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COVID-19

2020-2021 Attendance

For additional information please see [SY 20-21 Attendance and Enrollment FAQ](#)

	Question	Answer
1.	Does a minimum amount of time for asynchronous remote instruction need to be provided?	The LEA's approved instructional plan determines the daily engagement, instructional materials, progress monitoring, and teacher supports the student receives in order to earn daily attendance. The approved instructional plan should demonstrate how students are engaging with approximately the same amount of academic work as in a regular school day.
2.	Can the asynchronous instructional method count towards mainstream days?	Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, PEIMS Attendance Reporting, Question # 4
3.	Will the new remote synchronous and remote asynchronous data elements be added to the Search Submission Data option in the Access Data tab?	Yes, the remote synchronous and remote asynchronous data elements will be added to the Search Submission Data option.
4.	Can LEAs locally assign a student as being on campus absent, remote synchronous absent and remote asynchronous absent separately?	It is a local determination on how to record absences in the student information system. For the PEIMS Summer submission, the LEA will only report days absent for a student using TOTAL-DAYS-ABSENT (E0036) regardless of the student's planned method of instruction.
5.	Should LEAs still have students in different instructional program tracks?	The new methods of instruction have no impact on instructional tracks. The LEA will determine the instructional program tracks as they have in the past. Each instructional program track must meet the required operational minutes necessary for the INSTRUCTIONAL-PROGRAM-TYPE (E1600) listed for the program track.
6.	If an OFSDP student does not attend school in-person one day, but finishes their work at night, will the LEA need to change the ADA code for the student from ADA 7 to ADA 1 for the single day?	Yes, the student's ADA code would need to be changed for the single day. Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, PEIMS Attendance Reporting, Question #5

	Question	Answer
7.	How will an LEA determine present for remote asynchronous instruction?	Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, <i>How is Remote Asynchronous Attendance Measured</i> under the Attendance Methods section.
8.	How many minutes must a student be engaged on campus, remote synchronous, or remote asynchronous to be reported as present?	Reference SY 20-21 Attendance Method Comparison Chart
9.	What type of instruction should an LEA provide if there are no parents in the district that want their children to be instructed on campus?	Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, On-Campus Attendance Requirements, General Attendance Policies, Question #1
10.	How often should a teacher enter attendance into the student information system?	Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, Remote Attendance Requirements, General Attendance Policies, Question #11
11.	For remote asynchronous instruction, how is a student marked present?	For remote asynchronous instruction, attendance is determined by student's documented daily instructional engagement as defined in the LEA's instructional plan.
12.	Where can an LEA find additional information from TEA concerning the learning management system that can automatically enter asynchronous attendance into the local student information system?	Please see the TEA News Release from July 30, 2020 for additional information concerning the Learning Management System TEA is offering.
13.	If a student is marked absent for in-person or remote synchronous instruction, can the student be marked present for remote asynchronous on the same day?	If the student is marked absent at the in-person or remote synchronous official attendance time, they may be marked remote asynchronous present if they meet the definition of engagement in the LEAs approved instructional plan. The student will remain absent for the day if no engagement occurs.
14.	What documentation must be kept for in-person, remote synchronous, and remote asynchronous attendance to support "present" in case of a future audit?	There is no change to the documentation requirements for in-person attendance. Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, <i>How is Remote Asynchronous Attendance Measured</i> under the Attendance Methods section and On-Campus Attendance Requirements, General Attendance Policies, Question #1

	Question	Answer
15.	Does an LEA need to develop policies to show how a student can transition between in-person, remote synchronous and remote asynchronous instruction?	Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, Attendance Methods, Remote Synchronous Instruction Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, Attendance Methods, Remote Asynchronous Instruction
16.	What is the due date for PEIMS Summer submission for an LEA that provides instruction using an intercessional calendar?	Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, PEIMS Attendance Reporting, Question #7
17.	Will TEA have a cap on ADA depending on the remote asynchronous present the LEAs reports in the PEIMS Summer submission?	Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, State Funding, Question #1
18.	Can a district offer a course section as synchronous one day and asynchronous the next?	Yes, there is no need for an LEA to designate a specific section as in-person, remote synchronous or remote asynchronous.
19.	If a student is served in PK and Special Ed will the LEA still follow the current rules in the student attendance accounting handbook (SAAH) and code students with full-day ADA?	Yes, for additional information please refer to the SAAH for Early Childhood Special Education Services and PK programs and the necessary ADA coding.
20.	Can a district require certain students to attend in-person for certain courses?	Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, On-Campus Attendance Requirements, Electives and Extracurriculars, Question #15
21.	For secondary students, which teacher should record the official attendance in remote synchronous instruction?	Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, Attendance Methods, <i>How is Remote Synchronous Attendance Measured?</i>
22.	Should high school students being instructed through remote synchronous be scheduled to attend all periods every day?	For remote synchronous students in grades 6 th -12 th , the LEA needs to provide 240 instructional minutes (not necessarily consecutive) in order for the student to earn full-day funding. How the LEA divides these 240 instructional minutes would be a local policy.
23.	Are students that were served in a private school or homeschool during the 2019-2020 eligible for ADA during the 2020-2021 school year?	Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, Remote Attendance Requirements, General Attendance Policies, Question #13

