

# TSDS ESC/VENDOR TRAINING Q&A

March 31-April 2, 2020

## TSDS Roadmap

	Question	Answer
1.	To clarify, schools will NOT report the waivers. They need to leave the calendars alone in their SIS?	Yes, that is correct. Please reference the COVID-19 Related Waivers and the Attendance and Enrollment FAQ on the <a href="#">COVID-19 Support: District Waivers, Finance and Grants</a> page.
2.	Will you be changing the edits to allow short/long cycles or no 6th cycle?	TEA is evaluating the impact of COVID-19 to the PEIMS Summer Submission. Additional guidance will be provided should changes be required.
3.	Should we expect to receive new event types to use on the calendar during the 5th six-weeks?	No new event types will be provided. Continue to report as instructional days.
4.	Should we just change the attendance cycle and not the grading cycle?	Please reference the Attendance and Enrollment FAQ on the <a href="#">COVID-19 Support: District Waivers, Finance and Grants</a> page
5.	Will missed school waivers be reported in the Ed Org as waiver events and what type of minutes would reported?	Please reference the COVID-19 Related Waivers and the Attendance and Enrollment FAQ on the <a href="#">COVID-19 Support: District Waivers, Finance and Grants</a> page.
6.	Will attendance be taken for the 6th-6wks?	Please reference the Attendance and Enrollment FAQ on the <a href="#">COVID-19 Support: District Waivers, Finance and Grants</a> page.
7.	What if there is a Spring Break that was involved? Would that be part of the 5th six weeks?	Please reference the Attendance and Enrollment FAQ on the <a href="#">COVID-19 Support: District Waivers, Finance and Grants</a> page.
8.	Please explain grading. Many districts are finishing up their 5th six weeks grading this week. Should they go ahead and process report cards as planned?	Please reference the Grading Guidance and FAQ on the <a href="#">COVID-19 Support: Academics</a> page.
9.	What if the vendor's attendance and grading calendar work off the same calendar?	Please reference the Attendance and Enrollment FAQ on the <a href="#">COVID-19 Support: District Waivers, Finance and Grants</a> page.
10.	When should the Spring Break be reported? In the 4th 6weeks or 5th 6 weeks?	Please reference the Attendance and Enrollment FAQ on the <a href="#">COVID-19</a>

		<a href="#">Support: District Waivers, Finance and Grants</a> page.
11.	If a district has a holiday on the calendar during the closure, how should that day be reported?	Please reference the Attendance and Enrollment FAQ on the <a href="#">COVID-19 Support: District Waivers, Finance and Grants</a> page.
12.	Are traditional enrollment rules to be followed such as immunization verification, etc or are all those requirements waived at this point?	Please reference the Attendance and Enrollment FAQ on the <a href="#">COVID-19 Support: District Waivers, Finance and Grants</a> page.
13.	Are there plans to move PEIMS to Ed-Fi 3.X?	TEA is currently in the analysis stage of migrating to Ed-Fi 3.x. Per the TSDS Roadmap, TEA is planning to pilot Ed-Fi 3.x in the 2021-2022 school year with full implementation in the 2022-2023 school year.

## Integrating STAAR Results into Parent Portal

	Question	Answer
1.	Will districts be provided the list of PAC numbers for the students?	Yes. Districts receive this electronically from ETS.
2.	How is a vendor supposed to get a PAC?	SIS vendors would obtain the PAC IDs directly from their districts.
3.	How does a school get the student's access codes?	Each district decides if, how, and who they will disseminate the PAC IDs to. The feedback we have received from multiple stakeholder groups is that most districts do not provide these PAC IDs to their schools or parents. Many just provide parent and schools with the link to TexasAssessment.gov without their PAC IDs.
4.	How are the PAC's provided to the districts? Is there a published format	Districts are provided these files in CSV and text file formats.
5.	Which SIS vendors did you meet with?	We met with TEAMS in March and are hopeful to meet with Skyward soon. Additionally, we would be happy to meet with any other SIS vendors to discuss implementation of Single Sign On.
6.	I believe it is included in the STAAR data files as STUDENT PORTAL UNIQUE ACCESS CODE	Yes, that is correct.

## Discipline Reporting

	Question	Answer
1.	Where can Districts see the reference to TEC codes though? Will that be in the Discipline Guide since they were removed from the Action Code description?	Local education agencies (LEAs) may find references to Texas Education Code (TEC) included within each translation of Code Table C165, DISCIPLINARY-ACTION-REASON-CODE. Also, TEC references will be found throughout the Student Discipline Guide when released.
2.	What was stated about the student Code of Conduct?	Every student code of conduct is required to meet standards established in TEC Section 37.001. Changes to Texas Penal Code by House Bill (HB) 446, effective September 1, 2019, will require updates to sections addressing brass knuckles or clubs in an LEA's student code of conduct. Although not reflected in Appendix E of the 2019-2020 Texas Education Data Standards (TEDS), these changes are effective immediately and impact data reporting for the 2019-2020 school year. Please refer to Slides 7 – 11 of the Student Discipline presentation for further details.
3.	Can you clarify what the definition of inconsistent at the end of the presentation? Is it because it is not in the student code of conduct??	Inconsistent in this context refers to a discipline action taken by an LEA that is inconsistent with an LEA's student code of conduct guidelines: TEC Section 37.020(b)(4) requires an LEA to report the number of Disciplinary Alternative Education Program (DAEP) placements inconsistent with the guidelines included in the student code of conduct under Section 37.001(a)(5). TEC Section 37.001(a)(5) requires a student code of conduct provide guidelines for setting the length of a term. TEC Section 37.020(c)(5) requires an LEA to report the number of expulsions inconsistent with the guidelines included in the student code of conduct under Section

		<p>37.001(a)(5). TEC Section 37.001(a)(5) requires a student code of conduct provide guidelines for setting the length of a term.</p> <p>Lastly, TEC Section 37.020(f)(4) requires an LEA to report the number of out-of-school suspensions (OSS) that were inconsistent with the guidelines included in the student code of conduct under Section 37.001(a)(3). TEC Section 37.001(a)(3) requires a student code of conduct outline conditions under which a student may be suspended as provided by Section 37.005, which includes limitations to OSS length and restrictions on OSS by grade level and homeless status.</p>
4.	Does this have to be updated in student code of conduct?	Every student code of conduct is required to meet standards established in TEC Section 37.001.
5.	Why is TEA collecting the inconsistent code?	The Texas Education Agency (TEA) is required to collect E1656, INCONSISTENT-CODE-OF-CONDUCT-INDICATOR-CODE, as mandated in TEC Section 37.020.
6.	What if student code of conduct doesn't have a reference to number of days?	Every student code of conduct is required to meet standards established in TEC Section 37.001. TEC Section 37.001(a)(5) requires a student code of conduct provide guidelines for setting the length of a term for both DAEP placements and expulsions. Also, TEC Section 37.001(a)(3) requires a student code of conduct outline conditions under which a student may be suspended as provided by Section 37.005, which includes limitations to OSS length.
7.	How will TEA use the Inconsistent Code?	TEA will report data collected regarding the Inconsistent Code of Conduct when requested by the Texas Legislature.
8.	Just to verify, are these updates for 20-21 or for the 19-20 summer submission?	The changes outlined are updates to the 2020-2021 TEDS. However, HB 446 was effective September 1, 2019. Although not reflected in Appendix E

