3 | 5 | Y | N | N | N | 2005 |

**Use:** Consolidated State Performance Report (CSPR), IDEA Reporting

**Legal Reference:** Students with Disabilities Education Act (IDEA), Section 618; Section 8303 of Elementary and Secondary Education Act (ESEA)

## Date of Removal

The date the removal began.

MM/DD/CCYY

**User Notes**

1. Required if the Action Taken is 1 (In-School Suspension), 2 (Out-of-School Suspension), 3 (Expulsion), 4 (Expulsion following a suspension for the same incident), 5 (Interim setting by School Personnel), or 6 (Interim setting by Impartial Hearing Officer).

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| E0050 | Date | No Default | 10 | 10 | Y | N | N | N | 2006 |

**Use:** Consolidated State Performance Report (CSPR), IDEA Reporting

**Legal Reference:** Section 8303 of Elementary and Secondary Education Act (ESEA)

## Weapon Type

The type of weapon present during or involved in the incident leading to the action taken.

| Code | Description | Definition |
|---|---|---|
| H | Handgun | |
| R | Rifle or shotgun | |
| F | Other firearm | |
| K | Knife | |
| B | Bomb | |
| L | Look alike or fake weapon | Includes toy guns, BB guns, and pellet guns |
| O | Other weapon not listed | Includes any other object used as a weapon |
| N | Not applicable | |

**User Notes**

1. Weapon Type values are in UPPER CASE.
2. This field can be used in conjunction with any problem behavior.
3. Must be H, R, F, K, B, L, or O if the Problem Behavior 32 (Weapon related).
4. The Gun-free Schools Report will be created from Action Taken 1-6 with Problem Behavior 32 (Weapon related), and Weapon Type of H, R, F, or B.

**Vendor Notes**

- Value must be UPPERCASE

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| E0060 | Alpha | N | 1 | 1 | Y | N | N | N | 2007 |

**Use:** USDE Students Involved with Firearms Report, Consolidated State Performance Report (CSPR), IDEA Reporting

**Legal Reference:** U.S. Department of Education CO86 -- Students Involved with Firearms v13.0; Section 8303 of Elementary and Secondary Education Act (ESEA)

## Zero Tolerance Policy Expulsion

Was the expulsion due to a district policy of zero tolerance for this type of behavior?

| Code | Description | Definition |
|---|---|---|
| 1 | Yes | |
| 0 | No | |
| 99 | Not applicable | |

**User Notes**

1. Refers only to a local district adopted policy resulting in a mandatory expulsion of any student who commits one or more specified offenses, even if there are some exceptions such as modifying the expulsion on a case-by-case basis.
2. It must be 1 or 0 if Action Taken is 3 (Expulsion) or 4 (Expulsion following a suspension for the same incident).

**Vendor Notes**

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| E0025 | Numeric | 99 | 1 | 2 | Y | N | N | N | 2016 |

**Use:** Civil Rights Data Collection, Consolidated State Performance Report (CSPR), IDEA Reporting

**Legal Reference:** Section 8303 of Elementary and Secondary Education Act (ESEA)

## Current School Year

The Fiscal Year.

| Code | Description | Definition |
|---|---|---|
| | CCYY | The current school year; for example if the school year is 2026-2027, then report "2027" |

**Vendor Notes**

- Use the second half of the academic school year. If the school year is 2026-2027, then report "2027".
- Format: CCYY

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0575 | Numeric | No Default | 4 | 4 | N | Y | N | N | 2006 |

**For More Information:**

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## Date Stamp

Date of the transmission.

| Code | Description | Definition |
|---|---|---|
| | MM/DD/CCYY | |

**Vendor Notes**

- Format: MM/DD/CCYY

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| H0010 | Date | No Default | 10 | 10 | N | Y | N | N | 2005 |

## Delimiter

A literal string for the Student State ID header record indicating the delimiter used in the data records.

| Code | Description | Definition |
|---|---|---|
| | The literal string "delimiter=0x09" | |

**Vendor Notes**

- Used for compatibility with Uniq-ID standard file
- Record Type "TH" in State ID Extract

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| H0060 | Alpha | No Default | 14 | 14 | N | Y | N | N | 2006 |

## File Version

A literal string for the Student State ID header record indicating the file version.

| Code | Description | Definition |
|---|---|---|
| 3.0 | The literal string “3.0” for Student State ID file | |

**Vendor Notes**

- A code identifying the version number of the record layout used to format the submission.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| H0050 | Alpha | No Default | 3 | 4 | N | Y | N | N | 2006 |

## Number of Records

The total number of records in the transmission.

| Code | Description | Definition |
|---|---|---|
| | Whole number | |

**Vendor Notes**

- The total count of records in the transmission, including the Transmission Header and Trailer records

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| H0040 | Numeric | No Default | 1 | 10 | N | Y | N | N | 2005 |

## Record Type

Identifier to distinguish the record type.