	Question	Answer
24.	Can an LEA require students to participate in a hybrid on-campus and remote instructional model (on and off campus on varying days/weeks) for different groups of students in several grades?	Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, On-Campus Attendance Requirements, Hybrid Attendance Requirements, Question #9 and 10
25.	For the 2019-2020 ESY, how are LEAs reporting contact hours for synchronous or asynchronous learning? Can the time a parent assists with student learning be counted in the calculation of contact hours?	Only instructional contact hours with the student are counted and reported for ESY attendance in the TSDS/PEIMS system (section 4.13 Student Attendance and Accounting Handbook). This would include direct contact hours with students in the school (or home) setting as well as synchronous remote instruction (video and/or phone). Indirect services such as consultation with parents, or asynchronous learning activities such as work packets are not counted for attendance. LEAs should still keep a record of all the different ways they supported students over the summer in an effort to minimize regression of skills; this information can assist Admission Review and Dismissal (ARD) committees in discussions around what was effective or not effective as they analyze regression and recoupment data for students in the 20-21 school year.
26.	Are students who live outside of the district's attendance zone or out of state still be able to enroll and receive remote instruction?	Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, Enrollment, Question #3
27.	If an LEA uses paper packets for remote asynchronous instruction, how will the LEA determine when the work was completed?	Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, State Funding, Question #6

	Question	Answer
28.	What NON-CAMPUS-BASED-INSTRUCTION-CODE should an LEA use for remote synchronous and remote asynchronous courses?	Remote asynchronous and remote synchronous courses would still use a NON-CAMPUS-BASED-INSTRUCTION-CODE of 00. This code indicates that a course was offered for class credit or student achievement, but 1) was not taught by a school district/charter school employee or a contracted teacher , or 2) was taught by a school district/charter school employee or a contracted teacher at a facility other than the campus where the student is enrolled.
29.	If a campus is open to all students and has a morning group and an afternoon group for space/social distancing purposes, can students all be reported on the same attendance track that is 75600 minutes for the year?	Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, On-Campus Attendance Requirements, Hybrid Attendance Requirements, Question #10
30.	How do campuses know if a student was enrolled in a private school or homeschool when they enroll to a school district?	<p>The LEA can do the following to determine the enrollment of a new student:</p> <ul style="list-style-type: none"> • Speak with parent and student • Add questions about prior year school in enrollment paperwork • Check Enrollment Tracking to determine if student is listed. <p>Note: homeschool and private school students may not be listed in enrollment tracking. Only students enrolled in a Texas public school would be listed.</p>

	Question	Answer
31.	What documentation should an LEA have on file when a student withdraws to be homeschooled?	<p>PEIMS Leaver Data – Documentation Requirements by LEAVER-REASON-CODE the use of code 60 Student is home schooled requires the following documentation: a district must document that the parent/guardian is home schooling the student. Per federal requirements it is <u>not</u> permissible for a district to document that, at the time of withdrawal, the student intended to be home schooled. Beginning with students leaving in the 2011-12 school year, the following documentation is required to verify enrollment: <i>Verification by the parent/guardian</i>. A letter signed and dated, from the parent/guardian stating that the student is being home schooled is acceptable documentation. Letters from the parents/guardians must indicate the actual date home schooling began.</p> <p>PEIMS Leaver Data – Leaver Reason Codes and Documentation Requirements from the Texas Education Data Standards states withdrawal forms received by e-mail do not need to be signed by the parent/guardian or qualified student.</p>
32.	Can a district require a prior year homeschool student to start the year on campus in order to get funding?	Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, Remote Attendance Requirements, General Attendance Policies, Question #13
33.	If a teacher posts remote asynchronous present, does it matter what class period the attendance was posted in?	The LEA will need to indicate in the SIS which class periods will represent official attendance for a student. Official attendance information is submitted for PEIMS.

	Question	Answer
34.	For a student, if one teacher marks a student absent and another teacher marks the student remote asynchronous present, how will the attendance be recorded for PEIMS Summer submission?	<p>The absent or present for the official attendance period will be the data submitted for PEIMS. The LEA's SIS will determine how the student is reported based on the local attendance policy.</p> <p>Reference COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, Remote Attendance Requirements, General Attendance Policies, Question #16</p>
35.	In asynchronous present is there an official attendance time?	<p>In asynchronous present there is no official attendance time. Under an approved learning plan, students earn daily attendance through daily engagement measure(s).</p> <p>COVID-19 SY 20-21 Attendance and Enrollment FAQ – August 20, 2020, Remote Asynchronous Instruction</p>
36.	For the new subcomplex regarding crisis code, what goes into deciding to make it a subcomplex as opposed to a single comma-separated field like other fields in other extracts?	<p>The XML Schema Definition (XSD) does not support the ability to report multiple values for a single element with a comma-separated list. Each separate value must have the start tag and end tag. The way we typically do that with XSD is with a complex type containing an unbounded data element. An unbounded data element allows an unlimited number of instances of the element.</p>

Extended Year Service IDs

	Question	Answer
1.	Should an LEA report a college prep course that was completed, but not passed as part of the PEIMS Extended Year Submission?	<p>The CourseTranscriptExtension Complex Type must be submitted for each unique dual credit course and college Preparatory English Language Arts (CP110100) or College Preparatory Mathematics (CP111200) courses that were completed during the summer (between school years) for the purpose of a student earning dual credit or preparing for college.</p> <p>Do not report the CourseTranscriptExtension Complex Type for dual credit courses or College Preparatory English Language Arts (CP110100) or College Preparatory Mathematics (CP111200) courses that were not completed; COURSE-COMPLETION-INDICATOR not equal to "1".</p>
2.	Will college prep be included on a report that shows a roster of these students and the pass/fail on the course completion or it will only be on the "Courses by Pass/Fail report"?	Yes, the students completing the college prep service IDs will appear on a roster with the pass/fail credit.
3.	Can you explain a bit more about what is meant in the statement "no end date expected in collecting course completions data for the CP Service IDs"?	Beginning in the 2019-2020 PEIMS Extended Year Submission, the LEA must report course completion for those courses with a college prep service ID. The reporting of the college prep service ID course completion will be required from now on in the PEIMS Extended Year Submission.
4.	Can an LEA report college prep course completion for the PEIMS Extended Year Submission if the course was started in the 2019-2020 school year and completed during the summer?	No, courses started in the 2019-2020 school year should be reported in the PEIMS Summer Submission. If the course is completed prior to the Summer Resubmission deadline, the information should be reported with the PEIMS Summer submission data.