		of the 2019-2020 TEDS, these changes are effective immediately and impact data reporting for the 2019-2020 school year.
9.	Will this information be in the discipline manual?	Yes. The Student Discipline Guide will be current with Chapter 37 of the Texas Education Code when released.
10.	Are you saying slide 8 is to be followed in 2019-2020? If it already happened, will the districts be reviewed?	HB 446 was effective September 1, 2019. Although not reflected in Appendix E of the 2019-2020 TEDS, these changes are effective immediately and impact data reporting for the 2019-2020 school year. Although no specific plans have been made at this time, discipline data may come under review through Discipline Data Validation and corresponding compliance reviews conducted by the Data Reporting Compliance Unit. Consideration will be given to both HB 446 and 2019-2020 TEDS.
11.	What is the status of the Student Discipline Guide that TEA is working on? What is the planned publication date?	The Student Discipline Guide is in the review process. We do not have a scheduled release date at this time.
12.	Can that discipline guide be part of the vendor training please?	TEA is working on a plan for additional policy-related training for vendors who would like to attend.

## Military Connected

	Question	Answer
1.	Should codes change to Active upon activation and remain so for the rest of the year, even once deactivated?	If the parent/guardian reports to the campus that they have been activated (Title 10 duty orders) and the parent/guardian would like their child to be identified through PEIMS; then yes, the code identifying the student as military-connected should change from National Guard or Reserve to "active duty."  The code should remain for the rest of the year, or until the parent/guardian has informed someone on campus that they are no longer activated and

		back to serving part-time in the National Guard or Reserve.
2.	I believe districts create their own form? Do you have a TEA form?	Yes, districts create their own form that is included in the enrollment packet. TEA is currently developing a 1-pager on the Military Student Identifier. This one-pager will be posted on the TEA Military Family Resource Webpage before August, 2020. The 1-pager can be utilized as a resource or example for their district form.
3.	For Leaver code 90, do students have to be Title 10?	No, students do not have to be Title 10.  Leaver Code 90: <ul style="list-style-type: none"> <li>• Per TEC 162.002, student lives in the household of an active-duty military serviceperson, transferred into Texas public schools at the beginning of or during his or her senior year, did not meet requirements to graduate from Texas public schools, did meet requirements to graduate from a school in the sending state, and, under provisions of the Interstate Compact on Educational Opportunity for Military Children, graduated from a school or district in the sending state.</li> </ul> <a href="#">2019-2020 TEDS</a>
4.	Because of the inconsistencies in the forms, will TEA consider creating a Military Connected form for all LEAs to use?	TEA is currently developing a 1-pager on the Military Student Identifier. This one-pager will be posted on the <a href="#">TEA Military Family Resource Webpage</a> before August, 2020. The 1-pager can be utilized as a resource or example for their district form.
5.	On slide 7, are these two new separate codes? What does the effective date of April 2020 mean?	As a result of the 86 <sup>th</sup> Texas Legislative Session, two new PEIMS indicator codes were created under the Military Student Identifier. The two codes are as follows: Student in grade KG – 12 is a dependent of a <b>former</b> member of one of the following: - the United States military - the Texas National Guard (Army, Air Guard, or State

		<p>Guard) - a reserve force in the United States military.</p> <p>Student in grade KG – 12 was a dependent of a member of a military or reserve force in the United States military who was <b><i>killed in the line of duty</i></b>.</p> <p>These two options under the PEIMS Military Student Identifier were effective for the 2019-2020 school year. Also see <a href="#">2019-2020 TEDS</a>.</p> <p>The Purple Star Campus Designation Commissioner Rule § 61.1063 was effective April 9, 2020. Campuses may qualify to earn the Purple Star Designation if they meet the criteria demonstrating supports and resources for its military-connected student population.</p> <p><a href="#">19 TAC, Chapter 61. School Districts, Subchapter FF. Commissioner's Rules Concerning Veterans and Military Dependents. Division 2. Military-Connected Students, § 61.1063. Purple Star Campus Designation.</a></p>
6.	If Code 90 is used, will the LEA receive credit for the graduation?	Yes
7.	Should military connected be a dated a field? since activation can be at any time?	We are considering this for an upcoming year, but not now.
8.	What will be the title of the flyer?	Military Student Identifier
9.	Where is the Military Student Identifier located?	<a href="#">TEA Military Family Resource Webpage</a>
10.	On slide 13---does this apply to regions of the US, such as Puerto Rico?	<p>All 50 states including the District of Columbia and any military installation under the jurisdiction of the Department of Defense to include: the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, the Northern Marianas Islands or any other United States territory.</p> <p><a href="#">Texas Education Code, Chapter 162</a></p>

		The student must have attended a public school or a Department of Defense School to utilize provisions of the Compact.
11.	Just to confirm, only PK requires proof, correct? All other designations are self-reported.	Yes, this is correct. Please see <a href="#">Texas Education Agency, Early Childhood General Prekindergarten FAQ Question # 28</a> .

## Alternative Language Program

	Question	Answer
1.	Is there a website that shows who has applied for an exception/waiver?	There isn't a website that contains the bilingual education exception and ESL waiver applicants. However, the TEA English Learner Support Division has shared the information on districts who have applied for exceptions and/or waivers to the ESC Bilingual/ESL/Title III contacts through a TEA-hosted SharePoint site. The ESC TSDS Coordinator can request this information from their ESC Bilingual/ESL/Title III colleague.
2.	On slide 11, how was the funding amount derived? Is that just an example?	The amounts listed on slide 11 were only an example of what could be possible for the student with full participation throughout the school year. The amount does depend on daily attendance.
3.	Will the SIS vendor include the Summer BEA funding for extract? Do you know which vendors will not?	Each LEA will need to check with their SIS vendor.
4.	Is the funding amount based on the basic allotment?	The amounts listed on slide 11 were only an example of what could be possible for the student with full participation throughout the school year. The amount does depend on daily attendance.
5.	Does the amount depend on attendance or is the amount per student?	The amounts listed on slide 11 were only an example of what could be possible for the student with full participation throughout the school year. The amount does depend on daily attendance.



6.	For BEA Funding, are there any TSDS reports that disaggregate each type of weighted funding, either at the campus level or district level?	These reports will be in the May 1st release.
7.	What is the difference between the Dual Language 1 way versus the Dual Language 2 way programs?	Dual Language Immersion One-Way and Two-Way programs have the same goal and instructional design. However, One-Way DLI is for English learners only, whereas Two-Way DLI is for English learners and English proficient students. It's important to note that at one point in a One-Way DLI program, there will be English learners who have reclassified as English proficient and are continuing in the One-Way DLI program. However, this is different from a Two-Way DLI program that incorporates English proficient students by design from the start of the program, as in students who have never been identified as English learners.
8.	Will code table c225 take the place of the code table TC42 for TREx as this causes issues for Dual Language Immersion Year, as there is not a code past a student's 5th year. Or will there be a specific code added 06 for Dual Language Immersion?	The Dual Language Immersion Year code table is not related to Code Table 225. Dual Language Immersion Year is collected to record participation for a Dual Language LOTE credit, which is unrelated to BEA funding or program implementation.