| Code | Description | Definition |
|---|---|---|
| TH | Transmission Header | |
| TT | Transmission Trailer | |
| ID | Student ID and Locator System | |

**Vendor Notes**

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| K0010 | Alpha | No Default | 2 | 2 | N | Y | N | N | 2005 |

## Time Stamp

Time of the transmission

| Code | Description | Definition |
|---|---|---|
| | HH:MM:SS | |

**Vendor Notes**

- Format:  HH:MM:SS

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| H0020 | Time | No Default | 8 | 8 | N | Y | N | N | 2005 |

## Transmission ID

A number assigned by the sending student information system to identify a transmission.

| Code | Description | Definition |
|---|---|---|
| | Whole number | |

**Vendor Notes**

- This number should be unique within a single installation. Numeric whole number format

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| H0030 | Alpha | No Default | 1 | 10 | N | Y | N | N | 2005 |

## Attending District

State assigned ID of the district where the student is counted for attendance purposes.

| Code | Description | Definition |
|---|---|---|
| | Four numeric characters | First four numeric characters of attending systemkey |

**Vendor Notes**

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0203 | Alpha | No Default | 4 | 4 | N | Y | N | N | 2006 |

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## Race/Ethnicity_StateID

**Vendor Notes**

Calculate in sequence using the first true statement.

If Hispanic/Latino (D0042) = 1 then H or

If two or more of American Indian or Alaska Native (D0043) or Asian (D0044) or Black or African American (D0045) or Native Hawaiian or Other Pacific Islander (D0046) or White (D0047) = 1 then M [ i.e. Hispanic/Latino = 0 and two or more races = 1] or

If American Indian or Alaska Native (D0043) = 1 then I or

If Asian (D0044) = 1 then A or

If Black or African American (D0045) = 1 then B or

If Native Hawaiian or Other Pacific Islander (D0046) = 1 then P or

If White (D0047) = 1 then W

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| D0035 | Alpha | No Default | 1 | 1 | N | Y | N | N | 2010 |

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## Submitting Entity

The eight digit code of the submitting district/nonpublic entity.

| Code | Description | Definition |
|---|---|---|
| | Eight numeric characters | |

**Vendor Notes**

- For Iowa public districts, append 0000 to the district code.

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| H0070 | Alpha | No Default | 8 | 8 | N | N | N | Y | 2009 |

**Use:** Certified Enrollment

**Legal Reference:** Iowa Code 280.4 (Uniform School Requirements); IAC 281-60

## Birth Date_EL

Calculated using Birth Date (D0020).

| Code | Description | Definition |
|---|---|---|
| | Birth Date (D0020) expressed as 8 digits with no slashes. MMDDCCYY | |

**Vendor Notes**

- Calculated using Birth Date (D0020)

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| L0020 | Alpha | No Default | 8 | 8 | N | N | N | Y | 2017 |

## Hispanic_EL

Calculated using Hispanic/Latino (D0042).

| Code | Description | Definition |
|---|---|---|
| Y | Hispanic/Latino (D0042) = 1 | |
| N | Hispanic/Latino (D0042) = 0 | |

**Vendor Notes**

- Calculated using Hispanic/Latino (D0042)

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| L0042 | Alpha | No Default | 1 | 1 | N | N | N | Y | 2017 |

## Native American_EL

Calculated using American Native or Alaska Native (D0043).

| Code | Description | Definition |
|---|---|---|
| Y | American Native or Alaska Native (D0043) = 1 | |
| N | American Native or Alaska Native (D0043)= 0 | |

**Vendor Notes**

- Calculated using American Native or Alaska Native (D0043)

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| L0043 | Alpha | No Default | 1 | 1 | N | N | N | Y | 2017 |

## Asian_EL

Calculated using Asian (D0044).

| Code | Description | Definition |
|---|---|---|
| Y | Asian (D0044) = 1 | |
| N | Asian (D0044) = 0 | |

**Vendor Notes**

- Calculated using Asian (D0044)

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| L0044 | Alpha | No Default | 1 | 1 | N | N | N | Y | 2017 |

## Black_EL

Calculated using Black or African American (D0045).

| Code | Description | Definition |
|---|---|---|
| Y | Black or African American (D0045) = 1 | |
| N | Black or African American (D0045) = 0 | |

**Vendor Notes**

- Calculated using Black or African American (D0045)

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| L0045 | Alpha | No Default | 1 | 1 | N | N | N | Y | 2017 |

## White_EL

Calculated using White (D0047).

| Code | Description | Definition |
|---|---|---|
| Y | White (D0047) = 1 | |
| N | White (D0047) = 0 | |

**Vendor Notes**

- Calculated using White (D0047)

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| L0047 | Alpha | No Default | 1 | 1 | N | N | N | Y | 2017 |

## Pacific Islander_EL

Calculated using Native Hawaiian or Other Pacific Islander (D0046).

| Code | Description | Definition |
|---|---|---|
| Y | Native Hawaiian or Other Pacific Islander (D0046) = 1 | |
| N | Native Hawaiian or Other Pacific Islander (D0046) = 0 | |