PE Minutes Additional Guidance/TEA Curriculum Update

	Question	Answer
1.	If a single course section is used by an LEA to report all students for one PE teacher, can the enrollment show 100 students?	Yes, if there is only one teacher of record for the class. However, if an LEA establishes a student to teacher ratio greater than 45 to 1 in a physical education class, the LEA shall specifically identify the manner in which the safety of the students will be maintained (TEC, §25.114). If more than one teacher of record is providing instruction during the class, the best practice would be to create separate course sections for each teacher of record.
2.	If a 2019-2020 senior student did not complete CPR (due to COVID-19), can the LEA report the data element blank on the transcript?	Yes. For the 2019-2020 school year, a waiver was available for seniors that were unable to complete the CPR requirement. Students in lower grade levels will have the opportunity to complete the CPR requirement.
3.	How should an LEA report PE minutes for a week they were closed during the month of October?	LEAs should report the schedule for physical education classes that would have been followed if school were in session, including days and minutes for the week(s).
4.	How should an LEA report PE instruction during the 2020-2021 school year if they are closed due to COVID-19 and are providing instruction through remote synchronous and remote asynchronous?	TEA will notify LEA's if there are any changes to LEA reporting of PE instruction due to COVID-19.

	Question	Answer
5.	How should a district report an off-campus PE course for a middle school student when they are using a local service ID?	<p>Local-credit service IDs are available for courses/instruction districts elect to offer locally that are not addressed in the current Texas Essential Knowledge and Skills (TEKS). The certification requirements for local-credit courses state the following: “An assignment where local credit is given is allowed with a valid certificate that matches the grade level of the assignment or appropriate qualifications as determined by the school district” (19 TAC, §231.99).</p> <p>Please note that there are no substitutions, exemptions, or waivers for the required physical education curriculum in middle school. The Texas Administrative Code (TAC) §74.3(a)(1) states that school districts are required to teach the TEKS for physical education for grades 6-8. How this is accomplished is a local district decision as long as the district is meeting the moderate or vigorous physical activity requirement for four semesters (TEC §28.002(l)).</p> <p>A non-campus instruction code of “10” Non-District PE Substitution Program (Limited to Service IDs PES00008 - PES00011) is limited to high school service ID courses so it would not be appropriate for use on a middle school course.</p>


	Question	Answer
6.	What should the population served be for the course that was moved from technology applications to CTE? Will these moved courses be eligible for CTE funding?	<p>POPULATION-SERVED-CODE is determined by the population for which the services were designed, not by the student population that receives the service. If the course is designed as a career and technical education course, the population served should be 05 –Career and Technical students.</p> <p>Every CTE course included in Texas Administrative Code Chapter 130 and Chapter 127 subchapter B. (High School) will generate weighted CTE funding. High School Technology Application courses have been moved under the appropriate CTE subchapter. In the Texas Education Data Standards CO22 code table, you will notice the letter “H” in the far righthand column titled “CTE Course for High School” to denote CTE courses that generate additional funding.</p>

HB 3 – Industry Certification Exam Fees and Vendor Reporting

	Question	Answer
1.	If the LEA does not want reimbursement, should they still submit the Qualtrics form?	Yes, if an LEA reported students in the 2019-2020 PEIMS Summer submission with an industry-based certification earned, then the LEA would submit the one-time additional reporting to TEA, even if the LEA does not want to claim reimbursement for the earned certifications. LEAs would report a cost of \$0 if they do not want reimbursement. If there were no students to report during the PEIMS Summer submission with an industry-based certification earned, then the LEA does not need submit a report in Qualtrics.
2.	For the 2019-2020 submission, how will the LEA submit the information?	LEAs are to provide their 2019-2020 Summer submission data elements (see instructions) into a separate spreadsheet. LEAs are to add two columns, one for cost and one for certifying entity. If LEAs do not want a reimbursement for that specific certification, \$0 would be entered. If reimbursement for a certification is requested, \$1-\$700 would be entered. LEAs will save the file as a CSV file and submit the file through a Qualtrics form . Only one file per LEA will be accepted. TEA recommends that the LEA should determine the person responsible for completing and submitting the CSV file. This individual should work closely with the district PEIMS coordinator to export the correct files from the student information system.
3.	Can a senior graduating in 2019-2020 earn a certification in August 2020, and still be part of the PEIMS Fall submission?	Yes, students may earn certifications up until August 31, 2020 for reporting in the PEIMS Fall submission.
4.	Can LEAs report examinations and request for reimbursement for students that are no longer enrolled?	The LEA in which the student was enrolled at time of examination AND the LEA that paid for the certification examination is the LEA that reports the certification and reimbursement cost.

	Question	Answer
5.	If an LEA does not want reimbursement should they still report the vendor?	Yes, the PEIMS business rules require both the cost and certifying entity to be reported when a certification or license is reported.
6.	Can an LEA receive reimbursement for a College Prep Assessment and an IBC for one student?	Yes
7.	How will over-reported industry certifications reported during the 2019-2020 school year affect accountability or CTE reimbursements?	During the 2019-2020 PEIMS Fall submission, LEAs reported certifications earned for current students and 2019 graduates. If the certification was reported during the catch-up period, the data has been reflected in accountability. Reimbursement for certifications began in school year 2019-2020. Certifications earned in 2018-2019 will not be eligible for reimbursement. Certifications earned from 9/1/2019-5/31/2020 should be reported in the PEIMS Summer submission and certifications earned 6/1-8/31, 2020 should be reported in the PEIMS Fall submission. Data from both submissions will be used to determine reimbursement.
8.	Are CTE Coordinators aware of this Qualtrics form?	Information has been shared at the Career and Technical Association's summer conference and was shared in a To the Administrator Addressed letter . Additional information can be found on the IBC reimbursement website which includes a recorded ppt presented at the CTAT conference.
9.	If a student earned an IBC each year they are in high school, how should the LEA track and ultimately request the reimbursement for the exam fee?	The intent of this legislation is to provide an opportunity for a student to earn a post-secondary credential reimbursed by the state. LEAs should develop a local plan to track all IBC's earned by a student and any reimbursements received.
10.	When will the To the Administrator Addressed communication be released?	A To The Administrator Addressed communication was shared on August 6. The TAA can be found here .
11.	How should an LEA extract the required elements from their PEIMS Summer submission for the IBC certification exam free reimbursement?	LEAs should work with their LEA PEIMS Coordinator to extract the required information from the student information system (SIS). If LEAs need additional assistance, they may contact their SIS vendor.