## Other Legislative Items

### High School Equivalency Program (HB 1051)

	Question	Answer
1.	For HSEP, how will you know for sure they have not been previously reported to TEA as dropouts?	LEAs will need to use as much of the information provided by the student upon enrollment to determine this information. TEA will be running processes with the data reported for HSEP to determine if the student had previously been reported as a dropout.
2.	Are the three types of HSEP, Dropout school, or adult education program tagged in AskTED somewhere for a particular campus?	No, these three types of programs are not specifically identified in AskTED. The only adult education program this applies to is the one provided under a high school diploma and industry

		certification charter school program, 227827 Excel Center for Adults. Dropout recovery schools are identified through accountability system processing (for example, a list of HSEPs can be accessed <a href="#">here</a> ).
3.	High School Equivalency Program is for 2020-2021 correct?	Yes, it applies beginning with the 2020-2021 school year.

### Industry-Based Certification Exam Fees and Vendor Code (HB 3)

	Question	Answer
1.	Do you know why the industry certification could not be sent to TEA directly from the testing company?	TEA does not have MOUs in place to send the certification information to TEA directly.
2.	What are the element numbers for the new IBC elements?	IBC-EXAM-FEE-AMOUNT (E1654) IBC-VENDOR-CODE (E1655)
3.	Should students only be reported with up to one exam Fee/Vendor for the entire student career?	Report each time a student earns an IBC with the vendor information. Only report cost for the exam you are seeking reimbursement.
4.	How will the student's reimbursement be tracked in case a student transfers to another LEA during their HS years?	The TREx system will allow for the transmission of this information via the IBC-REIMBURSEMENT-INDICATOR (TE132).
5.	Do you still report a vendor even if there is no fee and/or the vendor is not approved?	Only report IBCs with an approved vendor.
6.	Will PEIMS business rules be added to mimic reporting windows date ranges?	TEA is currently evaluating the rules to determine the impact of adding business rules to mimic the reporting windows.
7.	For IBC reporting, will reports be available for Fall and Summer?	Yes, reports will be available for both the Fall and Summer submissions for IBC reporting.
8.	Will the Industry Certification Vendor cross reference document be available in a code table?	TEA will evaluate if we can make this available via a code table.
9.	If a student is reported more than once across the HS years with an exam fee, will there be an edit to catch that or will the reimbursement simply be denied?	A process will be in place to only reimburse a student one time for an IBC exam.
10.	IBC reimbursements are for 2021 correct?	The formal collection of IBC reimbursements in TSDS begins in 2020-2021. Reimbursements for 2019-2020 will be collected via another method.

11.	The reporting window diagram states "currently enrolled student". How would a student be reported if they withdrew in March 2020?	If a student was enrolled during the timeframe specified and an IBC was earned during this same timeframe (between September 1 and May 31), the IBC earned must be reported in the Summer submission.
12.	Are IBC Exam Fees standardized at all, and if so, are they listed somewhere?	Please contact the vendor for cost information.
13.	Is the IBC reporting of fees and vendors for students currently enrolled or graduated 2020 not reported until Summer 2021?	The fees and vendor information for earned IBCs for the 2019-2020 school year will be collected via another format. More information will be released this summer about the process to collect vendors and exam costs.
14.	Are post-secondary certifications reported in 20-21 being limited to only those earned in the current school year?	Yes, those earned from September 1, 2020 through May 31, 2021 will be reported in the 2020-2021 summer submission.
15.	For Certifications, are all costs supposed to be reported even if a student has already been reimbursed?	LEAs should only report the cost if they are requesting reimbursement.
16.	Will historical fees need to be added for IBC earned prior to 20-21?	The 2019-2020 fees will be collected by the program area. More information will be released this summer about the process to collect vendors and exam costs.
17.	Are graduates only reported during Fall submission? It is confusing as the diagram says currently enrolled or graduate. They are currently enrolled but may not graduate until later in the year. This is confusing.	2020 graduate should be reported in the summer submission according to the diagram.
18.	If a district has already received a reimbursement for a student, should they report the costs for future exams?	No, once a student is reimbursed, exam fees should no longer be reported.
19.	Will this be added to the Data Elements by Collection spreadsheet, or just to TWEDS?	The Data Elements by Collection spreadsheet will no longer be available beginning with the 2020-2021 Data Standards implementation of TWEDS.

### Removal of OnRamps

	Question	Answer
1.	Is the OnRamps data element being removed for the 2020 summer collection or 2021?	OnRamps is being removed for the 2020-2021 year. It still applies for 2019-2020.

## TWEDS

	Question	Answer
1.	Where will Appendix E be located in TWEDS?	Appendix E will be located under Technical Resources in TWEDS.
2.	If a search is performed on the components page, we are unable to search on what is inside the Description, reporting requirements, special reporting requirements, etc since it collapsed. Is there a way to have a button to expand the sections in the bottom?	TEA is submitting an enhancement request.
3.	Currently, the data element Id ID links directly to the table. Is it possible for the data element name to link directly to that section of the complex type?	TEA will evaluate this request.
4.	Will you be providing the All Code Table download in excel format as you do now?	TEA is submitting an enhancement request.
5.	How does the wildcard search work?	You may enter an asterisk before or after the word in order to perform the wildcard search.
6.	If you put asterisks before and after the word does it find the word anywhere in the data element name rather than just in the first word of a data element name?	Yes, it will find the word anywhere within the data standards when using an asterisk before and after the word.
7.	Can we have the complex types available for Excel download? Otherwise, we must copy & paste each one individually into Excel. We use these as the basis for our requirements docs.	TEA will evaluate this request.
8.	No more printed chapters, correct?	Correct, with the long-awaited implementation of TWEDS, PDFs will no longer be available.

## TREx Updates

	Question	Answer
1.	In TREx, districts will be receiving whether a student received an Industry Certification. They are to just be made aware that they were submitted by another District with an industry certification? They won't enter it into their SIS correct? (Districts monitor for Accountability/A-F if their students have met CCMR points. If they know a student already earned an industry certification from another district, yet they cannot enter it into their SIS, they are going to have to maintain this on a separate screen).	Because the IBCs need to be transmitted via TREx, each LEA needs to have a way to transmit this information. It is the decision of the receiving LEA on how to maintain this information going forward.

