TSDS Updates

- Technical Updates
- PEIMS Updates
- Core Collection Updates
- Dashboard Updates
Technical Updates (Outstanding Issues)
PEIMS Application

- **October 19, 2018**
  - 2018-2019 TEDS Addendum PEIMS Fall updates

- **November 2018**
  - 2018-2019 TEDS Final and Addendum PEIMS Midyear updates

- **January 2019**
  - 2018-2019 TEDS Final and Addendum PEIMS Summer updates

- **March 2019**
  - 2018-2019 TEDS Final and Addendum PEIMS Extended Year updates
TSDS Validation Tool
- October 19, 2018
  - 2018-2019 TEDS Addendum

ECDS
- October 22, 2018
  - 2018-2019 TEDS All Versions

Dashboard Upgrade to version 2.0
- October 19, 2018
Promoting PEIMS data by Campus
- At the LEA level, it is best practice to promote by LEA not by Campus.
- This may cause the system to process slowly since the data is promoted by campus then by each subcategory.

Beginning a Promotion prior to Report and/or Bundle processes completing
- Do not generate reports and/or bundles if the LEA is planning a promotion.
- The system is designed to postpone the Promotion until the Reports and/or Bundles have completed their processing.
- The promotion will reset reports after the promotion process has completed.
- Beginning a Promotion will not cancel Report and/or Bundle processes.
# Outstanding Issues FALL1 – Release TBD

<table>
<thead>
<tr>
<th>PEIMS</th>
<th>Issue Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PDM1-110-006</strong> STAFF FTE BY ROLE</td>
<td>The Auxiliary codes are not displaying under the correct group, Auxiliary Staff. Also, the Auxiliary descriptions and FTEs are not displaying on the report.</td>
</tr>
<tr>
<td><strong>PDM1-120-004</strong> STUDENT BY ADA ELIGIBILITY AND GRADE</td>
<td>The campus level report is displaying an incorrect report title.</td>
</tr>
<tr>
<td><strong>PDM1-122-001</strong> CTE STUDENTS BY SEX AND ETHNICITY AND COURSES</td>
<td>The totals for Students Receiving Support Services for Transportation is calculating incorrectly.</td>
</tr>
<tr>
<td><strong>PDM1-124-002</strong> DROPOUT ROSTER</td>
<td>The reports are including campuses that do not serve grades 7 -12.</td>
</tr>
<tr>
<td><strong>PDM1-231-001</strong> PERCENT CHANGE FROM THE PREVIOUS YEAR</td>
<td>The report is not displaying accurate campus data.</td>
</tr>
<tr>
<td><strong>PDM1-320-001</strong> INTERIM LIST TO ASSIST LEAS IN LEAVER RECORD SUBMISSION</td>
<td>When there is no data to report, the academic year 2018 is not displayed in the subtitle.</td>
</tr>
<tr>
<td><strong>PDM1-600-001</strong> DAILY LEA PERSON SUBMISSION TOTALS (STUDENT DISCREPANCIES)</td>
<td>The discrepancy counts on the Fall UID Discrepancies summary reports are not matching with the results on the detailed reports.</td>
</tr>
<tr>
<td><strong>PDM1-600-002</strong> STATEMENT OF UNIQUE ID STUDENT DISCREPANCIES</td>
<td></td>
</tr>
<tr>
<td><strong>PDM1-600-003</strong> STUDENT ETHNICITY/RACE/GENDER SUBMISSION TOTALS</td>
<td></td>
</tr>
<tr>
<td><strong>PDM1-610-001</strong> DAILY LEA PERSON SUBMISSION TOTALS (STAFF DISCREPANCIES)</td>
<td></td>
</tr>
<tr>
<td><strong>PDM1-610-002</strong> STATEMENT OF UNIQUE ID STAFF DISCREPANCIES</td>
<td></td>
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<tr>
<td><strong>PDM1-610-003</strong> STAFF ETHNICITY/RACE/GENDER SUBMISSION TOTALS</td>
<td></td>
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</table>
# Outstanding Issues FALL1 – Release TBD