Special Education Paraprofessional Reporting

	Question	Answer
1.	What code indicates a paraprofessional is certified?	Code 1 indicates a paraprofessional is certified.
2.	What will the special education department at TEA do with this data?	This data will be used to report federal data requirements included in federal file # FS112 — Special Education Paraprofessionals v16.1  Word
3.	What if paraprofessionals serve both children with disabilities (IDEA) and students without disabilities under IDEA?	If paraprofessionals work part of their time with children with disabilities (IDEA) and part of their time with children without disabilities under IDEA, report only the proportion of their FTE the paraprofessional works specifically with children with disabilities (IDEA) receiving special education and related services.
4.	For a class with students in grades PK-6, should the number of students in the class be divided across the two records?	Special education teachers and paraprofessionals serving students in more than one grade level need to report a StaffResponsibilityExtension per grade level range. The grade level ranges are: <ul style="list-style-type: none"> • EE-PK • KG-12

Teacher Incentive Allotment (TIA) Guidance for PEIMS Coding

	Question	Answer
1.	Where can an ESC/LEA see if the teacher has a designation status?	LEAs will eventually have access to a TIA online management system where they can run queries. For the 2020-2021 school year, the answer will vary by LEA. LEAs who were approved to issue designations in 2019-2020 will have records of which teachers were designated. For LEAs not yet participating in TIA, human resources will likely track new hires entering the district with a designation from the 2019-2020 school year. The designations will be displayed on SBEC teaching certificates.
2.	Where can an ESC/LEA see which LEAs have turned in a local system?	Approved systems will be posted to the TIA website in early September. PEIMS coordinators can connect with their LEA administration to determine when and if the LEA will apply for a local TIA designation system. www.tiatexas.org
3.	When do LEAs get notified of funding allotments for teachers and then do the LEAs receive the actual funding?	LEAs are notified of allotment amounts in April, following calculations using winter roster data. For the first year of designation, the funding will arrive in the September settle-up. Each year, the LEA will receive regular FSP funding for TIA based on projections from the previous year.
4.	Do LEAs need to report designated teachers to TEA? How does an LEA know which teachers are designated teachers?	TIA does not require PEIMS coordinators to track National Board Certified Teachers (NBCT) or designated teachers. The guidance provided is to ensure that ALL teachers (designated or not designated) are properly coded as 087 Role ID in Winter Class Roster.
5.	How can an ESC or LEA find the ESC Teacher Incentive Allotment contact?	Please see the table posted on the summer 2020 TSDS Training Presentations.

	Question	Answer
6.	Should Special Education teachers not be coded 087?	Special education teachers providing instruction to students through push-in or pull-out support, or special education teachers of record, should be coded 087. Special education teachers whose primary job function is ARD facilitation or supervising other special education teachers may not fall into the 087 category. This may require further investigation before coding to determine if the teacher's primary job function is working with students.
7.	How should an LEA report a principal who is also a teacher of record for one class?	For PEIMS purposes the principal may be reported using two ROLE-IDs (E0721) one for Principal (020) and one for teacher (087).
8.	Is there a maximum amount of funding an LEA can receive for a designated teacher?	The maximum amount for a Master teacher (highest level of designation) is \$32,000.
9.	What happens to an LEA if they overreport a teacher and receive money incorrectly for a teacher?	If a designated teacher is incorrectly reported, the LEA would be responsible for notifying TEA. TEA would then determine the appropriate course of action.
10.	How do you code a centrally assigned teacher?	The campus to select for an LEA teacher will be part of the additional guidance.
11.	What is the Winter Class Roster Collection used for?	<p>The purpose of the Class Roster Collection is to collect the information required to link a student's assessment results to the teacher who provided the associated instruction. This data is accessed through the student assessment portal. This collection also enables the vendor to return assessment results to TEA at the class roster level.</p> <p>The TIA, created with HB3 in summer 2019, chose to use the existing winter roster collection to annually verify teacher Role IDs and County District Campus Number (CDCN) at a time of year when there is generally less teacher movement between LEAs and campuses.</p>

Alternative Language Program

	Question	Answer
1.	Why are ADA 0 students excluded from funding for Bilingual/ESL, but still required to be served?	Slides 7-8 reference students who may not yet receive services since they are not in membership (meeting the required two or more instructional hours per day to generate ADA). If a student is not in membership, ADA cannot be generated, which means Bilingual Education Allotment (BEA) funds also cannot be generated. Additionally, for these students (typically participating in drop-in speech services), they are likely being served by a speech pathologist or other professional for whom teacher certification would not be applicable in order to provide the bilingual or English as a Second Language (ESL) program. The English Learner Support Division has created a resource, along with Special Education and Early Childhood divisions, that explains how the ARD and Language Proficiency Assessment Committee (LPAC) can make decisions for this type of situation. (See the second scenario on page 2 of the Guidance on Identification and Placement of English Learners Prior to Kindergarten for detailed information.)
2.	Can students be alternative program coded for snapshot, even though the bilingual director does not submit the alternative program paperwork until November 1st?	Yes, students can be coded as participating in an Alternative Language Program prior to November 1 st in anticipation of the bilingual education exception or ESL waiver application submission.