2.	Can you please address the overlap of the new POST-SECONDARY-CERTIFICATION-LICENSURE-EARNED that will be reported vs. the existing records we send for Certification Licensures Performance Acknowledgements?	The performance acknowledgement is just one of five acknowledgements that can go on the high school transcript. (There is an element for each one). It is solely used as a distinction for students. There are guidelines for the performance acknowledgement in section 19 TAC §74.14 of the graduation requirements. It's the district's responsibility to review any license or certification earned by a student and determine whether the student has earned an performance acknowledgement, based on whether the licenses or certification meets the guidelines in 19 TAC §74.13(e). This means a school district could potentially award an acknowledgement for a license or certification that is not on the list of certifications that the College, Career, and Military Preparation Division is working on. Because the eligibility for the performance acknowledgement is determined at the local level, the field for the acknowledgement is free form.
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## TSDS Updates

### Unique ID

	Question	Answer
1.	Should districts continue to send in UID Assignment and Enrollment Event files?	Refer to the PEIMS FAQ (Unique ID Enrollment Tracking) on the <a href="#">COVID-19 Support: District Reporting and Data</a> page.
2.	Related to slide 5, can you remind us of what kind of incorrect campus information is showing on these reports? Do you have examples of the issue?	Some reports are including non-active/closed campuses on the report or the report is not showing some active campuses. TEA is working on a solution to ensure that the campuses appear on the report correctly.

## Early Childhood Data System (ECDS)

	Question	Answer
1.	One of my LEAs received a high-quality components district report for 18-19 ECDS PK. Can TEA provide some type of a checklist with critical points to avoid getting this memo sent to the superintendent?	<p>A <i>High-Quality Prekindergarten Components District Report</i> was sent to all superintendents who oversee a prekindergarten program serving eligible four-year-old students in Texas. Its intent was to reinforce district efforts in meeting the required high-quality prekindergarten components.</p> <p>The following resources are available to assist districts in their implementation of the high-quality prekindergarten components:</p> <ul style="list-style-type: none"> <li>• <a href="#">Webinars regarding each individual component</a></li> <li>• <a href="#">Full-Day High-Quality Prekindergarten Program Components</a></li> <li>• <a href="#">FAQs</a></li> </ul> <p>Questions regarding the <i>Report</i> may be submitted to <a href="mailto:HQP@tea.texas.gov">HQP@tea.texas.gov</a>.</p>
2.	Can you explain what an In-District Charter partnership looks like?	<p>This may be a partnership with a non-profit organization, government entity, institute of higher education, and/or an existing charter school that has applied for and been designated as an in-district charter.</p>
3.	On the HQ PK reports LEAs recently received, Howard said this was NOT monitoring. But, what are the consequences for LEAs who repeat one of the omissions or problems seen on this year's report?	<p>Districts will be given support by TEA personnel.</p> <p>The following resources are available to assist districts in their implementation of the high-quality prekindergarten components:</p> <ul style="list-style-type: none"> <li>• <a href="#">Webinars regarding each individual component</a></li> <li>• <a href="#">Full-Day High-Quality Prekindergarten Program Components</a></li> <li>• <a href="#">FAQs</a></li> </ul>

		Questions regarding the <i>Report</i> may be submitted to <a href="mailto:HQP@tea.texas.gov">HQP@tea.texas.gov</a> .
4.	Who is the first approved assessment tool for KG?	Children's Learning Institute (CLI) is the primary approved assessment tool for BOY KG TX-KEA English/Spanish.
5.	Will districts be allowed to give paper and pencil assessments? If so, will a template be made available and how to we access the template?	Districts are encouraged to review the information regarding the available formats for each of the approved prekindergarten student progress monitoring tools through this <a href="#">link</a> . Districts can inquire directly to the publisher of the approved assessment tool regarding available template(s) and implementation support.
6.	Would the MOU of vendor assessment direct upload begin with school year 2020-2021? If not, what would be the timeline for implementation for direct upload by vendors?	Starting with the 2020-2021 school year, ECDS assessment vendors CLI and Amplify will be sending their KG student assessment information directly to TEA. PK assessment information will continue to be collected by LEAs loading their assessment data into the ODS.
7.	If districts do not reconvene, how will no EOY assessments occurring this year affect things? How will the ECDS PK submission be impacted?	Refer to the Early Childhood Education Guidance on the <a href="#">COVID-19 Support: Academics</a> page.
8.	Will TEA change their warnings for EOY in PK?	TEA has not identified any rules that need to be downgraded for ECDS PK EOY.
9.	Are the districts still required to send in a BOY pre-K collection?	Yes, BOY data will still be collected.
10.	How would ESCs know what Districts/Charters will not be administering PK EOYs? This will assist ESCs in knowing who needs to submit the PK collection.	<p>The following <a href="#">guidance</a> was recently posted regarding the administration of prekindergarten end-of-year assessment.</p> <p>There is not a mechanism in place at the state level to notify ESCs of the status of individual LEAs relative to the data submission process.</p>

11.	If an LEA is able to open school again in May, is the PK EOY assessment optional for them?	Refer to the Early Childhood Education Guidance on the <a href="#">COVID-19 Support: Academics</a> page.
12.	Did you say that ESCs will have access to run the ECD0-000-010 report?	Yes, that is correct. The reports will be available after the May 1st release for the ESCs
13.	Will LEAs have to work with the vendor to correct errors or how will that process work if there are validation errors on the collection?	TEA has not identified any rules that need to be downgraded for ECDS PK EOY.
14.	What is that part about PK ECDS assessment vendor metadata assessments? What is being removed?	Items removed from KG and PK AssessmentMetaData.xml due to removal of studentGPS Dashboards: E1131 ASSESSMENT-CONTENT-STANDARD E1134 ASSESSMENT-REVISION-DATE E1135 MAX-RAW-SCORE
15.	For 2020-2021, does the vendor only provide assessment data only for KG directly to TEA? Will the PK process remain the same?	Correct, for 2020-2021, only the KG assessments are being provided to TEA. The PK process will remain as it is now with the LEAs providing the assessment data.
16.	Is the goal to eventually have PK data sent direct to TEA like KG?	Currently, there are no plans to send PK assessment data directly to TEA.
17.	What if the LEA does not use either of the approved assessments? Will the LEA still have the option to file for an exemption?	<p>LEAs must use one of the approved screeners to administer the Literacy Screener to all Kindergarten students in the Fall of 2020.</p> <p>Four points in statute from HB 3 – TEC §28.006:</p> <ul style="list-style-type: none"> <li>• The commissioner shall adopt <u>a</u> kindergarten multidimensional diagnostic tool that includes a reading instrument and tests at least three developmental skills, including literacy,</li> <li>• The commissioner may adopt <u>one alternative</u> reading diagnostic tool</li> <li>• The commissioner shall adopt rules to <u>determine the performance</u> of the reading instrument that indicates kindergarten readiness</li> </ul>



