



QUESTIONS & ANSWERS

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JULY 2020

I. 2020-2021 Performance Issues

II. 2020-2021 General Questions

III. 2020-2021 Attendance & Enrollment Questions

AGENDA

Q: Please address long batch processing times and length of time waiting for reports to download that was experienced in June:

A: TEA recognizes the very long wait times LEAs had to endure during the month of June. The performance team has been reviewing the statistics to be sure they completely understand the user experience. The statistics regarding the ODS are outlined on the following slides.

ODS Analysis June 1st – June 19th

- Total Batches Loaded (Completed Successfully): 16,264
- Average Batch Process Time (Wait + Execution) per LEA: 110 minutes
- Average Batch Wait Time per district (Time between when they uploaded, and the batch started processing): 91.51 minutes
- Average Batch Process time per district (Time spent executing ETL): 19.04 minutes
 - 95 Districts waited an average of 3+ hours for their batches to start processing
 - 205 Districts waited an average of 2-3 hours for their batches to start processing
 - 538 Districts waited an average of 1-2 hours for their batches to start processing
 - 372 districts waited an average of < 1 hour for their batches to start processing

Conclusions:

82.5% of an LEA's time is spent waiting on average 91 minutes for the ODS to start processing their data while the other 17.5% of LEAs are processing their data.

Proposed Immediate Solution:

Currently the system can only load 32 batches due to limitations between the eDM software and TEA's database. TEA is working with eDM vendor (eScholar) to reduce the time LEAs are waiting to load their data into the ODS by increasing the number of threads the system can handle. The TEA performance team has proposed several options to increase these threads and is collaborating with eScholar to determine the best solution to implement. Some of the improvements should be in place by the 2020-2021 Summer submission.

Proposed Long-Term Solution:

In the 2022-2023 school year, LEAs will begin using the most current version of the ed-fi data model (3.x). With the implementation of 3.x, data will no longer be loaded in batches using xml. Data will be transmitted to TEA using Application Programming Interface (API) technology. Source vendors will be required to update their systems to send data to the ODS through API calls. The batch upload step will be eliminated.

Q: Given that the due date for PK ECDS was pushed back this year, why can't TEA decide now that Summer PEIMS and PK ECDS will not be due on the same date next year?

A: The TEA Business team is currently analyzing the timelines, due dates and data needs regarding PK ECDS. If necessary, the team will request ITF and PCPEI to reconsider the due date for the PK ECDS submission.

Q: What is being done about the time it takes to run PEIMS and ECDS reports?

A: For Reports, wait time is more than 95% (i.e. of the 764,000 hours of total report processing time, more than 726,000 hours is for system waiting on a resource to be available.) The TEA performance team is currently planning to convert all reports from Crystal to Jasper. This will allow for more capacity. Preliminary tests reveal 40 reports can run simultaneously vs. the 10 that run now on each sever. Additionally, tests reveal significant performance improvements using the Jasper tool:

- 2019 average (Crystal report): 87 minutes
- 2020 average (Jasper report): 3 minutes

The Report conversion project will begin in the Fall of 2020. The team will focus on the reports that run the longest. We will provide updates on the progress of this project during the year.

Q: What is being done about the time it takes to run PEIMS validations?

A: The TEA performance team is currently planning to convert all rules from Drools (Jboss tool) to Stored Procedures. This will optimize the queries. The rules conversion project will begin September 2020. The team will focus on the PEIMS Summer rules. We will provide updates on the progress of this project during the year.

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Q: It would be helpful if we could get a bulleted list of the changes that will be implemented for next year. A brief listing of each new or change with a citation of which training document to review for more complete information would be helpful.

A. The TEDS team is evaluating this request and will provide updates in a future FCN. All information can be found currently in the [change logs](#).

Q: Will the technology application courses generate CTE funding?

A: 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.

Q: Since the technology applications courses have been moved to CTE, should the population served for the course be CTE "05"?

A: 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.

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Q: Can I require my parents to commit to remote or on campus instruction?

2020-2021 Attendance and Enrollment FAQ (Question numbers from August 4, 2020 version)

Attendance

Question: 29

Q: Will students who are enrolled in private school, including home school, the prior year in Texas be eligible for funding through the remote synchronous or asynchronous instructional methods?

