2019–2020

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Type of Change	Changes to 2019–2020 SAAH
	Note that while the OFSDP allows for standing-eligible OFSDP credit recovery classes to be offered during the summer recess, an OFSDP-eligible student cannot earn more than the equivalent of one ADA (5,400 minutes worth of perfect attendance in the regular attendance program) for a 12-consecutive-month school year.
Revision	3.11.2 Example 2 A four-year-old student enrolls in a pre-K program in a district that offers separate programs for three year and four year olds.
Revision	3.11.18 Example 18 Your school district decides that it will have an early release day on which classes are dismissed at noon. Your district has morning and afternoon sections of eligible three-year-old pre-K students.
Revision	4.2 Special Education and Eligibility To be eligible to receive special education services, a student must be a child with a disability

Type of Change	Changes to 2019–2020 SAAH
Revision and Deletion	**5.2.2 Eligibility of Courses for Funding** State-approved CTE courses are listed in Section 4, Code Table C022 of the TSDS PEIMS Data Standards, available at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/, and designated with an H in the CTE column. Your district must spend its CTE state allotment funding in accordance with the provisions of 19 TAC §105.11, related to maximum allowable indirect costs. Your school district may receive state weighted funding for all CTE innovative courses approved by TEA for students in grades seven through 12. To receive CTE weighted funding, your district must maintain documentation of local board approval to offer any TEA approved innovative course.[8] With the approval of the local board of trustees, school districts and charter schools may offer any state approved innovative course for state elective credit. No application is required for a district or charter school to offer an approved innovative course. If your district wishes to submit a new innovative course, your district must follow the process for applying to TEA for approval to offer the new innovative course. [~~The state approved technology application courses in cybersecurity that are part of a cybersecurity pathway for the science, technology, engineering, and mathematics (STEM) endorsement beginning in the 2018–2019 school year. School districts receive weighted funding for students who enroll in technology application courses on cybersecurity that are included in the cybersecurity pathway. Districts must report CTE attendance contact hours for students enrolled in approved cybersecurity~~] courses. Funding students enrolled in a Pathways in Technology Early College High School (P-TECH) TEA-designated P-TECH campuses will generate funding in the amount of $50.00 per enrolled student (grades nine through 12 only). The campus must be designated by TEA and listed on the Texas Education Standards website. Campuses shall report the students enrolled on the TEA-designated P-TECH campus in PEIMS submissions 1 and 3 using the PEIMS indicator E1612. Funding students enrolled in a New Tech Network (NTN) school Campuses that have an active agreement with the NTN will generate funding in the amount of $50.00 per enrolled student (grade seven through 12 only). The campus must have an active agreement with the NTN and be listed on the Texas Education Standards website. Campuses shall report the students enrolled on NTN campus in PEIMS submissions 1 and 3 using the PEIMS indicator E1647.

[8] 19 TAC §74.27

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Type of Change	Changes to 2019–2020 SAAH
Deletion	5.2.3 Earning CTE Contact Hours A student may enroll simultaneously i-9.6 (u)-0.7 (s)-6 (c).1 occc3 (nt)- (c).1 o-12.8 (nc) 0 13 (nt4 (c3 2<D12.8 (6.1 06 (l)10.4.5 (ou)

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Type of Change	Changes to 2019–2020 SAAH
	[10 TEC, §42.156(c)
Revision	9.12.2 SPED, PRS, and Earning Eligible Days Present Use the following chart to determine eligible days present when a student receives homebound services through the special education and the PRS programs. PE/M6 (u)5.2 (n)5.3 (t)10 deterard the PRS program(s)PEs/Peof Change

Amount of Time Served per Week (SPED		

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	1.15
	Section 13 Appendix: Average Daily Attendance (ADA) and Funding **Dyslexia—Weight: 0.1 per student** **Funding is based on actual counts of students receiving services for dyslexia or related disorders.** **based on five tiers, 0.225, 0.2375, 0.25, 0.2625, and 0.275; 2.41 for a student receiving PRS** **Funding is based on a student who is educationally disadvantaged and resides in an economically disadvantage census block group. The weights assigned to the five tiers are from least to most severe economically disadvantaged. If insufficient data is available for any school year to evaluate the level of economically disadvantaged in a census block group, a district is entitled to an annual allotment equal to the basic allotment multiplied by 0.225 for each student who is economically disadvantaged and resides in that census block group.**
	Section 13 Appendix: Average Daily Attendance (ADA) and Funding **; and $50.00 for each of the following in which the student is enrolled:** **x two or more advanced CTE classes for a total of three or more credits;** **x a campus designated as a P-TECH school under the TEC, §29.556; or** **x a campus that is a member of the New Tech Network and focuses on project-based learning and work-based education.**
	Section 13 Appendix: Average Daily Attendance (ADA) and Funding **or 0.15 if the student is in a bilingual education program using a dual language immersion/one-way or two-way program model; additional 0.05 weight for programs using a dual language immersion/two-way program model for students not described by the TEC, §48.105(1).**
	Section 13 Appendix: Average Daily Attendance (ADA) and Funding **Gifted/Talented—Weight 0.12**

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Type of Change	Changes to 2019–2020 SAAH
	Section 13 Appendix: Average Daily Attendance (ADA) and Funding **Early Education—Weight 0.1**