		<ul style="list-style-type: none"> <li>• Provide written report to parents within 60 days of administration.</li> </ul> <p>The Commissioner has chosen TX-KEA Literacy Screener as the diagnostic tool and Amplify's mClass Texas (Dibels 8<sup>th</sup>) as the alternative diagnostic tool. Additional information regarding this selection can be found at the following <a href="#">link</a>. Districts <b>must use one of these tools</b> to administer the Literacy Screener to all Kindergarten students in the Fall of 2020. Each literacy screener will determine if the student is On Track, Monitor or Needs Support in the area of literacy. A written report must be given/sent to the parent within 60 days of administering the screener. Both tools will have the capacity to generate this report. Each vendor will report the scores directly to TEA by uploading into ECDS by January 31<sup>st</sup>.</p> <p>Any additional Kindergarten BOY assessments to be administered is a local decision. The LEA may choose the additional tool to use and any domains they will administer to their students.</p>
18.	We just want to confirm that LEAs will be able to submit BOY data for PK with no fatal errors due to there possibly being not EOY data.	TEA has not identified any rules that need to be downgraded for ECDS PK EOY. LEAs will be able to submit BOY PK data with no fatal errors.
19.	We just want to confirm that for 2020-2021, LEAs will only submit demographic data for the KG submission.	Yes, that is correct, in the 2020-2021 school year, only demographic data will be submitted by the LEA for the KG submission.
20.	Will there be an alternate assessment for PK?	At this time, there are no alternative assessments identified for PK.
21.	Will the LEA appear on the missing assessment report if they don't submit PK EOY this school year?	Yes, the LEA will appear on the missing assessment report if their PK data is not submitted. If only the EOY PK assessment data is missing,

		the LEA will not appear on the missing assessment report.
22.	What will be the impact for the PEIMS Early Reading indicator, if EOY reading assessments are not administered?	Refer to the PEIMS FAQ on the <a href="#">COVID-19 Support: District Reporting and Data</a> page.
23.	Will there be any changes to the XML structure for next year? If so, will there be sample interchanges? One of the main issues that we heard was that vendors didn't have a sample to go by?	TEA is working to provide XML data samples for the 2020-2021 school year.
24.	Will TSDS provide retrieve data functionality for ECDS?	The retrieve data functionality will be provided for all CORE applications in the future, including ECDS. There is currently no timeline on when this functionality will be available.

#### State Performance Plan Indicator 14 (SPPI-14)

	Question	Answer
1.	One issue that districts have is that they reported a student as a graduate the prior year but then, the student returned. SPPI-14 is requiring them to report the student. Is this correct? Should the returning student be reported for SPPI-14?	<p>If a student is reported in the prior year PEIMS Summer submission as a special education student and is reported in the current year PEIMS Fall submission with a leaver reason code of 01, 24, 88, 90, or 98, they should be reported in SPPI-14.</p> <p>Students who fit the criteria for SPPI-14 but are not reported will appear on TSDS quality assurance checks after the submission closes. This list is provided to the program area. What they do with the list is up to their discretion. Additionally, these students will not be included in the sample data sent to the 3<sup>rd</sup> party vendor who administers the random sampling of post high school outcomes.</p>
2.	One of my LEAs did not report some of their leavers because the LEA did not review their data for the Fall. How does this affect the LEA when they don't report the students for SPPI-14?	As for not reporting an eligible student in SPPI-14, LEAs are at risk with federally required data collections and reporting for IDEA related sanctions and determination ratings impacted from findings of

		data validity and reliability based on their submissions. The LEA is at risk of potential findings against them when they don't correctly assure through certification.
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### Residential Facility (RF) Tracker

	Question	Answer
1.	Will SIS vendors be made aware that to meet the December timeline Summer PEIMS must be ready?	The timeline has been published in TEDS and vendors have been notified.
2.	By the Dec 4 deadline, will the submission have to be fatal free?	For promotion and validation purposes, the submission will need to be fatal free. The submission does not need to be completed by that date.
3.	How will COVID-19 impact student with disabilities residing in residential facilities (RFs)? Are they still being tracked for RF Tracker?	<p>Local Education Agencies (LEAs) operating within the RF will need to take measures to provide for the instructional continuity for students in the residential facility. Please reference the COVID-19 Related Residential School Program Guidance on the <a href="#">COVID-19 Support: Special Education General Guidance page</a>.</p> <p>LEAs are required to continue to track students with disabilities, who reside within an RF, using the RF Tracker within the Texas Student Data System (TSDS). The submission date for this data is July 30, 2020.</p>
4.	Has TEA considered that the Dec 4th checkpoint will put a lot of stress on the PEIMS Coordinators which also are in the process of completing the PEIMS Fall submission? These are the same people who also serve as the ODS Data loader.	The checkpoints are required for the monitoring of the data. This was occurring in the legacy system as well. TEA would also recommend that others assist with ODS Data Loader responsibilities.
5.	Are there any changes for SY 2021 to the Summer PEIMS interchanges needed for RFT?	With the CTE Indicator Code being removed from the StudentProgram extension for PEIMS Summer, this impacts RFT slightly as RFT uses this complex type.

6.	For Core Collections in general, we full deletes by collection be made available? The issue we ran into relates to losing RFT data when needing to delete ALL for ECDS of Class Roster.	No. LEAs will need to utilize the current deletes available within the Delete Utility. TEA is aware of that issue and is working with our vendor to provide additional functionality within the Delete Utility to address this.
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## Class Roster

	Question	Answer
1.	As far as Classroom Position - what would be an example of Substitute? Are these Long-term subs or short-term subs? In PEIMS the Summer submission, we were used to reporting them as Teacher of Record with a Role-ID of Permanent Substitute.	Role 047 would be used for the Substitute Teacher for Class Roster submission. Here is the definition: A person who serves in a classroom in the absence of a teacher certified for that assignment where the teacher has quit, died, or been terminated; or, a person who is permanently hired to substitute on an as-needed basis. (See Chart A in StaffResponsibilitiesExtension complex type in Section 2.3 in TEDS).
2.	The Winter Collection due date falls during the time that most of our districts are out for Spring Break. Is there any way to change this date to later in March?	TEA is evaluating the date of the Class Roster WNTR collection due date.
3.	Due to COVID-19, will the current Class Roster submission due date be extended again?	Refer to the PEIMS FAQ on the <a href="#">COVID-19 Support: Reporting and Data</a> page.
4.	Is the Special warning for 2020-2021? Right now, we are receiving a fatal for DAEP/JJAEP campuses.	The DAEP and JJAEP campuses in Class Roster will fire a fatal if there is no class period or location submitted for these types of campuses. Once those two items are provided, the fatal will clear. Currently for Class Roster, there are no exclusions. That is something TEA will take into consideration.
5.	For the WNTR Submission, if teachers were exited from a class on the snapshot date-2/28/20, should those staff be included in the data?	For the 2019-2020 school year, the staff will not be promoted if their class assignment end date equals the 2/28/2020. For 2020-2021, the data for this scenario will be promoted.
6.	If the LEA uses the PK Service ID, how does that impact ECDS? Will the EE students pull for ECDS? Will testing be required?	ANSWER COMING SOON

