

Charter School Waitlist

	Question	Answer
1.	What kind of data monitoring does the Texas Education Agency (TEA) do with the Charter School Waitlist (CSW) collection? Is the data used for any audits, or is there a requirement to post the data publicly?	The CSW collection is legislatively mandated, and the data is required by the legislation to be made publicly available on March 15 each year under the Other Helpful Data and Reports section on the Charter Schools – Report page located here . The data is not used in any audits.

Early Childhood Data System (ECDS)

	Question	Answer
1.	Which types of early learning centers can participate in a formal partnership with a local education agency (LEA)?	<p>Early learning centers must meet one of the following eligibility criteria in order to partner with an LEA:</p> <ul style="list-style-type: none"> • Texas Rising Star 3- or 4-Star, • Nationally accredited, • Head Start program provider, • Texas School Ready! Participant, or • Meet the requirements under TEC Section 29.1532. <p>TEC Section 29.1532: If a school district contracts with a private entity for the operation of the district's prekindergarten program, the program must at a minimum comply with the applicable child-care licensing standards adopted by the Department of Protective and Regulatory Services under Section 42.042, Human Resources Code.</p>
2.	Can the Texas Education Agency (TEA) Early Childhood Division address the delays in support tickets and guidance provided to LEAs by the assessment vendor, The Children's Learning Institute (CLI)?	<p>To address issues with assessment vendors for the 2022-2023 school year, the Early Childhood Division plans to:</p> <ul style="list-style-type: none"> • Work with CLI and Amplify to increase the frequency of ECDS KG assessment file updates to TEA • Update trainings with Education Service Centers (ESCs) to set expectations for the process and encourage early submission by LEAs. • Work with CLI and Amplify to note possible response time issues in help desk ticket submissions (check junk mail/spam, etc.) • Work with CLI and Amplify support staff to increase help desk capacity near submission deadlines

3.	Is a CHILD-CARE-OPERATION-NUMBER (E1726) required to be reported for both daycare facilities and Head Start programs in formal partnerships with an LEA?	Yes, the CHILD-CARE-OPERATION-NUMBER (E1726) should be reported for both daycare facilities and Head Start programs. However, not all Head Start programs have a childcare operation number.
4.	Who determines the CHILD-CARE-OPERATION-NUMBER (E1726), and will the childcare facility have access to provide the number to an LEA?	<p>The Texas Health & Human Services Child Care Regulations Department assigns childcare operation numbers to licensed childcare programs.</p> <p>All licensed childcare providers are aware of their childcare operation number.</p> <p>You can also search for the childcare operation number here: http://www.dfps.state.tx.us/Child_Care/Search_Texas_Child_Care/ppFacilitySearchDayCare.asp</p>
5.	With the transition to Ed-Fi 3.x in the 2023-2024 school year (<i>recently changed to 2024-2025 school year</i>), will the assessment vendor load the pre-kindergarten assessment data directly into the LEA's operational data store?	Yes. The ECDS assessment vendors will load the kindergarten and prekindergarten assessment data directly into the LEA's operational data store through API transactions.

Census Block Tools

	Question	Answer
1.	Will TEA include the tier level associated with the Census Block Group Level for LEAs to calculate estimated funding?	The Census Block Group Tool (CBGT) will not include the Tier Level in the results file. LEAs will need to utilize the Census Block Tier Mapping document on the TEA Census Block Group website to determine the tier associated to the census block group number.
2.	When will the CBGT be available?	The updated CGBT is currently scheduled to be released in July 2022, just prior to the start of the 2022-2023 school year.
3.	What is the maximum number of rows that can be included when uploading student files?	There is not a maximum number of rows that an LEA can upload. However, TEA recommends no more than ten thousand records be processed at a time.
4.	Are the file format requirements different for the CBGT?	No, the file formats are the same.
5.	Will TEA provide a demonstration of the new CBGT?	Yes, TEA plans to provide a demonstration during an upcoming Field Coordination Network (FCN) webinar. Stay tuned for more information to come.
6.	Can vendors download the new CBGT without TEAL Login (TEAL) access?	<p>The Census Block Group Tool will only be available through the TSDS Portal and will require the following TEAL privilege under the following TEAL roles:</p> <p><u>TEAL Privilege:</u> Census Block Group Tool (CBGT)</p> <p><u>TEAL Roles:</u></p>

		PEIMS Data Completer ODS Data Loader ODS Campus Data Loader Users that already have these TEAL Roles above will NOT need to apply for the new Census Block Group Tool Privilege.
7.	Does the CBGT work with Macintosh computers?	No, the CBGT is not compatible with Macintosh computers.
8.	Are the results from the CBGT only available in a comma separated value (CSV) format?	Yes, the CBGT will only produce results in .csv format.

