

2024 Spring TSDS Training Questions and Answers

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Core Collections	2
Child Find	2
ECDS	4
PEIMS	5
All Other Questions	7
Student Discipline	7
State of the Upgrade	8

Core Collections

Child Find

1. **Does the LEA consider the CONSENT-TO-EVALUATION-RECEIVED-DATE (E1738) the actual date the parent signed the consent to evaluate or the first day following, regardless of whether the day is instructional or not?**

The CONSENT-TO-EVALUATION-RECEIVED-DATE (E1738) is the actual date the local education agency (LEA) receives written consent.

2. **In the TSDS Upgrade Project, what is the expectation for an LEA when reporting the CalendarCode (E0975) (XML data element INSTRUCTIONAL-TRACK-INDICATOR-CODE) since the length has changed from two to 60?**

Even though the CalendarCode (E0975) length was increased from two to 60, it does not need to be reported as 60 characters. 60 characters is the maximum length that can be reported.

TEA is currently evaluating this character length change to determine any potential impact on the Child Find reports and calculations as a result of the TSDS Upgrade Project.

3. **Do the Landing Zone-only data elements cause a Level 1.5 filter to fire and prevent data from being promoted to the PEIMS or Core Collection data marts?**

There is a known issue with Landing Zone-only data elements in the TSDS Upgrade Project regarding this. These Landing Zone-only elements, despite having no TEA reportable values, are triggering Level 1.5 filter results. However, the data is being loaded to TSDS, contrary to the message on the Level 1.5 filter result and is causing user confusion as a result.

An example of a Landing Zone only data element is AchievementCategory in the PriorYearLeaver.GraduationSet common type. This data element has no TSDS-reportable values, but Ed-Fi requires it. It does not move to TSDS, and any value reported for it will remain in the Landing Zone.

The screenshot below shows an example of the current known issue. The descriptor value of 'Academic Honor' for the AchievementCategory data element triggers a Level 1.5 filter result indicating that the GraduationSet common type data is not being loaded to TSDS. Descriptor value filter results for Landing Zone only data elements can be ignored for now until TEA resolves this issue. In this example, the GraduationSet common type data is loading correctly to TSDS.

Type ↑	Rule ↓	Message ↑	Verified ↓
Descriptor Value	The descriptor value provided is not a valid TSDS value.	Entity: PriorYearLeaver Non-TEDS Data: AchievementCategory: Academic Honor Identifying Info: StudentUId: 9979847948, SchoolId: 701603002 Highest-level data group that will not move: GraduationSet common type	<input checked="" type="checkbox"/>

4. Why is EligibilityDelayReason descriptor 05 (Parent Delay) now considered out of compliance?

The use of the 05-Parent Delay reason code is not an available exception for delays in Eligibility Determination.

5. Does the TEA program area have any suggestions on how the LEA PEIMS Coordinator and the LEA program area should troubleshoot issues that arise as the program area enters the Child Find information into a third-party vendor and transfers the information into the Student Information System (SIS) and eventually TSDS?

TEA suggests that an LEA should collaborate with their regional ESC TSDS Child Find Champion and their third-party SIS vendors to troubleshoot issues. If an LEA encounters an issue or error while submitting their Child Find data, they should submit a TSDS TIMS ticket after working with their regional ESC TSDS Child Find Champion.

6. An LEA was testing a student who attends a private school. How does the LEA calculate absences for the student during the testing window?

Absences are not applicable to students being evaluated and attending a private school. The LEA should leave the absences value (STUDENT-ABSENCES-WITHIN-TIMEFRAME E1711) blank or report "0" for non-enrolled students (e.g., private school, homeschooled). The initial evaluation timeframe will default to 45 instructional days based on the campus calendar tied to the child's instructional setting code of the LEA conducting the evaluation (19 TAC §89.1011 (c) (2)). The LEA should review the delay reason codes to determine any applicable codes related to the scenario presented in the question above.

7. What is the program area recommendation for how often an LEA promotes data into the Child Find data collection?

TEA does not have a limit on the number of times an LEA promotes their data in TSDS. Please refer to local processes for the data promoting cadence. To ensure timely, reliable, and valid data submissions, TEA encourages LEAs to promote their data as soon as possible after June 30, 2024, to ensure they clear fatal errors (Error Level: "F"), investigate special warnings (Error Level: "S"), and allow for ample time to submit and resolve TIMS tickets to complete their Child Find submission by the deadline on July 25, 2024.