7.	Why does the CR fall have "Last Friday in February"?	The presentation has been updated to reflect the correct information.
8.	In a normal PEIMS submission, you can exclude those DAEP/JJAEP campuses from being reported. Should they be reported for Class Roster?	You will receive Special Warning errors in the PEIMS Summer submission if you do not report students for DAEP/JJAEP campuses. This is the same for Class Roster.
9.	So, will we not have a service id for EE students next year?	At this point, there will not be an EE service ID added for 2020-2021. If this changes, TEA will update TEDS.
10.	Has there been any issues with long term substitutes 047 names not showing on the staff roster reports? Should a long-term sub 047 show on the staff reports?	A long-term substitute with a role ID of 047 should appear on the Class Roster reports. There is not a Known Issue reported where the long-term substitutes (047) are not appearing on the Class Roster Reports.
11.	So, for 2019-2020, should all teachers that were at one point in the class be reported in Class Roster?	<p>The 2019-2020 TEDS reporting requirements states the following: Class Roster Winter Submission - Only staff serving an LEA as of the last Friday in February who have a ROLE-ID 087 (Teacher) or ROLE-ID 047 (Long-term Substitute Teacher) and CLASSROOM-POSITION-TYPE of 01 (Teacher of Record) should be reported.</p> <p>If the teacher was not in the class on the last day in February, they should not be reported.</p>
12.	Just to clarify my question: scenario: It's a full year course. I taught first semester, you taught second semester. You were the teacher of record active on winter snapshot. Should only you be in Class Roster reports or also me.	, Only the teacher of record that is active as of the snapshot date should be reported. You can load to the ODS, all teachers assigned to the class at one point in time in the school year and then the Class Roster promotion process will only promote the records needed based on the snapshot date.
13.	Is there any way for vendors to have access to the Knowledge Base Articles?	KB Articles are provided to TSDS Certified Vendors via the TIMS application. They are not publicly available. Please email <a href="mailto:TSDSCustomerSupport@tea.texas.gov">TSDSCustomerSupport@tea.texas.gov</a> if you have specific questions or need guidance.
14.	The snapshot date for Fall says Last Friday in October but has September date.	The presentation has been updated to reflect the correct information.

15.	Why would we report local EE courses if they will not be promoted?	ANSWER COMING SOON
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## Special Education Language Acquisition Collection (HB 548)

	Question	Answer
1.	Has the special ed program areas at the ESCs been notified about this collection and would they also know which LEAs have these students or is it up to the tech champions to survey on who is participating.	The TEA Special Education Division is planning to release a TAA soon. Every LEA that serves auditorily impaired students eight years of age or younger should participate in this collection. You could look back at prior PEIMS submissions to determine LEAs that serve these students but that could change from year to year.
2.	Regarding the student's DOB, is their DOB based on any As-Of date or is the logic based on if the student was 8 or under at any time throughout the school year?	For the Special Education Language Acquisition (SELA) collection, the date of birth is used to calculate the student's age as of September 1st.
3.	So, if you have the Core role now, you do not have to apply for the SELA Access?	ESC and LEA users will need to apply for the SELA privilege in order to have access to the collection. The privilege will not automatically be added to existing Core roles. The SELA privilege is currently scheduled to be available on August 1, 2020.
4.	In the StudentProgram interchange, does the Instructional Setting require an Effective Date within this complex?	EFFECTIVE-DATE within the StudentSpecialEdProgramAssociationExtension is only collected for in the PEIMS xml interchanges. It is not a TSDS element.
5.	Would E1337 program type always be Special Education?	It is expected Program Type will be reported as Special Education, however, there is no rule enforcing Special Education be reported as the Program Type.
6.	Who do you recommend will be in charge of this submission? Will the SPED area be responsible, same as SPPI-14?	The TEA Special Education Division expects the Special Education area to be the experts on the SELA collection. As with SPPI-14 and RF Tracker, the expectation is the Technical Steward will load the data and the Special Education Steward will promote, validate and complete the submission.
7.	If students are in RDSPD these students will be reported from the LEAs that report these students for PEIMS?	If the student has one of the two disability codes, 02 or 06, the student will be reported regardless if the student is in the Regional Day School Program or not.
8.	Is the Disability used only Primary or will a student be reported if the disability (E1220) is secondary?	The SELA promotion logic will look for the two disability codes, 02 and 06 reported in E1220 Disability. Multiple disability codes may be reported for a student, but the codes are not designated as primary or secondary. If the

		student has one of these disability codes, the student's data will be promoted for the SELA collection.
9.	Will the ESC report have totals for the districts	The ESCs will have access to the SELA Roster report that lists all students reported. Additionally, ESCs will be able to monitor promotions and view counts by subcategory.
10.	Would past disabilities also be promoted or only the latest disability?	The disabilities for school year in which the data is being reported will be promoted.
11.	Will this include students who are ADA eligibility of 0 - enrolled, not in membership?	If the student has one of the two disability codes, 02 or 06, the student will be reported regardless of the student's ADA eligibility code.
12.	Can the tech champions be included in the training just like it occurred with sppi-14	The TSDS Training team is modeling the SELA training like the SPPI-14 and Residential Facility training.
13.	As previously stated, hopefully there will be sample interchanges available for vendors.	The TEDS team is working to provide data examples for all complex types.
14.	If a student does not meet the criteria for the SELA collection, we would normally not extract or include the student in the SELA collection. Is TEA's expectation different?	The ODS is a data warehouse and the goal of TSDS is for data to be loaded agnostic to collections. When the LEA is ready to promote data for the SELA collection, only data designated for that collection will be promoted to the SELA data mart.
15.	Just to clarify: if a student has more than one disability and one being Deaf/Blind or Hearing Impairment, ALL disabilities will promote? Does the StudentExtension allow multiple disabilities to be present?	Yes, the StudentExtension allows for there to be multiple disabilities loaded. If the student has one of the two disability codes, 02 or 06, the student will be promoted, and all disabilities will be promoted.
16.	What if there are changes to services over the course of the year - does the submission support multiple sub-complex types? If they started year with hearing aid and moved to something else later.	Yes, multiple sub-complex types can be reported for a student if data changes regarding Language Acquisition Services, Hearing Amplification, or Language Acquisition Assessments.
17.	Loading all students requires the districts to clear all loader errors for all students even though records are only needed for a small subset of students. That is not an efficient use of time or resources & also unnecessarily increases the size of the files loaded	The ODS is considered a data warehouse. Data for all collections should be loaded into the data warehouse on a scheduled basis. "Loader errors" should be resolved on a scheduled basis.

## Special Education Paraprofessional Reporting – COMING SOON

	Question	Answer

## PEIMS

### Truancy (HB 548)

	Question	Answer
1.	Will Absence be based only on ADA absences? Some districts can file for Truancy for extreme absences in other than ADA period, so they may not have more than 10 ADA absences, but they will have a truancy filing.	<p>TEC 25.0915 (a-4) states the following:</p> <p><i>The commissioner by rule shall require each school district and open-enrollment charter school to report through the Public Education Information Management System information disaggregated by campus and grade regarding the number of children who are required to attend school under Section 25.085, are not exempted under Section 25.086, and fail to attend school <b>without excuse</b> for 10 or more days or parts of days within a six-month period in the same school year.</i></p> <p>This means all unexcused absences should be included in this calculation.</p>
2.	Do you know why the legislature is collecting Truancy information? What's the purpose?	See HB 548 for legislation regarding this requirement.
3.	Unexcused is strictly determined by campus principal/teacher, etc according to SAAH right? No changes to that?	An unexcused absence is defined as any absence that is not excused by state law or LEA local policy.
4.	What is the purpose of limiting to a 6-month period instead of the entire school year or by semester?	TEC 25.0915 (a-4) stipulates the six-month period.
5.	For truancy will the unexcused absence only look at the attendance taking period/time?	TEC 25.0915 (a-4) stipulates unexcused absences should be counted for days or partial days. A partial day is defined in accordance with LEA local policy.
6.	Is the Truancy Prevention measure reported, is the measure applied before the student meets the 10-absence threshold?	An LEA may implement a prevention measure before the student meets the 10 unexcused absences threshold.