Class Roster

	Question	Answer
1.	Which category will the TeacherSchoolAssociation complex type be added to for Class Roster Winter promotions?	<p>The category for the TeacherSchoolAssociation complex type is 30310 – StaffAssociation.</p> <p>The promotion logic for the Class Roster Winter submission teacher data is as follows:</p> <ul style="list-style-type: none"> • A Teacher School Association record will promote if at least one Teacher Incentive Allotment Designation code is found in the Staff record. • A Staff record will promote if a Teacher Section record OR a Teacher School Association record is found. • A Teacher Section record will promote if the Role ID is 087 or 047 AND the begin date is less than or equal to the WNTR snapshot date, AND the end date is greater than or equal to the WNTR snapshot date.
2.	For the Teacher Incentive Allotment (TIA), which campus TIA funding amount would be used when a teacher is reported at more than one campus?	<p>From the TIA Program area:</p> <p>When a teacher is reported at more than one campus, an average of the campuses will be used. The TIA Division does not look at time spent on each campus. The TIA Division can manually override the funding amount in special circumstances.</p> <p>Example of special circumstances: teachers at one campus with students who commute from other campuses to the teacher's campus.</p> <p>The TIA Division would develop an average over the students' campuses and can manually override the funding amount in special circumstances.</p>
3.	Has TEA reached out to ESCs and LEAs that have National Board-Certified Teachers in their ESC or LEA?	Yes, TEA provided each LEA's TIA contact a list of all teachers with a National Board-Certified or other locally approved designation.

4.	Can an LEA report more than one TEACHER-INCENTIVE-ALLOTMENT-DESIGNATION-CODE (E1722) per teacher?	Yes, a teacher may have and be reported with more than one TEACHER-INCENTIVE-ALLOTMENT-DESIGNATION-CODE (E1722).
5.	When will the LEA report their TIA teachers during the Class Roster Winter collection if an LEA has a “data capture year” of 2023-2024?	LEAs in the data capture year should not report TIA data elements to TEA during the Class Roster Winter submission.
6.	Can an LEA submit a TeacherSchoolAssociation complex type for each CAMPUS-ID (E0266) where the teacher provides instruction?	Yes, the LEA should report a TeacherSchoolAssociation complex type for each CAMPUS-ID where the teacher provides instruction if the teacher (ROLE-ID 087) is reported with a TEACHER-INCENTIVE-ALLOTMENT-DESIGNATION-CODE (E1722) on the StaffExtension complex type and the teacher is not reported with a TeacherSectionAssociationExtension complex type.

Child Find

	Question	Answer
1.	How will LEAs report students referred for testing but not evaluated due to a parent refusal or LEA denial?	<p>If the parent does not consent to the initial evaluation, the school may, but is not required to, pursue the evaluation by asking for mediation or requesting a due process hearing. If the school decides not to pursue the evaluation, the school does not violate the requirement under the Individuals with Disabilities Education Act (IDEA) to identify, locate, and evaluate all children with disabilities who are in need of special education and related services.</p> <p>For Child Find purposes, students are only included if they have an eligibility date. An eligibility date means the LEA completed both the evaluation and the eligibility determination. If the student does not have an eligibility determination date, then the student is not included in the Child Find collection.</p> <p>If the initial evaluation is delayed beyond the timeframe due to the parent and the student is tested and eligibility determined, the LEA will enter evaluation delay code 05. The use of this code means the noncompliance will not be counted against the LEA.</p>
2.	Why is the parental consent date not the day the parent signed the consent rather than the first instructional day after the parent’s signature?	Parental consent initiates the legally required process for evaluating a child for special education services. This process is defined by a timeframe (e.g., 45 instructional days). The measurement of this process against the legally required timeframe begins the first instructional day after the LEA received parental consent (day 1 of the timeframe), which provides the most straightforward and transparent way for calculating the timeframe.

		<p>However, this requirement is not new for the Child Find collection. The Child Find collection formalized and standardized the measurement of the evaluation process statewide. There should be no changes to calculating the evaluation timeframe already being done by the LEA using the first instructional day after receiving parental consent.</p> <p>Refer to: https://tea.texas.gov/sites/default/files/ch089aa.pdf</p>
3.	<p>If the parental consent is signed on the last day of the 2021-2022 school year, and the student is not physically present until one week after the start of the 2022-2023 school year, would the parental consent date be the first calendar day of the 2022-2023 school year or the first day the student is physically present during the 2022-2023 school year?</p>	<p>The parental consent date would be reported as the first instructional day in the 2022-2023 school year.</p> <p>This date starts the initial evaluation timeframe. If the student is absent 3 or more days, then that timeframe gets extended. According to the SAAH, a student cannot be reported as absent on the first day of school. So even though the student is not physically present on the first day of school, the timeframe for the district to complete the evaluation does not change. If noncompliance occurred because the student was not physically at school to get evaluated and the timeframe could not be extended because of the SAAH rule that the student cannot be marked as absent, then the district would want to report data element E1718 EVALUATION-DELAY-REASON with either code 04 or 05 from the DC164 code table because the parents failed to produce the child for the evaluation (i.e., the parents did not produce the child physically at school on the first day or days of the new school year).</p>
4.	<p>Will the descriptions in the DELAY-REASON-CODE (DC164) code table be updated to remove references to “evaluation”?</p>	<p>Yes, in a future version of the Texas Education Data Standards, codes 04 (Parent Delay (No Detailed Records Maintained by LEA Regarding a Parent of a Child who Repeatedly Fails or Refuses to Produce the Child for the Evaluation)) and 05 (Parent Delay (Detailed Records Maintained by LEA Regarding a Parent of a Child who Repeatedly Fails or Refuses to Produce the Child for the Evaluation)) will be updated to include “eligibility determinations”.</p>