TREx Updates

	Question	Answer
1.	Has the PK-ELIGIBLE-PREVIOUS-YEAR-INDICATOR-CODE (TE136) been removed from TREx and when will it be added back?	PK-ELIGIBLE-PREVIOUS-YEAR-INDICATOR-CODE (TE136) was presented in the Spring training. We do not have an estimate date when TE136 will be added to TREx. The element will be added with additional guidance at a later date. The new code had not been added to a TREx release and was presented in error.
2.	Does the LEA still need to send crisis codes for 2019-2020 school year and any new crisis codes for 2020-2021?	Crisis Codes for 2019-2020 and the 2020-2021 school year are reflected in TREx 4.9 Data Standards publication.
3.	Can LEAs already close out the 2019-2020 COVID crisis codes, or is it needed for TREx purposes so that receiving school districts can see what the student's status?	A student enrolled during the 2019-2020 school year with a Crisis Code will need to transfer that code to a new school through TREx during the 2020-2021 school year.
4.	When will the attendance component be added to the TREx data standards?	TREx has been updated with the addition of remote synchronous and remote asynchronous data elements.
5.	For Crisis Codes, if a student graduated in 2018, and they had a Crisis Code back then should that no longer pull on their TREx file or should that send because it has historical value to that students' educational records?	While Crisis Codes are new for TREx starting 2019-2020 school year, you should still continue to send both current and historical student data.
6.	What is the SIS expected to do with the remote asynchronous and remote synchronous Total Days Present from the TREx? Is this for information purposes for the receiving school?	Yes, this attendance information is for the receiving school know how many eligible days present a student had in each instructional method.

TSDS Updates

UID

	Question	Answer
1.	When is 2020-2021 open to accept UID assignment or enrollment files?	Enrollment events for the 2020-2021 school year could be uploaded starting 08/01/2020.
2.	Is the Texas Workforce Commission adding UID records for adults? Will these adults be in UID when searching for students?	Only non-school age children participating the Rising Star program will be assigned a Unique Id by the TWC. No adults will be assigned a Unique ID by TWC. These Unique IDs will be the same as all the others and will be included in search results.
3.	What is the deadline date this year for the first Enrollment Tracking file to be processed?	The deadline is the second Friday in September (09/11/2020 for 2020-2021).
4.	Can LEAs change the "TEA use only" value?	If the LEA has Master Record ownership of that Unique ID, then yes, the LEA can make updates to the student's demographic information which includes Gender, Race and Ethnicity.
5.	Can you explain what "Online Entry" means?	Online entry is the 'Person Add' screen within the Unique ID application.
6.	Should LEAs expect to continue to receive requests for UIDs for applicants (not enrolled or not hired) when prior to enrollment or hire testing is required?	Not knowing what type of applicants or position TEA is unable to provide additional guidance on if there will be additional requests. If you have further questions, please submit a TIMS ticket with detailed information.
7.	Do we know if Texas Workforce Commission will need assistance with UID?	TWC will contact TEA if they need assistance. They will not need any assistance from an ESC.

Delete Utility

	Question	Answer
1.	Are there any plans for new delete functions for each Core Collection?	There are multiple submissions of data in the TSDS collection. It is not possible to target a specific submission. There are currently no plans for delete functionality for each Core collection.
2.	What if there are issues in the Ed Org, will there be a new delete for Ed Org information, or does it require a TIMS ticket?	Please open a TIMS ticket for any issues you encounter with the Delete Utility functionality.
3.	For the “delete all TSDS master schedule” data, is that just the data from the masterschedule.xml file?	That is correct. This function will delete the data submitted in the InterchangeMasterSchedule.xml file.
4.	Can we also get a Delete Utility Guide for the Core Collections?	TEA will work with the TSDS support and training teams to determine improvements can be made to the Delete Utility Reload Guide (DURG) for the CORE collections.
5.	Can the Delete Utility Guide also have a chart to show "when" to use or not use the Delete utility when adding or changing data?	TEA will work with the TSDS support and training teams to determine what can be done regarding this request.
6.	Is TEA planning to take away the full delete data capabilities in TSDS?	The TSDS All Data delete will be inactivated for the 2020-2021 school year.
7.	Will TEA create a matrix that identifies which Interchange Files build which ODS tables during the batch process?	TEA will work with our vendor and the TSDS support and training teams to determine what additional guidance and resources can be provided.

SPPI-14

	Question	Answer
1.	Will TEA be promoting all the changes in disabilities and services from PEIMS Summer submission so it can display all these changes in the SPPI reports?	<p>SPPI-14 uses data from the prior year PEIMS Summer submission accepted data. LEAs only reported the special education data with the latest effective date in the 2019-2020 PEIMS Summer submission. Therefore, for the 2020-2021 SPPI-14 data collection, only the data with the latest effective date will be promoted.</p> <p>Beginning in the 2020-2021 PEIMS Summer submission, LEAs will be able to promote all special education data for a student along with the effective dates of the changes and will use the latest effective date. The SPPI-14 promotion logic will be updated for the 2021-2022 school year to reflect this change as well.</p>