### Additional Days (HB 3) – COMING SOON

	Question	Answer



## Expanded Learning Opportunities

	Question	Answer
1.	So, can Voluntary Summer ELO overlap with Additional Days School Year?	Voluntary summer ELO can supplement ADSY, or vice versa. Programs and activities provided with ADSY funds should be reported separately to the ADSY collection. Voluntary summer ELO that is not provided with ADSY funds should be reported to the ELO collection.
2.	What if the activity has only 1 student participating? Can they still report it? It's designed to serve others, but only 1 student was showing up because it was voluntary.	Yes, it can still be reported because it was designed to provide services to more students on the campus. This collection does not collect student level data.
3.	If you had 30 minutes in the morning and 30 minutes in the afternoon, can they be combined to minimum 45 and report that activity?	Only if the same activity serving the same students is provided in the morning and afternoon can the offerings be combined and reported as 60 minutes. If the students served are different in the morning and afternoon, then neither can be reported unless the activity is 45 minutes or more.
4.	Can you give some examples of non-voluntary programs?	All students or a subset of students participate in required supplemental academics or academic enrichment at a regular time during the school day. The activity is not credit-bearing nor grade-earning. Rather the activity provides additional instruction that supports the student's coursework, but information may be provided in a different way. Students may receive more in-depth individualized instruction or students may participate in a hands-on project that is related to what they are learning in a course but is not part of the course. This may be a science project, project-based learning, performance, writing lab, professional mentoring, volunteer projects, or similar activity.

5.	Is the ACE program always reported in the ELO?	Yes, the ACE program is one that would always be reported in the ELO collection. A current list of Texas Afterschool Centers on Education (Texas ACE), also called the Texas 21st Century Community Learning Centers (21st CCLC) program grantees and centers is posted to the training site.
6.	Could you repeat where to find the other FAQ document?	It is posted on the training site with all the presentations.
7.	We have a district that offers an after-school program 3 hours a day, 3 evenings a week where teachers help students on their schoolwork. It is offered to all students. This is very similar to tutorials. Would this be an ELO?	If it's a drop-in program with variations in students and length of participation, then it would not be counted. If the program identifies students who are recruited and students regularly participate for 45 minutes or more, then it can be reported.
8.	I apologize if I missed this, but does the program have to be offered every day? Can it be offered only 1 or 2 times a week?	The program does not necessarily have to be offered each day. An ELO program generally provides routine regular access to supplemental academic and academic enrichment activities. Ongoing participation in ELO activities has been shown to have some effect on certain student outcomes. If the program meets regularly one time per week for 45 minutes the program can be counted if it meets the general criteria for ELO in this document.
9.	By when you foresee the results of this data to be analyzed by TEA and what entity will be utilizing this information?	The data will be available for analysis during Fall 2020. Legislation requires the Sunset Advisory commission to review this information as part of their review of the Expanded Learning Opportunities Council (ELOC) under Chapter 325, Government Code, to determine the availability of expanded learning opportunities and the role of regional education service centers in providing those opportunities throughout the state. The ELOC has requested to use the data to assess in which areas of the

		state students may be lacking access to high quality supplemental learning opportunities.
10.	When will the LEAs report this?	ELO data is reported in the PEIMS Summer and Extended Year collections.

### CTE Auto-Calculation

	Question	Answer
1.	Will the districts have access to a TEA report that shows their students' CTE Indicators yearly status and their progression?	A report will be available that lists the student's CTE calculated indicator, program of study, state cluster, federal cluster and regional indicator. The CTE Indicator will be blank on all reports until the calculation process is executed after the close of the First Summer submission.
2.	Can you repeat which category satisfies Fed acct and RDA?	CTE concentrators and CTE completers are used for federal accountability and RDA.
3.	As the student completes his high school courses, will the student be auto coded with different codes thru his HS career?	The CTE Indicator will be calculated at the end of each school year. If the student completes career and tech courses every year, it is anticipated the indicator will be different from year to year.
4.	So, will this Auto Calculator be looking at Course Completion records submitted for students for the past years? If so, how far back will it look?	The CTE Indicator auto calculation process will take into account seven years of data. High school courses completed by a student in sixth through twelfth grade will be included in the calculation.
5.	Can you repeat what grade levels are eligible for the CTE indicator codes?	Students in grades six through twelve will be assigned a CTE Indicator code.
6.	Slide 57 - So the CTE CD E0031 will remain on the StudentProgramExtension Complex Type?	StudentProgramExtension complex type was modified to remove E0031 CAREER-AND-TECHNICAL-ED-IND-CD. This indicator will no longer be reported by the LEAs in the Fall or Summer Submissions.
7.	If a student, for example, can follow three programs of studies then he will have three CTE auto-coded indicators?	It is possible for a student to have more than one calculated CTE

		Indicator for different programs of study.
8.	So, the LEAs will not know what their data looks like until after summer submission is complete?	LEAs will be able to review the auto calculated CTE indicator on reports after the First Submission of the PEIMS Summer collection closes.
9.	How will it work if there is no Course Completion for Jr High CTE subjects in Summer PEIMS?	The auto calculation process only uses high school course completion data. Students in grades six through eight may take high school courses in those grade levels.
10.	Did he say the CTE Code can be updated as needed? What if it was due to a misreporting of PEIMS Summer submission? Will the collection be opened for districts to resubmit corrected data?	Course completion data may be corrected during resubmission.
11.	In the past 7-8 had a CTE code even though they were non high school courses. So now Perkins V only assigns CTE codes to high school courses?	Students in grades six through twelve will be assigned a CTE Indicator code. The high school CTE courses taken in grade levels six through eight will be considered for the calculation.
12.	Currently, students completing a CTE course in Summer school (say making up a course) the course completion is not currently reported. How will that be accounted for?	TEA is working on a solution to this problem.
13.	Will we be able to download a list of students TEA identified by code so that we can locally track?	The roster report being developed will have the CSV export option.
14.	Will the calculation of these new codes be retroactive?	The first time the CTE Indicator will be calculated will be at the end of the 2020-2021 school year for all students in grades six through twelve. High School courses taken by these students in grades six through twelve will be used in the calculation.
15.	Just to clarify, the SIS doesn't report the state and federal cluster, just the program of study, right?	The program of study, state and federal cluster are all calculated values.
16.	Will TEA publish the CTE Indicator calculation methodology in the data standards?	The information used to calculate the indicator is in the definition of each indicator along with the information published on the College, Career and Military Prep (CCMP) website.

