

Target Audience – Superintendents, Chief Operation Officers, Business Managers, Principals and Data Managers

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### Executive Takeaways for District Leadership

1. Enrollment accuracy is foundational — it drives funding, accountability, and compliance.
  2. Attendance and discipline coding directly affect school report cards.
  3. CTE and TCS submissions influence Perkins funding, Postsecondary Success metrics, and federal reporting.
  4. Program Core and federal coding affect Title, McKinney-Vento, and EIS funding compliance.
  5. Daily operational data maintenance prevents downstream accountability and funding errors.
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**Enrollment – Enrollment is the baseline dataset that drives funding, accountability, federal reporting, and operational reporting.**

The enrollment data includes information regarding student enrollment in a school including district residence (that determines RADM), the start and end dates of the enrollment.

**Enrollment data is used for federal reporting, funding formula calculations, student average daily membership, October snapshots, state assessment rosters, Early Warning System, accountability.**

### Critical Fields:

- DISTCODE – if you are reporting the student, this is your district code.
- DISTCODE\_RES - where the student resides AND if the other district is “paying the tuition”.
  - The distcode\_res **feeds the RADM numbers.**
  - The RADM numbers found in RADM reports are made up of students in your district that school in your buildings and students from your town/district that attend other CTE programs.
- Fields such as gender, ethnicity and race, lunch, IEP and 504 – all used for subgroups when looking at data especially attendance and state assessment results.
- IEP field – likely overwritten by the Special Ed Census and does not come from this file.
- ALTASSESSMENT – a conditional field and will also come from the special ed census.

## Collections – Where is the data used and why is it important?

- SCHCODE\_HOME - This is a required field when the student's enrollment type is O, N or G. This field is used to report the school code that the student would attend **if** the student was not outplaced out of district or attending a GED or Transition Program. There is a validation on the enrollment file that will look for this if: *ENROLL\_TYPE is O, G or N then SCHCODE\_HOME is required. This validation is not applicable when the LEA does not have a school that serves the student's enrolled grade.*

Considerations:

Enrollment errors directly impact funding allocations, accountability ratings, RADM calculations, and state/federal reporting accuracy.

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**Attendance – used for Attendance Tool, Leadership Board, ADM, ADA, RADM, Accountability, Early Warning System and Truancy reports.**

- [Attendance types](#) – this is a list of acceptable values for attendance types. RIDE does not have a policy in place regarding when to use certain codes as discussed in the weekly data manager meetings, this reference table should serve as a guide to districts when deciding special circumstances with student attendance.
  - Attendance types are important when determining chronically absent students (and can affect your school report card). If in doubt, please contact us with scenario and we will attempt to provide guidance.
- Validated against Enrollment Census file for the student enrollment record. It looks at the date enrolled and exit dates. Also, validated against the calendar in Enrollment Census.

Considerations:

Attendance types affect chronic absenteeism calculations (school report card impact). At this time, there is no prescriptive statewide coding policy; districts must apply consistent internal guidance. Finally, improper coding can inflate chronic absenteeism rates and negatively affect accountability ratings.

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**Discipline – used for federal reports, state reports (suspension only), Early Warning System and populates the Accountability system. It is also used to identify LEAs with discrepancies**

## Collections – Where is the data used and why is it important?

regarding suspensions for students with disabilities, and for decisions regarding a district's use of funds.

- [General Guidance Document](#) – this document provides how the data is used and guidance on reporting the data (the latter is more for the Deans and Principals)
- Validated against Enrollment Census and looks at discipline guidelines set for reasons for suspension.

Considerations:

Discipline reporting affects accountability ratings and can trigger monitoring related to IDEA compliance and funding oversight.

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**Teacher Course Student Collection (4 files) – These files feed the Student Data Portal in the portal. Teachers and school staff will access assessment and attendance data. The course file is used to identify courses for the Federal Perkins V Annual Reporting regarding Career and Technical Education (CTE) courses.**

- The order of file upload must be TCS Course, TCS Section, TCS Staff/Teacher and TCS Student. The TCS files should be submitted at the beginning of the school year and maintained daily. Once you have Course and Section uploaded successfully without errors, they do not need to be submitted daily unless additions/changes are made to the master schedules in the schools. The Staff and Student submissions should be submitted to RIDE daily to reflect changes in the student classes, student mobility, teacher class assignment changes and teacher mobility.
1. TCS Course fields – **used for Perkins V Annual Reporting**
    - SCED – used to pull in certain courses in the CRDC file such as Algebra, and the math and science classes it counts.
  2. TCS Section fields –
    - Section type – used to expect the grade earned
    - INTCSPROGRAMCODE and CSRIPARTNERCODE– **used for CS4RI reporting**
  3. TCS Staff fields –
    - Validates against the teacher's certificate
    - Last name – if this does not match a Warning will show in your error log.
    - First name – if this does not match it will generate an error