SPPI-14

	Question	Answer
1.	<p>How does the Special Education department plan to address special education students with an ADA-ELIGIBILITY-CODE (C059) of ‘0’ and AS-OF-STATUS-CODE (C163) of ‘C’ reported in the PEIMS Fall submission with</p>	<p>Students reported with an ADA-ELIGIBILITY-CODE of ‘0’ and an AS-OF-STATUS-CODE of ‘C’ who are not reported with a special education indicator in the StudentProgramExtension complex type in the PEIMS Fall submission will not be promoted to the SPPI-14</p>

	no StudentProgramExtension complex type?	data mart. The promotion logic for the data collection requires that the student has been reported with a special education indicator in the prior year PEIMS Fall and/or Summer submissions. At this time, there are no plans to change the promotion logic to include any additional students.
2.	Should an LEA report a special education student who enrolls after the PEIMS Fall submission date?	If the student enrolls after the prior year PEIMS Fall submission date and is reported in the prior year PEIMS Summer submission with special education data, they will be reported in the following year's SPPI-14 submission if they are also reported with leaver data (LEAVER-REASON-CODE of '01', '24', '88', '90', or '98') in the current year PEIMS Fall submission.
3.	Does TEA plan to add current year PEIMS Fall leaver and prior-year PEIMS Fall and Summer special education records to the Expected Student Counts Report (SPP0-000-002)?	<p>The expected student count is based on the current year PEIMS Fall leaver data and the prior year PEIMS Summer (or Fall) special education data.</p> <p>The expected count on the report should match the number of students the LEA promotes for SPPI-14.</p>

Special Education Language Acquisition (SELA)

	Question	Answer
1.	Should the EFFECTIVE-DATE (E1632) be removed from the XML file for SELA?	No, EFFECTIVE-DATE (E1632) should remain in the XML file. It is not promoted to SELA but must be reported in the XML file.
2.	When will LEAs be able to report more than one code value for LANG-ACQ-SERVICES-PROVIDED (E1662), HEARING-AMPLIFICATION-TYPE (E1666), and TOOL-OR-ASSESSMENT-USED (E1668) data elements?	Students may be reported with multiple instances of LANG-ACQ-SERVICES-PROVIDED (E1662), HEARING-AMPLIFICATION-TYPE (E1666), and TOOL-OR-ASSESSMENT-USED (E1668) so long as the code value is not repeated. For example, a student could be reported with both 'Direct' and 'Indirect/Consultative' LANG-ACQ-SERVICES-PROVIDED codes however, they could not be reported with two instances of 'Direct' services. At this time, there are no plans to change how this data is reported to TEA.
3.	What is the difference between the EFFECTIVE-DATE (E1632) and the ELIGIBILITY-DATE (E1723) data elements for SELA?	<p>The EFFECTIVE-DATE (E1632) indicates the date upon which the disability being reported takes effect. This data element is not promoted to the SELA data collection.</p> <p>ELIGIBILITY-DATE (E1723) is specific to SELA and shall only be reported if the student has either of the two Disability codes, Deaf-Blindness (02) and Hearing/Auditory Impairment (06) . This data element indicates the date upon which a deaf or hard of hearing student is eligible for services.</p>

Unique ID

	Question	Answer
1.	Will there be any changes to the Unique ID (UID) application when Ed-Fi ODS 3.x goes live?	TEA is analyzing any potential impacts to UID based on the ODS 3.x transition.
2.	What does “Deadline to request the retirement of a Unique ID” found in the TSDS Web-Enabled Data Standards (TWEDS) timelines section mean? Are LEAs able to change a Unique ID after this deadline?	This deadline refers to requesting that a Unique ID be retired in time for the associated collection deadlines. An LEA can still submit a change on a non-retired Unique ID after this deadline.
3.	Can TEA provide additional guidance to charter schools regarding using the UID system?	The TSDS Training team will look into offering additional trainings on the Unique ID application, specifically targeting Charter Schools.
4.	When an LEA has a question about a UID or Enrollment Tracking record posted by another LEA, how can they determine an email address to contact the other LEA?	Currently, TEA can query the database and provide a listing of those email addresses for all LEAs. Please submit a TIMS support ticket requesting this information.