		<a href="#">Statewide Programs of Study At-a-Glance Spreadsheet</a>
17.	Where do we report a student program of study?	Program of study is calculated.
18.	Code 5 states one course for 2 or more credits. There does not appear to be a code for 1 course and 1 credit. Would those students be reported as code 4?	ANSWER COMING SOON

## Charter School Waitlist Collection (SB 2293)

	Question	Answer
1.	What if the student does not have a UID? Are charter schools going to getting a UID for a potential student?	Every effort should be made to determine the student's UID. It would be appropriate to assign a UID to the student on the waitlist if the student does not currently have a UID.
2.	Did I hear her say that charters are familiar with submitting this in the past (via non TSDS)?	Charter School Waitlist (CSW) is a brand-new collection. There is no legacy application or collection (see Slide 4).
3.	Will this submission apply to In-District Charters?	The CSW collection only applies to open-enrollment charter schools.
4.	Are all Charters expected to participate in this collection?	All open-enrollment charter schools, whether they have students on their waitlist or not, will need to report the following data elements: E1674 NUMBER-CHARTER-STUDENTS-ENROLLED, E1675 CHARTER-EDUCATION-ENROLLMENT-CAPACITY, and E1676 CHARTER-WAITLIST-ADMISSION-INDICATOR-CODE.
5.	This collection will only be submitted by charters not public ed, correct? For SY 20-21.	This submission only applies to open-enrollment charter schools not Districts and will begin in the 2020-2021 school year.
6.	CSW is a required collection for all charters but the Elements are 'optional' (E1674-E1677) --- Screen #11 and #12 say 'new optional data elements'	These data elements are optional in the SchoolExtension because not all LEAs report this data. Business rules will ensure this data is submitted.
7.	Since the data is collected as of the last Friday in September, is a snapshot date listed in the Charter Wait list timelines in the TEDS/TWEDS?	The CSW snapshot date is documented in the Data Submission Timelines of the data

		standards. <a href="https://tealprod.tea.state.tx.us/TWEDS/83/0/0/0/DataSubmission/TimeLine/1094">https://tealprod.tea.state.tx.us/TWEDS/83/0/0/0/DataSubmission/TimeLine/1094</a>
8.	When schools run their UID assignment process, the student gets "assigned" that school. If a student hasn't enrolled in that school yet, how should the schools obtain the student's UIDs?	The UID process is still the same and Charters needing an UID will follow the existing process. There is no way to prevent the master record from being updated when an LEA submits a file for UID assignment.
9.	I can see that LEAs will be upset because the UID master records has been taken over by another LEA	The master record LEA assignment controls who can edit the student's demographic information. If the LEA in which the student enrolled needs to update the demographic information, they will need to change the master record back to the enrolling LEA. (Which will automatically happen when a UID assignment file or enrollment tracking file is processed containing the student record.)
10.	If no SSN, should they assign State Assigned Numbers?	If the student on the waitlist does not have an SSN, then the charter may assign an S-number.
11.	This collection will also be during the timeline that LEAs have to send their 1st enrollment tracking events.	The first enrollment tracking event file must be uploaded no later than the second week in September; The CSW data is due on October 30, 2020 based on the waitlist information on the last Friday in September.
12.	I think they want to know if manually or uploaded from SIS for UID	Charters may use any available option to find the student's UID.
13.	Even if the student never enrolls, the charter has to assign them a state id number to get a UID?	If the student on the waitlist does not have an SSN, then the charter may assign an S-number.
14.	If a student is on two waitlists - which charter will assign and own the UID?	The master record LEA assignment controls who can edit the student's demographic information. The last LEA that submitted the UID through the file upload will be listed on the master record. Multiple LEAs can report the same student, but only one has the

		ability to edit the student's demographics at a time.
15.	If students are allowed to appear on multiple Charter Waiting lists there is a concern of students having duplicate UIDs in the UID system	Charters must search the UID system to determine if a waitlist student has already been assigned a UID. If the student is already listed, there is no need for a charter to create a new or duplicate UID.
16.	When it is time to cover the Charter Schools Waitlist Collection, I have a question with regards to any information pertaining to the Common Application that we were told that would be coming this past January to give time to vendors to incorporate the application within parent portals. Thank you!	The common application should be available by June 1, 2020.
17.	If they utilize a wait list but exhaust it by the last Friday of Sept, how would that be handled as there would be no students on a list to report?	If no students are on the waitlist on the last Friday in September, then there are no students to report in the CSW collection. If the Charter school campus had a least one student on a waitlist before the last day in September, the campus would report that they did maintain a waitlist which would be indicated with the data element CHARTER-WAITLIST-ADMISSION-INDICATOR=1
18.	Regarding the new elements we have seen for the two new core collections (SELA and CSW), do these elements already align with existing ed-fi elements? Just wondering about what the transition looks like for these collections for vendors as our whole process migrates from XML to the Ed-Fi API.	When new data elements are added, TEA determines if there is a comparable data element in the current version of Ed-Fi. If there is, the new data element is modeled after the Ed-Fi element.
19.	What method is suggested for a school to retrieve UIDs for waitlisted students if they are not enrolled?	UID assignment is not dependent on whether the student is enrolled. A charter can search for a student in the UID system and use the existing record or a new one can manually be created.
20.	How would we retrieve UIDs for students who are on our wait list and have not been enrolled in a Texas public school yet?	The UID assignment process has not changed. If the student does not currently have a UID, a UID will be created when there is not a match on existing student data.
21.	To confirm understanding, all applicants will have to have a UID?	Students will be required to obtain a Unique ID in order to be reported in the Charter School Waitlist

		collection. If parents decide not to provide the SSN during the application process, students may be unable to obtain a Unique ID unless a state-assigned ID (S-number) is provided to the student. If the student does not obtain a UID or S-number, they can still be on a Charter School waitlist, but they will not be reported in the CSW collection. The agency recognizes this limitation.
22.	If the student isn't enrolled at your Charter School, how do you report the student as being on the waitlist for your school?	UID assignment is not dependent on enrollment. Students on the waitlist will need to have a UID assigned.
23.	So, if they refuse to provide an SSN and we don't get a UID we simply don't report them?	Students will be required to obtain a Unique ID in order to be reported in the Charter School Waitlist collection. If parents decide not to provide the SSN during the application process, students may be unable to obtain a Unique ID unless a state-assigned ID (S-number) is provided to the student. If the student does not obtain a UID or S-number, they can still be on a Charter School waitlist, but they will not be reported in the CSW collection. The agency recognizes this limitation.
24.	If a student is new to Texas and applies at multiple charter schools, how do you avoid getting multiple unique ids assigned?	Same process as we have in place now when students move from district to district. If there is an exact match, a new UID will not be assigned.
25.	Are schools going to have to manually search for each individual UID or will we be provided a file format to upload?	The UID file upload and assignment option is still available.
26.	Looking for a Unique ID could cause a school to look for 500+ students if a new campus/charter opens.	The automated option of uploading a file for ID assignment is available.

## Question & Answer Session – COMING SOON

	Question	Answer