- 8. How does the program area know when a correction was made for a student who was marked as having a non-fundable absence to a fundable absence? Would the LEA still be considered as non-compliant?**

Following the Child Find submission deadline, LEAs can opt to participate in the SPP clarification process. When LEAs submit documentation related to errors in absence reporting, the TEA Monitoring, Review and Support team reviews the Full Individual and Initial Evaluation (FIIE) Absence file during the SPP clarification process. If the LEA demonstrated correction of both child-specific noncompliance and systemic noncompliance, then the LEA is considered post-clarification compliant, and the compliance rating will reflect 100% Compliant.

- 9. For the 2023-2024 school year, is TEA aware of a known issue with absences being calculated incorrectly?**

The SIS reports an absence number, so TEA is not populating that calculation data. LEAs should submit a TIMS ticket to report any calculation concerns.

TEA is not aware of any TSDS compliance calculation errors. TSDS compliance calculations are based on data submitted by LEAs via their SIS. LEAs should work with their SIS to ensure accurate data are being reported. Questions regarding TSDS compliance calculations should be submitted via TIMS.

ECDS

- 1. When will assessment vendors be ready to load assessment data for the 2024-2025 school year?**

All ECDS Kindergarten and Prekindergarten assessment vendors will be functionally ready to publish student assessment data to an LEA's IODS beginning in the 2024-2025 school year. LEAs will be able to start promoting student assessment data as soon as it's received in the IODS from their ECDS assessment vendor. An LEA will need to reach out to their individual ECDS vendor to get the schedule for when they will start sending assessment data to their LEA's IODS.

- 2. Do the LEAs need to provide a key and secret to assessment vendors so they can load assessment data?**

Yes, an LEA must provide their assessment vendor with a key and secret so the assessment vendor can begin sending data to the IODS. The LEA should ensure the proper claim set (Assessment Vendor) is selected prior to generating the key and secret. An LEA should contact their ESC TSDS Champion for any assistance in generating the necessary key and secret.

- 3. Why would an LEA not report Beginning Of the Year (BOY) assessment data?**

An LEA would not report BOY assessment data for prekindergarten or kindergarten programs if they failed to comply with state requirements and did not administer a commissioner approved assessment instrument.

LEAs operating 4-year-old prekindergarten programs are required to administer and report BOY and End of Year (EOY) assessment data using a commissioner-approved instrument. The decision to assess 3-year-olds is at the discretion of the LEA.

LEAs with kindergarten programs are mandated to report BOY assessment data using a commissioner-approved instrument.

4. What happens if an LEA does not submit any BOY data?

Failure to submit BOY data by an LEA will be evident in their publicly available TPEIR reports. An LEA that fails to provide BOY assessment data for prekindergarten or kindergarten programs will not comply with statutory requirements as outlined in the Texas Administrative Code (TAC) §102.1003(c)(1) and Texas Education Code (TEC) §28.006(c-2). An LEA will be placed on a strategic outreach list and will receive regular communication from TEA's Early Childhood Division until they meet the necessary requirements.

5. How do LEAs with students in pre-kindergarten send assessment data to TEA using the upgraded TSDS data standards?

LEAs will not send assessment data to TEA. The assessment vendors will send the data to the LEA's individual operational data store (IODS). LEAs would promote the student assessment data using the CORE application.

6. Do Student Information System (SIS) vendors need to develop a place to store the assessment data in the SIS?

No, an ECDS assessment vendor will send the student assessment data directly to the LEA's IODS. An LEA will need to send the Student UID information to the ECDS assessment vendor for them to create the student assessment data to send to the IODS.

PEIMS

1. Are LEAs required to have an administrative campus in AskTED to have the aggregated data display on the PEIMS financial reports?

Administrative Campuses are not considered a valid campus, so they are not permitted in AskTED. These campus types will be added by TEA for use with the PEIMS financial reports.

2. How can an LEA receive an exemption from providing accelerated instruction?

Rule 19 states a waiver can be received if an LEA meets specified criteria. LEAs must go through the waiver process through TEAL.

As proposed in rule criteria:

A school district or an open-enrollment charter school shall be eligible for the one-year waiver if it meets all of the following conditions when reviewing the most recent available year of STAAR® data:

- (A) 60% of total students eligible to receive accelerated instruction in mathematics and 60% of total students eligible to receive accelerated instruction in reading score satisfactorily on the applicable subject area assessment instrument;
- (B) 60% of students eligible to receive accelerated instruction who scored significantly below satisfactorily in the prior year score satisfactorily on the applicable subject area assessment instrument(s). This condition is only applicable if at least 10 students receiving accelerated instruction scored significantly below satisfactorily in the prior year; and
- (C) at least 50% of students receiving special education services or qualifying as educationally disadvantaged who received accelerated instruction in mathematics and/or reading score satisfactorily on the subsequent applicable subject area assessment instrument(s). This condition is only applicable if at least 10 students who received accelerated instruction receive special education services or qualified as educationally disadvantaged.