## Collections – Where is the data used and why is it important?

- StaffLastName, StaffFirstName and StaffMiddleName are not required to make the link however are necessary for matching/validation/quality assurance.
  - ELA and Math contributor are NO LONGER validated. YAY!!
  - [Staff Role ID](#) – a required field. **This is tied to UCOA.** Many districts use the 1100, 1200 codes labeled as Teachers. Currently the department responsible for UCOA is not using the data at a detailed level from this file. The UCOA “bucket” information comes from your district budget and accounting.
  - SectionStartDate/EndDates – must be a valid date and greater than or equal to the first day of school/less than or equal to the last day of school.
4. TCS Student fields – **this entire file feeds the Student Data Portal. Some of the data such as AP classes taken by the students are pulled in for Postsecondary Success data in Accountability.**
- SASID – student must be in the enrollment file or will cause an error.
  - Section ID – must be in the section file or will cause an error.
  - SectionEntryDate/ExitDate – must be a valid date and greater than or equal to the first day of school and a date less than or equal to the last day of school. In addition, the SECTIONENTRYDATE must be a date within the Section’s start and end dates (SECTIONBEGINNINGDATE and SECTIONENDINGDATE).

Key Impacts:

Perkins, Postsecondary Success measures in Accountability, Teacher certification validation and Early Warning indicators via grades.

Considerations:

Improper TCS maintenance affects assessment access, federal reporting, Perkins V compliance, and public accountability metrics.

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### Career Technical Education (CTE) – (6 files)

The data includes the CTE program and student level information that will be used for reporting requirements including RIDE accountability measures. Data such as success rate of the program, completers, Perkins V Reporting, PS in Accountability, and biennial Comprehensive Local Needs Assessments (CLNA).

- The CTE-Programs and CTE-Courses submissions must be submitted to RIDE when the school year begins and kept up to date throughout the school year to reflect the CTE programs and courses that are being offered in your LEA/School. The CTE-Programs and CTE-Courses are required for all LEAs/Schools that offer RIDE approved or provisionally approved CTE

## Collections – Where is the data used and why is it important?

programs. The CTE-Students In Program must be submitted at the beginning of the school year and kept up to date throughout the school year. The end of the year student information must reflect the students who enrolled and completed their specific course. The CTE-Apprenticeship Programs, CTE Recognized Credentials Earned, and CTE-Post Sec Credit submissions must be submitted as the applicable data becomes available for each CTE student in your LEA/School.

CTE Programs fields – most of this information can be found on the approved application. It is set up in your SIS for the exports pull the necessary data in for reporting. The CTE Students in Program Review Tool is fed from this file.

- CTECHCTR – only if your school has a career and tech center. Otherwise leave it blank.
  - LOCALCTEPROGRAMCODE – text box
  - LOCALCTEPROGRAMNAME
  - **PROGRAMTYPE** - is a RIDE 4-digit code that can be found [here](#). It is used internally by RIDE for data linking to other CTE data:
    - [eride.ri.gov/eRide40/DataDictionary/DisplayCodeSets.aspx?CodeTable=CTEPROGRAMTYPE](https://www.eride.ri.gov/eRide40/DataDictionary/DisplayCodeSets.aspx?CodeTable=CTEPROGRAMTYPE).
  - CIP (Classification of Instructional Programs code) – **This is used for Perkins V Reporting and CLNA's (pulled from data submitted) and may affect Perkins V Funding allocations.**
    - Values for CIP: Use the most specific code. Avoid using general codes that end in \*.0000, \*.000, or \*.00. CIP codes are used to identify students in CTE programs that lead non-traditional fields. Your CTE staff may be the most knowledgeable on what CIP code to use for your CTE programs. The complete set of acceptable CIP codes is available at:  
<https://www.eride.ri.gov/eRide40/DataDictionary/DisplayCodeSets.aspx?CodeTable=CIP>
    - For guidance on which CIP aligns with your programs please refer to the following tools: CIP Code Selector:  
<http://nces.ed.gov/ipeds/cipcode/selector/default.aspx?y=55>
    - CIP Search: <http://nces.ed.gov/ipeds/cipcode/search.aspx?y=55>
- <sup>1</sup> Section 3(33) of Perkins V defines the term “nontraditional fields” to mean “occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work
- POSTSECONDARYCREDIT – Y/N
  - AGREEMENTHIGHTERED – Y/N
  - RECOGNIZEDCREDENTIALS – Y/N