ECDS

	Question	Answer
1.	Will TEA advise those who have ECDS data approver that they need to reapply for the Core data approver role, or is the expectation that the ESCs advise LEAs?	<p>LEA users that currently have the TEAL ECDS Data Approver role were migrated to the Core Data Completer Role on September 6-10, 2020.</p> <p>ESCs have been notified during the FCN webinar to inform their LEAs that they will need to request the Core LEA Data Completer role with the 'ECDS privilege' for any new requests.</p> <p>In addition, it was presented in an FCN webinar that all users that wish to request ECDS extensions, will need to apply for the Core LEA Data Approver role with the 'ECDS privilege'.</p>
2.	For every superintendent who has the ECDS approver role, will they have to re-apply?	<p>Superintendents that currently have the ECDS Data Approver Role will have their roles migrated to the Core Data Completer Role on September 6, 2020.</p> <p>Any Superintendent that needs the ability to request extensions will need to request the Core LEA Data Approver role and 'Core Request Extensions' privilege.</p>
3.	How often will the KG ECDS assessment data be loaded? If there are changes in their vendor's data, how can that data get refreshed in the ODS?	<p>This will be up to the individual KG ECDS assessment vendor. If there are assessment changes, the vendor will coordinate with TEA on providing updates.</p> <p>The LEA would be informed by the vendor that assessment updates have been sent to TEA and the LEA can then select to load the assessment through the ECDS Core application.</p>
4.	When will ESCs get trained on the new process for ECDS? When will TEA receives the BOY assessments from Children's Learning Institute (CLI) and Amplify for KG?	<p>The TSDS training department will be holding ECDS training on September 8th, 15th, and 22nd. This will include the updates for LEAs to load their KG assessment data into the ODS from the ECDS application.</p>
5.	For ECDS KG, is it possible for an LEA to accidentally delete their assessment data? If so, how would they get this data reloaded?	<p>If an LEA deletes any of their ECDS KG assessment data, they will need to click on the 'Load Assessments' button in the ECDS application again to reload their assessment data into the ODS.</p>

	Question	Answer
6.	If the KG does not have assessment data, will there be a SW?	<p>There will be a Fatal business validation if an LEA does not provide a Commissioner approved assessment from the Assessment Specifications.</p> <p>The following business validation rule would apply: 60010-0001 If REPORT-ASSESSMENT-TYPE is "ECDS - PK" or "ECDS - KG", then ASSESSMENT-TITLE must be a valid value from code table DC154.</p> <p>For the ECDS KG submission, all KG students that were enrolled at the time the Commissioner approved assessment was administered will need to have assessment data reported.</p> <p>The following business validation rules will fire if no assessment data is present for a KG student that was enrolled during the administration of the Commissioner approved KG assessment:</p> <ol style="list-style-type: none"> 1. Rule # 10010-0016 2. Rule # 40110-0179 <p>KG students that do not have associated assessment data, but were submitted with Demographics, Classroom section, and Special programs data should be deleted from the Operational Data Store (ODS) using the 'Delete Student Snapshot Record for TSDS Collection - Interchange StudentParentExtension', and then the data re-promoted to the data mart.</p> <p>Additional guidance can be found in the TSDS Incident Management System (TIMS) through a knowledge-based article TSDSKB-496 ECDS Collection Requirements for 2020-2021.</p>
7.	Can the ECDS PK due date please be reviewed?	The PK ECDS submission due date for 2020-2021 will be reviewed by the Early Childhood Education program area and added as a discussion item in an upcoming Data Governance meeting.
8.	Will vendors other than the commissioner approved assessment vendors, still provide TEA with assessment results? Can LEAs still submit ECDS without assessments?	For the ECDS KG submission only Children's Learning Institute (CLI) and Amplify will be providing an English and Spanish Commissioner approved assessment for the 2020-2021 school year. LEAs will be unable to complete their ECDS KG submission if they submit KG student data from their SIS and do not have corresponding Commissioner approved ECDS assessment information.

	Question	Answer
9.	Why is the HQ PK Components report not available to LEAs?	<p>The ECD0-000-010 report was designed to assist ESCs in assisting their LEAs to meet the data requirements of the <i>High-Quality Prekindergarten Component District Report</i> that is sent to district superintendents.</p> <p>Since LEAs already have business validations and the ECD0-000-006 report to verify the accuracy of HQPK data components the ECD0-000-010 report was not developed at the LEA level.</p>
10.	For ECDS KG, if a school does not submit demographic information on a particular student with assessment data, will there be business rules to force the reporting of this student's demographics?	There are several fatal business validation rules for the ECDS KG submission that will fire if no student/staff demographics, course/section, or special program information is submitted in the ECDS application.
11.	After TEA loads the Assessment files to the operational data store (ODS), could there still be batch errors?	ODS batch errors can still occur after LEAs click on their 'Load Assessments' button in the ECDS application. As they did in the 2019-2020 school year, LEAs will need to verify their ECDS KG assessment data loaded successfully into the ODS.
12.	Will LEAs be able to upload assessment results to TEA multiple times to make corrections?	Yes.
13.	Is the requirement for using TX-KEA or Amplify being communicated to LEA Early Childhood programs?	The Early Childhood Education (ECE) program area is tasked with informing Early Childhood administrators at LEAs of the requirement to use one of the Commissioner approved assessments provided by CLI or Amplify.
14.	Are you planning for the PK assessment process to be the same as KG in a future year?	We will be evaluating the technical process of receiving assessment data from the KG ECDS assessment vendor for 2020-2021 and possibly implementing the same process for PK ECDS submission after 2020-2021.
15.	Can LEAs use the 0101000 service ID for EE students?	LEAs should only be using the 01010000 Service ID to report Prekindergarten students. The PK ECDS submission does not report information on EE grade level students. The ECDS promotion process will only promote those students that have an ENTRY-GRADE-LEVEL-TYPE of 'Preschool/Prekindergarten and are assigned to a course section where the service id is 01010000.
16.	What are the dates for ECDS training in September?	September 8th, 15th, and 22 nd , 2020.