2020-2021 Attendance and Enrollment FAQ (Question numbers from August 4, 2020 version)

Attendance

Question: 35

Information on the next slides provided by
David Marx, Director Texas Education Agency Financial Compliance
Justin Jons, Manager, Texas Education Agency Financial Compliance

Information provided as of July 22, 2020

Additional questions can be directed to:
disasterinfo@tea.texas.gov

Q: For OFSDP, the FAQ states that if the OFSDP student moves to remote instruction (remote synchronous or remote asynchronous) their ADA code will need to be changed to a 1-6. Can the OFSDP student change their attendance methods in the middle of a reporting period or can it only take place at the end of the six weeks? If the student is allowed to move from in person to remote on a daily basis does this mean their ADA has to be changed on a daily basis?

A: In the FAQ this has been addressed and LEA's can restrict students changing instruction methods at the end of a grading period.

2020-2021 Attendance and Enrollment FAQ (Question numbers from August 4, 2020 version)

Attendance

Question: 29

Q: What documentation must a teacher/campus keep for remote asynchronous, remote synchronous and in person attendance changes in case of a future audit? Is the documentation different to support remote synchronous attendance? How long does a LEA have to change an absent to a present code with documentation? 1 day, 1 week?

A: In class attendance would be what has historically been kept, there is no change. For remote synchronous method, a LEA must submit a signed attestation to the TEA that they will offer remote synchronous instruction. Then at the teacher's daily scheduled documented official attendance time, the official daily attendance record will be taken. For remote asynchronous, the LEA must submit a Letter of Intent that is going to offer and submit an instructional plan to TEA. The TEA will review and approve every instructional plan. The instructional plan will document what is defined as daily engagement and student monitoring. Additionally, the LEA LMS can be integrated to reflect that daily engagement.

Q: How will districts do first day counts for their remote students? Should there be a document turned into the learning management system to document they were engaged? Should this be done at a specified time or can it be done at any time during the day?

A: If using remote synchronous the LEA would determine an official attendance time and take attendance that way. For asynchronous the LEA could use the LMS to document the daily engagement or the teacher may contact students individually to determine daily engagement. Remember daily engagement can occur anytime of the day 12:00 am to 11:59 pm.

Q: What is the guidance if no instruction is taking place during COVID-19 during the 2020-2021 school year?

A: The LEA would not receive any funding. Unless they build time into their calendar to absorb the days closed and would meet the 75,600 minutes through on campus instruction.

Q: How will teacher reconciliation (SAAH 2.3.4) be addressed at the end of the 1st six weeks, if districts are in any way still virtual?

A: Determining enrollment status for virtual students is addressed in the FAQ. Membership reconciliation will be performed on the period the LEA has selected as their official attendance period and should be performed as it always has been. The teacher of record is responsible for certifying that the students listed on the class roster are enrolled in their class.

2020-2021 Attendance and Enrollment FAQ (Question numbers from August 4, 2020 version)

Enrollment

Question: 2

Q: If in-person students are absent from the classroom, are they allowed to participate in remote synchronous or remote asynchronous on that day to still be counted present for attendance purposes? In other words, the student is on campus, but absent for ADA, but later logs into the learning management system and is engaged, can the student be marked remote asynchronous present? Can the students move between in-person and remote on a daily basis?

A: Yes, this would count as remote asynchronous instruction therefore the student would be marked remote asynchronous present. Hard to see a student who is absent being RS-Present due to the time requirements. Much more likely to be RA-Present.

OR: The student would be marked absent for the day if no engagement.

Q: For remote asynchronous what is the definition of a day? 12:00 a.m. - 11:59 p.m.?

A: Yes, daily engagement can occur anytime during the that time.

Q: Does the LEA need to set up different sections for in person, remote synchronous and remote asynchronous classes? If so, should the remote synchronous and remote asynchronous sections have a non-campus-based instruction code other than 00?

A: All students can be reported on the same track, whether being served on campus or through either remote method. Daily minutes toward 75,600 will be based on the amount of on-campus time provided on a given day.

Q: Some districts were already planning for a four-day school week with Friday's off before COVID, can they proceed with this plan? How will this work with remote asynchronous and remote synchronous instruction?

2020-2021 Attendance and Enrollment FAQ (Question numbers from August 4, 2020 version)

Calendars and Waivers

Question: 7