## Collections – Where is the data used and why is it important?

- ADVSTANDINAPPRENTICESHIP – Y/N
- ADVSTANDINTRAINPROG – Y/N
- NUMCOURSESINPROGSEQ – number of courses a student must take per the program
- CONCENTRATORINSEQ – the number of courses required by the specific CTE program to become a concentrator. This should be equal to or less than the NUMCOURSESINPROGSEQ field. **This is used for a variety of Reporting such as Perkins V, CLNA, PrepareRI, and the CTE Board of Trustees.**
  - Within the sequence of courses for *this program*, when will the student be a concentrator?

CTE Courses fields – these courses can be found in the approved application or from your Course Programs often found on school websites.

- COURSENUMINPROGSEQ – cannot be greater than the number reported in the program file.
- LOCALCOURSEID - must exist in the TCS course file
- LOCALCTEPROGRAMCODE - must exist in the CTE-Programs submission.
- COURSEORDERINPROGRSEQ – must be greater than 0.

CTE Students in Programs fields – Reports all students enrolled in a RIDE approved CTE Program of student. **This file feeds the CTE Students in Program Review Tool.**

- The last five fields are Y/N and can change between the beginning of the school year and the end of the school year. Therefore, **please be sure that your end of year submissions includes the updated completion data as this will be used in various Accountability Reporting that can affect star ratings for the school's report card.**
  - Use the CTE Students in Program Review Tool and share this tool with all your CTE Team.

CTE Apprenticeship – fields

- [APPRENTICESHIPCODE](#) -The code for the registered apprenticeship that the student qualified for advanced standing in.

CTE Recognized Credentials – fields: **this file is used in the Post Secondary Success measure in Accountability.**

- [RECCREDEARNEDCODE](#) - The code for the recognized credential that the student earned.

## Collections – Where is the data used and why is it important?

CTE Post Secondary Credit – fields: this file is used in the Post Secondary Success measure in Accountability, Perkins V reporting, and CLNA's.

Considerations:

CTE coding errors may impact Perkins V allocations, Accountability star ratings, and CLNA determinations.

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Student Contacts – this file is used for state agencies to contact families via mailings such as the EBT cards for summer.

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Summer Withdrawal – this file will update previously exited students. The edits will be reflected in the cohort exit updating (once refreshed in early December).

- This work and the work done in Cohort Exit Updating help provide your graduation rate, drop-out rate and retention rate. **Graduation Rate is used in Accountability.**
- *Training/Workshop coming for the start of next school year!*

Considerations:

Cohort exit accuracy directly affects public graduation rate reporting.

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Educator Attendance – this file is used in Accountability.

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Program Core – much of this file is used for certain types of federal and state reporting. It can affect funding such as Title 1, McKinney Vento, [Southeast Asian Ethnicity Data](#)

- Title -
- EIS – if your district submitted a dollar amount for Early Intervening Services on the CRP Grant you must submit codes for the students serviced.
- Homeless -
- Foster Care – feeds the FC application “students in program”.

## Collections – Where is the data used and why is it important?

- Credential coding for non-CTE students (used for PS Success in Accountability).

Considerations:

Direct impact on federal funding eligibility and required compliance reporting.

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**Work Based Learning** – separate from the CTE requirement “WBL completed” when a CTE Student completes the required 80 hours; the purpose of the work-based learning (WBL) data collection is to collect the number of WBL hours that each student is completing. All students in grades 9-12 should be participating in a high-quality work-based learning opportunity. **WBL is used in Perkins V Reporting and CLNA’s. *It is not used in Accountability like the other CTE completer fields are.***

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**Grade Earned** – required collection for final grades in grad level 9-12. **This data is used in the Early Warning System available on the portal and in Perkins V and CLNA’s reporting.**

Considerations:

Impacts dropout prevention and postsecondary readiness indicators.

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## Resources and Notes

[How to find data specifications on the RIDE website](#)

[Forum Guide to Understanding the School Courses for the Exchange of Data \(SCED\) Classification System](#)

[Information about the Early Warning System](#)

[Discipline Collection Guidance](#)

[Everything Accountability](#)

[CTE, RI Perkins \[https://ride.ri.gov/students-families/career-technical-education V Plan, and CLNA information\]\(https://ride.ri.gov/students-families/career-technical-education-V-Plan-and-CLNA-information\)](https://ride.ri.gov/students-families/career-technical-education-V-Plan-and-CLNA-information)

[Federal Programs Information](#)