	Question	Answer
17.	Will there be a waiver option starting with the 2021-2022 school year or will LEAs be required to offer one of the two approved assessments?	Please contact the Early Childhood Education program area for more information at ECDS@tea.texas.gov
18.	With the opportunity to offer asynchronous PK instruction next year, if LEAs decide to offer asynchronous for all PK students due to parent request, how is the full-day pre requirement going to be filled?	<p>The following documentation is listed regarding information for asynchronous PK instruction: https://tea.texas.gov/sites/default/files/covid/school-models_remote_pre-kindergarten-school-model.pdf</p> <p>Please contact the Early Childhood Education program area with additional questions at ECDS@tea.texas.gov</p>

RF Tracker (RFT)

	Question	Answer
1.	Do PEIMS summer files need to be loaded by December 4, 2020?	Yes, the LEA will need to load their PEIMS Summer submission data for RFT. The data must be loaded, promoted and validated by December 4, 2020.
2.	Where can an LEA find information on the process for the ADA 0 fatal?	Information was in the FCN newsletters dated 7/14/2020 and 7/29/2020.
3.	Do the LEAs have to be fatal free or only have promoted and validated by the December 4, 2020 data checkpoint deadline?	The RFT submission needs to be fatal free for the December 4 th data checkpoint deadline.
4.	What is the rule number when an LEA reports a residential facility ID not active in TSDS?	The rule is 40115-0002, where the residential facility ID is not active in TSDS.
5.	Have we received confirmation from Vendors that summer files will be ready to meet the December 4th due date?	The data checkpoint deadline is posted in TWEDS in the timelines. Also, it was pointed out in the vendor training on 7/23/2020.

Class Roster

	Question	Answer
1.	What is the estimated time for the EE service ID to be added to the CO22 table?	If an EE service ID is needed, TEA will provide additional information.
2.	Will there be additional guidance for class roster Fall?	The LEAs will report the classes the teachers are teaching on the class roster Fall snapshot date and the classes the students are enrolled in on the class roster Fall snapshot date.

Census Block Group

	Question	Answer
1.	If an LEA finds an invalid address or new address, should they submit a TIMS ticket to have the TEA locator updated?	Yes, please submit a TIMS ticket.
2.	Is there a limit to the number of rows that can be calculated to prevent freezing or incorrect information?	TEA performed testing with 2000 students in the spreadsheet and did not have any issues.
3.	Can you briefly explain how the group Application Programming Interface (API) works?	The APIs can be embedded in your software by your vendor. More details are on the TEA website for the Census Block Group Tools.
4.	Why should the LEA use the TEA locator rather than the default?	As of right now there would be no difference. We are researching being able to update TEA's copy of the ArcGIS database when we find errors or the address did not exist. Then, TEA's locator would contain different information.

PEIMS

	Question	Answer
1.	For the PEIMS releases, is there a listing of what to expect with each post-addendum version?	<p>Post-Addendum version 2021.2.1 included:</p> <ul style="list-style-type: none"> • New 2020-2021 Attendance Data Elements for Remote Synchronous (RS) and Remote Asynchronous (RA) • College Prep Service IDs added to Extended Year • Code table updates <ul style="list-style-type: none"> ○ C022 Additions/Revisions <p>Post-Addendum version 2021.2.2 included:</p> <ul style="list-style-type: none"> • New Student Attribution Code • New Crisis Codes • Leaver Reason Codes/Dropout rates guidance update • Associate Degree guidance update • SSI Promotion/Retention Suspension • Code Table DC154 Updates <ul style="list-style-type: none"> ○ Updated Min/Max Scores

HB 548 – Special Education Language Acquisition (SELA)

	Question	Answer
1.	If the LEA has no students that meet the SELA criteria, do they need to email anyone to let them know they will not be submitting this data?	No. LEAs that have no students to report in the SELA data collection do not need to email anyone to let them know they will not be submitting any data.
2.	Will the Special Education department at TEA be monitoring that LEAs load data throughout the year, similar to RFT?	The Special Education department will be monitoring the SELA data collection throughout the year. However, there are no dates when LEAs must have data loaded, like there is in RF Tracker.
3.	Which program types can be reported for SELA in the StudentSpecialEdProgramAssociationExtension complex type?	Only Special Education Program data where Program Type = 'Special Education' will be promoted to SELA.
4.	Can the program area provide a list of LEAs that are expected to submit SELA data?	Because SELA is a brand-new data collection, with no legacy system, the program area is unsure of exactly how many LEAs should be submitting data.
5.	If an LEA loads data for SELA in November but then receives a new student in February who should be reported, should the LEA load a new set of files?	If the LEA receives a new student mid-year that was not previously included in their SELA data, they should submit the data for the new student in order to report them in the data collection.

PEIMS

Truancy

	Question	Answer
1.	Can you share why this data was placed in the attendance complex type?	When truancy data was collected in the past, it was grouped with the discipline data. The new data elements do not fit within the discipline reporting structure. Therefore, based on now collecting information on unexcused absences, the data elements were grouped with attendance data.
2.	If a student has excessive absences, should the LEA report truancy prevention measures and truancy information?	The LEA should report what was done with the student. If a prevention measure was initiated, then it should be reported.
3.	Can there be multiple instances of truancy prevention and complaints?	Only report the first one.
4.	Will a KB article be created for Truancy Q and A?	Yes.
5.	Will any discipline be reported for truancy?	Truancy is reported on its own and there will be no discipline reported for truancy.
6.	When should TRUANCY-COMPLAINT-FILED-INDICATOR-CODE (E1659) be reported?	The element should be reported if a complaint is filed on a parent or guardian.
7.	What happens if no truancy prevention measures are reported? Will there be a business rule to prevent this?	No, if the LEA does not provide a prevention measure, no measure should be reported. That is one of the purposes of the data collection - to know who is or is not providing prevention measures.
8.	What if the truancy is filed against the student only?	Only report if the LEA files a complaint on the Parent or Guardian (TEC§25.0915).
9.	What should an LEA do if a student has more than 10 days unexcused absences but no truancy data since the LEA did not file Truancy?	The 10 unexcused absences must be reported whether or not the LEA files anything related to Truancy.