Texas Education for Homeless Children and Youth (TEHCY) and Foster Care Student Success Resource Guide Questions

	Question	Answer
1.	Does the Foster Care and Student Success Division plan to create guides for Highly Mobile and At-Risk Student Populations similar to the one developed for foster care students?	There are no current plans to create specific guidebooks for the other groups of highly mobile students. However, other resources and training materials are available on the TEA website that can provide additional information.
2.	Does the person enrolling a foster care student need to present a signed Department of Family and Protective Services (DFPS) Placement Authorization (Form 2085) <i>and</i> the Designation of Education Decision-Maker (Form 2085-E)?	Yes, a legible signature is required. Appendix K of the Foster Care & Student Success Guide located on the TEA website provides additional information required. At enrollment, the caregiver should present a placement authorization 2085 form. They have five additional days to provide the E-2085 form. Please note students in foster care may be provisionally enrolled without the standard paperwork needed for enrollment. The child welfare agency or person enrolling the student has up to 30 days to provide all the required information.
3.	Have there been any studies to determine why the number of students reported in Foster Care by PEIMS and differ from the number reported by the DFPS?	Although formal studies for the gap have not been done, in working collaboratively with Texas DFPS, TEA knows there are several reasons from both the education and child welfare systems why there is a gap. Local factors determine the reasons. In DFPS licensing agreements and DFPS policy,

		<p>information must be provided to the school. Generally, the 2085 and 2085-E must be provided to the school.</p> <p>However, accurate coding of all students in DFPS Managing Conservatorship in PEIMS continues to be an ongoing training issue that TEA is working to bridge the gap.</p> <p>Local school leaders should work collaboratively with the campus registrars and LEA Foster Care Liaisons to review processes for identifying and coding foster-care students. Similarly, local school leaders should work with DFPS Education Specialists to review practices and identify local gaps and needs related to identification and enrollment of students in foster care.</p>
4.	How early can a family fill out the Student Residency Questionnaire (SRQ) for the next school year?	Some LEAs choose to include it as part of the enrollment packet. However, the recommendation is to include when enrollment begins for the next school year.

Texas Records Exchange (TReX) Questions

	Question	Answer
1.	Will users receive automated notifications after they submit a TReX support ticket, or should they go into the TReX portal periodically to track questions?	Automated notifications are sent when status changes are made and/or comments have been entered.
2.	How early should an LEA transmit student information to a new LEA?	LEAs have 14 calendar days to comply with a request sent through TReX. Also, an LEA can send all student information ahead of a request. A request is not required for an LEA to send student information through TReX.
3.	Should the current LEA cancel or fulfill a TReX request when a student has not officially withdrawn?	Upon receipt of a TReX request, the LEA is required to fulfill the request for student records within 10 working days regardless of the student's enrollment status (SAAH 3.4.4).
4.	Where are TReX Knowledge Base (KB) articles found? Is access to the KB articles based on roles? Which roles have access to view the TReX KB articles?	TReX KBs are in the Texas Student Data System (TSDS) Incident Management System (TIMS) application. Anyone with a TIMS account can search and view the KB articles and any TReX user can search and view the KB articles in the TReX Support Portal.
5.	Will TEA update the posted TReX training videos and related materials currently found on the TEA TReX site?	TEA does plan to update the posted TReX training videos and materials in the future. Stay tuned for more details and information on this request.

6.	When should an LEA transmit the PK-ELIGIBLE-PREVIOUS-YEAR-INDICATOR-CODE for a five-year-old student?	The PK-ELIGIBLE-PREVIOUS-YEAR-INDICATOR-CODE should be transmitted in TREx for a five-year-old student eligible for enrollment at the age of four in the previous school year, and the parent requested they be retained in prekindergarten. The indicator should not be transmitted if the five-year-old student is eligible through any other eligibility criteria.
7.	Are LEAs required to report remote attendance through TREx for SB15?	Currently, TREx does not have data elements to transmit prior-year remote attendance, which is needed to determine if a student is qualified for funding by participating in a remote program under SB15. However, an LEA can attach a document to the TREx record containing the prior-year remote attendance to assist the new LEA in determining funding under SB15 remote learning.
8.	Are LEAs required to transmit the Career and Technical Education (CTE) indicators through TREx?	LEAs are not required to transmit the CTE indicators through TREx. However, TREx has an optional data element, CAREER-TECH-ED-INDICATOR (TE014), for an LEA to transmit the CTE indicator to a new LEA.