**Vendor Notes**

- Calculated using Native Hawaiian or Other Pacific Islander (D0046)

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| L0046 | Alpha | No Default | 1 | 1 | N | N | N | Y | 2017 |

## IEP Status_EL

Calculated using IEP Level (D0296).

| Code | Description | Definition |
|---|---|---|
| Y | IEP Level (D0296) = 0, 1, 2, or 3 | |
| N | IEP Level (D0296) = 99 | |

**Vendor Notes**

- Calculated using IEP Level (D0296)

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| L0296 | Alpha | No Default | 1 | 1 | N | N | N | Y | 2017 |

## LIEP Status_EL

Calculated using EL Status (D0420).

| Code | Description | Definition |
|---|---|---|
| Y | EL Status (D0420) = 1 or 2 | |
| N | EL Status (D0420) = 4, 5, 6, 7 or 99 | |
| P | EL Status (D0420) = 8 | |

**Vendor Notes**

- Calculated using EL Status (D0420)

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| L0420 | Alpha | No Default | 1 | 1 | N | N | N | Y | 2017 |

## Section 504_EL

Calculated using Section 504 (D0300).

| Code | Description | Definition |
|---|---|---|
| Y | Section 504 (D0300) = 1 | |
| N | Section 504 (D0300) = 0 | |

**Vendor Notes**

- Calculated using Section 504 (D0300)

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| L0300 | Alpha | No Default | 1 | 1 | N | N | N | Y | 2020 |

## Class/Teacher Name

Name of the student's teacher or class.

**User Notes**

1. Optional for all students.
2. Used to sort Barcode labels for districts.

**Vendor Notes**

- Remove all commas, tildes, and accents for ISASP extract. Used to sort bar code labels for distribution.

**Data Element Rollover:** No

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| B0020 | Alpha | No Default | 1 | 20 | N | N | Y | N | 2005 |

## Grade Level_ISASP

Calculated using Grade Level (D0030).

| Code | Description | Definition |
|---|---|---|
| 00 | If Grade Level (D0030) = "KG" | |
| 01-12 | If Grade Level (D0030) = 01-12 | |

**Vendor Notes**

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| B0012 | Alpha | No Default | 2 | 2 | N | N | Y | N | 2012 |

## Special Education_ISASP

Calculated using IEP Level (D0296).

| Code | Description | Definition |
|---|---|---|
| 1 | If IEP (D0296) = 0, 1, 2, or 3 | |
| 0 | If IEP (D0296) = 99 | |

**Vendor Notes**

- Calculated using IEP Level (D0296)

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| B0115 | Numeric | No Default | 1 | 1 | N | N | Y | N | 2010 |

## Free or Reduced Lunch_ISASP

Calculated using Free Lunch (D0270) and Reduced Lunch (D0280).

| Code | Description | Definition |
|---|---|---|
| 1 | Free Lunch (D0270) or Reduced Lunch (D0280) = 1 | |
| 0 | Free Lunch (D0270) and Reduced Lunch (D0280) = 0 | |

**Vendor Notes**

- Calculated using Free Lunch (D0270) and Reduced Lunch (D0280)

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| B0110 | Numeric | No Default | 1 | 1 | N | N | Y | N | 2005 |

## English Language Learner_ISASP

Calculated using EL Status (D0420).

| Code | Description | Definition |
|---|---|---|
| 1 | EL Status (D0420) = 1, 2, or 7 | |
| 0 | EL Status (D0420) = 99, 4, 5 or 8 | |

**Vendor Notes**

- Calculated using EL Status (D0420)

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| B0120 | Numeric | No Default | 1 | 1 | N | N | Y | N | 2005 |

## Homeless_ISASP

Calculated using Homeless Type (D0340).

| Code | Description | Definition |
|---|---|---|
| 1 | Homeless Type (D0340) = 1, 2, 3 or 6 | |
| 0 | Homeless Type (D0340) = 99 | |

**Vendor Notes**

- Calculated using Homeless Type (D0340)

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| B0170 | Numeric | No Default | 1 | 1 | N | N | Y | N | 2005 |

## Entry Code_ISASP

Entry Code (D0180) expressed to two digits with leading 0 if necessary.

**Vendor Notes**

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| B0180 | Alpha | No Default | 2 | 2 | N | N | Y | N | 2010 |

## Military Connected_ISASP

Calculated using Military Connected Status (D0095).

| Code | Description | Definition |
|---|---|---|
| 1 | Military Connected Status (D0095) = 2, 3 or 4 | |
| 0 | Military Connected Status (D0095) = 0 | |

**Vendor Notes**

- Calculated using Military Connected Status (D0095)

**Element Specifications**

| Element ID | Format | Vendor Default | Min Length | Max Length | SRI | State ID | ISASP | EL | FY Added |
|---|---|---|---|---|---|---|---|---|---|
| B0190 | Numeric | No Default | 1 | 1 | N | N | Y | N | 2026 |