Additional Days School Year (ADSY)

	Question	Answer
1.	Do LEAs need to notify TEA that they are doing ADSY by a certain date?	The reporting to TEA is completed in the PEIMS Extended Year submission of each year. In the 2020-2021 school year, TEA expects to send a non-binding survey to LEAs in mid-September to better gauge projected financial impact for the 2020-2021 school year.
2.	If ADSY days are offered before September 1, 2020, can those days still be counted in the 30 days for ADSY?	Any additional days provided prior to September 1, 2020 would not be eligible for ADSY funding. If those days meet regular calendar year requirements, they will be factored into the requirement of a total of 180 regular days for ADSY eligibility.
3.	Can you fulfill ADSY days combining regular school year and summer months?	Yes, ADSY days can be spread out between the regular academic calendar and the summer months.
4.	Can an LEA report more than 30 days for ADSY?	Nothing in the system is preventing the reporting of more than 30 days, but the LEAs will only be funded for up to 30 days.
5.	Does TEA have a list of LEAs that will be participating in the ADSY program?	ADSY Planning and Execution Program districts can be found at this link .
6.	Can any LEA apply for the ADSY program?	Yes, any LEA may apply.
7.	If an LEA requests a waiver for low attendance and that day changes to non-instructional, does that day still count towards the 180-day requirement?	Professional Development and other waivers do not count towards the 180 days of instruction. In this instance, since the low attendance waiver days are changed to non-instructional days, they would not count towards the 180 days of instruction. An LEA implementing ADSY should be building in two bad weather make up days which could be used to make up low attendance days.
8.	What is the last date an LEA can apply to participate in ADSY?	The latest decision point would be determined by the LEA's academic calendar approval and adjustment process. If an LEA amended their academic calendar midyear (while ensuring they still had 180 days of instruction), they could make a decision to utilize ADSY funding during at that time.
9.	Do professional development (PD) waiver days during the school year (regular calendar) count in the 180 days of instruction?	PD waiver days do not count towards the count of 180 days of instruction.

	Question	Answer
10.	If during the year, an LEA had an early release day, can the second half of the day count toward the ADSY day calendar?	No, ADSY program days must be on a separate calendar days than regular program days since they are additional days added to the overall calendar.
11.	If an LEA has six PD waiver days, do they need to add six days to the ADSY calendar in order to get funding for the ADSY days?	The requirement is for the regular calendar to have 180 instructional days. It is possible those six days need to be added to the regular instructional calendar in order for the campus to be eligible for the ADSY program.
12.	Are the Remote Asynchronous and Remote Synchronous Attendance Types applicable on days the LEA exercises for ASDY program?	Yes, any attendance type that is eligible for the corresponding school year is also eligible during ADSY days. Remote synchronous days will require a minimum of 90 minutes of instruction to qualify for the ADSY half day funding, and remote asynchronous days will need to follow the same daily engagement measures outlined in the district's asynchronous instruction plan.

CTE Auto-Calculation

	Question	Answer
1.	Will the program of study still be reported in the Education Organization extension?	Yes, that is correct. However, this data element indicates all of the programs of study the LEA offers and is not used in the CTE Auto-Calculation.
2.	Will there be retroactive calculations for CTE?	<p>As part of the calculation for the current year's CTE indicator codes, TEA will look at each student's course completion records for the past six years for grades six through twelve.</p> <p>However, TEA will not provide a CTE indicator value for any prior school years; the new CTE auto calculation only produces indicator codes for the current school year.</p> <p>The calculations will include all students, regardless of whether or not they have taken a CTE course and will assign the appropriate code from the C142 CAREER-ANDTECHNICAL-ED-IND-CD code table.</p>
3.	Will there be a report available prior to the PEIMS Summer submissions showing LEAs how their students are currently coded based on the past seven years?	No.

SB 2293 Charter School Waitlist (CSW)

	Question	Answer
1.	If a charter school doesn't include some students on the waitlist because they didn't assign a unique ID in time, what consequences will there be for the charter school?	If a student does not have a UID assigned, the students would not be reported in the CSW submission. Charters should attempt to assign UIDs for all students on a charter campus's waitlist to report accurate data.
2.	What is the title of the TAA letter sent out in March?	<p>It was stated that a TAA Letter was sent to Charter School administrators and ESCs on March 15, 2020 announcing the introduction of the CSW collection, but due to a recently discovered technical issue, the TAA letter was not delivered.</p> <p>The Charter School program area sent the TAA and technical guidance documents to the Charter administrators on July 27, 2020, and have posted the information to the Charter School website.</p>
3.	If a student ends up with two UIDs, which school should submit the TIMS ticket to delete the student? How will it be known that the student has two UIDs?	Either campus can submit the TIMS ticket. Campuses can use the Unique ID lookup to see near matches in the Unique ID system to identify students that have more than one Unique ID assigned.
4.	What will happen if two charter schools assign different state issued ID numbers when assigning a unique ID for charter school waitlist?	The UID system should produce a near match when trying to create a new UID for the same student that was already assigned a UID based on the student's demographic information. If the student is found in UID with a different S#, the existing S# should be used.
5.	What if the charter school took applications before the State Charter enrollment form was released and they do not have all information on the students to assign a UID?	<p>If a student does not have a UID assigned, the students would not be reported in the CSW submission. Charter's should attempt to assign UIDs for all students on a charter campus's waitlist to report accurate data.</p> <p>Please contact the Charter Authorizing and Administration division at CharterSchools@tea.texas.gov for further guidance.</p>

	Question	Answer
6.	What should charters do if they have two different social security numbers to correct the near match?	If the Social Security numbers are different but the near match occurs due to the name and date of birth matching, TEA's guidance would be to do a 'Person Search' on the near match and review any history for that student. If any history for this student reveals it is in fact not a match then a new unique id can be created. If history reveal it is a match, then the LEA can choose 'Assign Selected' to take ownership of that student.