3. What descriptor is used when reporting DifferenceReasonHoursAcceleratedInstruction (E3088) for a student who passes an assessment on the retake?

LEAs would use the descriptor 05 - (Hours Not Completed Before Next Test Admin) to report that the student did not complete the assigned hours before the next test administration. An example of use of this code would be for when a student passed the winter end of course examination and would no longer need to attend accelerated instruction.

4. How does TEA use the Programs of Study data that is reported by LEAs in the PEIMS Fall Submission?

The programs of study that LEAs submit in the PEIMS Fall Submission are compared to those assigned to students by the CTE auto coding process. This comparison serves as a cross-check to ensure PEIMS coordinators receive the most up-to-date information from the Career and Technical Education (CTE) directors/administrators regarding programs offered within the LEA. TEA provides programmatic and technical assistance by noting discrepancies between programs of study reported by the LEA and those assigned to students through the

CTE auto coding process through the CTE District Alignment Report within the Career and Technical Education Report (CTER) application.

All Other Questions

Student Discipline

1. **After the passage of HB 114, how does an LEA determine if a discipline incident is considered violent conduct when determining prioritization for disciplinary alternative education program (DAEP) seats?**

HB 114 has required the TEA Commissioner to develop a rule for defining violent conduct, which will be released soon. TEA aims to give campus/LEA administrators the flexibility to determine who would best be served in a DAEP over another student or offense, understanding each disciplinary situation is different.

2. **How should an LEA report a student that moved from DAEP to in-school suspension (ISS) and possibly back to DAEP due to capacity?**

LEAs should report the following (using the same incident number):

- First DISCIPLINARY-ACTION-CODE (DisciplineActionCode)(E1005) as:
 - 07 (Placement In An On-Campus Or Off-Campus DAEP), with the number of days served,
- DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE (DifferenceActionLengthDifferenceReason)(E1009) as:
 - 11 (Term Modified By District – DAEP Capacity),
- Second DISCIPLINARY-ACTION-CODE (DisciplineActionCode)(E1005) as:
 - 06 (In School Suspension (ISS)),
- If returned to DAEP, the number of original days served will be adjusted to reflect the new number of days the student served in DAEP.

The discipline actions (related to capacity) are exempt from the three-day ISS rule.

3. **Regarding the DAEP capacity rule, TEC 37.009 (a-2), if a student is sent to DAEP because of a DISCIPLINARY-ACTION-REASON-CODE (Behavior)(E1006) of 05, 06, 62, or 63 and another student commits the same offense, can an administrator move the first student from DAEP to ISS and replace them in DAEP with the second student?**

No, under TEC 37.009(a-2), if a DAEP is at capacity, an administrator can only replace a student already in DAEP with a behavior code of 05, 06, 62 or 63 with a student who has committed a violent offense under the Texas Education Code (TEC), 37.007.

State of the Upgrade

1. When will the vendor scorecards be available? Will each vendor get a copy of their own scorecard?

TEA will send the initial data completeness reports (scorecard) the week of April 1, 2024. The data completeness reports will be sent to each vendor based on the individual vendor product.

2. Will ESCs get copies of the scorecards?

At this time, TEA will be providing the scorecards directly to the vendor contact(s). TEA will continue to provide the status of vendors through our FCN communications and eventually through the TSDS website.

3. When can a LEA request TEAL roles for the 2024-2025 school year?

TEA is currently working towards providing specific timing and guidance on when LEAs should begin requesting TEAL roles for the 2024-2025 school year. The expectation would be to make them available prior to the start of the 2024-2025 school year. Stay tuned for more information in upcoming FCN communications.

4. How long does it take for the level 2 validations to run?

The level 2 validations run every night from 9:00 p.m. - 6:00 a.m. Any level 2 validations that do not complete by 6:00 a.m. will be automatically rescheduled to run the following night.

5. When does TEA expect to release the next version of the Software Development Kit (SDK) for version 7.1 of the Application Programming Interface (API)?

TEA is currently updating the SDK for API version 7.1 and hopes to provide it to vendors soon via our TSDS website. Please note that the Parallel and Staging environments have already been updated to API version 7.1.

6. Which TEAL privilege must an ESC request in the TSDS Parallel Portal to view the load summary?

The ESC should request the *DMC Summary Access to LEA Data* TEAL privilege.

7. Is there a specific privilege that an ESC needs to request to gain access to the LEA level 1 errors?

The DMC only provides access and visibility to the level 1.5 filters and level 2 validations. The level 1 errors should be provided by the source system vendor and will not be available in the TSDS Portal.