<table>
<thead>
<tr>
<th>PEIMS</th>
<th>PDM1-120-006 STUDENTS NOT ENROLLED ON SELECTED PEIMS DATE</th>
<th>The campus level report is displaying an incorrect report title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEIMS</td>
<td>PDM1-320-001: INTERIM LIST TO ASSIST LEAS IN LEAVER RECORD SUBMISSION</td>
<td>If multiple parameters are selected that include &quot;Students Who Are Not School Year Movers, Prior Texas Graduates, or GED Recipients&quot; only &quot;Students Who Are Not School Year Movers, Prior Texas Graduates, or GED Recipients&quot; results will be displayed.</td>
</tr>
<tr>
<td>PEIMS</td>
<td>PDM1-321-001 PRESUMED UNDERREPORTED STUDENTS LIST</td>
<td>The “% Not Found Discrepancies” column is displaying a rounded whole number instead of 2 decimal places.</td>
</tr>
<tr>
<td>PEIMS</td>
<td>Collection Notifications</td>
<td>LEAs are not receiving notifications when their collection has been accepted by the ESC.</td>
</tr>
<tr>
<td>PEIMS</td>
<td>PEIMS Application</td>
<td>When logging back into the PEIMS application, the collection does not retain the last collection visited if it is an 'Accepted' collection.</td>
</tr>
<tr>
<td>PEIMS</td>
<td>40203-0001 FALL</td>
<td>If user submits a leaver record with an incorrect grade level of PK, KG, or EE, the Leaver subcategory validations will fail.</td>
</tr>
</tbody>
</table>
## Outstanding Issues ECDS – Oct 19 Release

<table>
<thead>
<tr>
<th>ECDS</th>
<th>Assessment Subcategory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment Subcategory is failing when Prepare is generated because data is missing from the assessment records.</td>
</tr>
<tr>
<td></td>
<td>Please refer to KB article TSDSKB-471 for guidance with this issue.</td>
</tr>
<tr>
<td>ECDS</td>
<td>40110-0165 ECDS 40110-0166 ECDS</td>
</tr>
<tr>
<td></td>
<td>Identifying information for STUDENT-BEGIN-DATE is not displaying as expected. In addition, the GRADE-LEVEL-CODE and CLASS-ID-NUMBER are not listed in the correct order.</td>
</tr>
<tr>
<td>ECDS</td>
<td>60010-0005 ECDS</td>
</tr>
<tr>
<td></td>
<td>The identifying information is incorrectly displaying &quot;Data is missing or invalid&quot; instead of the REPORT-ASSESSMENT-TYPE and ASSESSMENT-GRAGE-LEVEL-ASSESSED.</td>
</tr>
<tr>
<td>ECDS</td>
<td>ECD0-000-007 Report</td>
</tr>
<tr>
<td></td>
<td>The Early Childhood PRE-K Completion report is not displaying both LEAs that have the same name in the same ESC region.</td>
</tr>
<tr>
<td></td>
<td>Please refer to the ECDS Prepare/Finalize screen for each LEA to determine its status.</td>
</tr>
<tr>
<td>ECDS</td>
<td>ECD0-000-009 Report</td>
</tr>
<tr>
<td></td>
<td>The Early Childhood Public PK Missing Assessment Data Report is returning some students that are not missing assessments when the student has been enrolled in multiple pre-K sections.</td>
</tr>
<tr>
<td>ECDS</td>
<td>ECDS Prepare/Validation</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>If the KG submission has a status of Complete and the LEA prepares and validates their pre-K submission, the LEA will see a special warning 10050-0001 indicating the FAMILY-ENGAGEMENT-PLAN-LINK is blank.</td>
</tr>
<tr>
<td></td>
<td>To clear the 10050-0001 special warning and verify their FAMILY-ENGAGEMENT-PLAN link is displaying on the ECD0-000-007 PRE-K completion report, the LEA should reset their KG submission and then re-prepare and validate their pre-K submission.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECDS</th>
<th>ECD0-000-004: Early Childhood Kindergarten Data Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The ECD0-000-004 report does not identify the student sections that are missing staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECDS</th>
<th>ECD0-000-005 EARLY CHILDHOOD INCOMPLETE ASSESSMENT DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>‘Social and Emotional Development’ is displaying as an academic subject but should be displaying as ‘Health and Wellness’. This does not affect LEAs from completing their ECDS KG submission.</td>
</tr>
</tbody>
</table>
- **EDIT+** is scheduled to **retire** on November 1, 2018. The application will no longer be accessible.

- The **EDIT+ Reports** will become **available** via View Reports in the TSDS PEIMS application **prior** to retiring EDIT+.

- **Three more years** of legacy enrollment (PET) data will be converted into TSDS Unique ID. Years: 2012-2013, 2013-2014, and 2014-2015.

- Legacy PET data will become available in Unique ID following the October 19, 2018 release.

- Archived **EDIT+ reports** will become available in TSDS PEIMS following the October 19, 2018 release.
The EDIT+ reports will be accessible if the user has the PEIMS Data Completer role.
EDIT+ Update - Mockup

Archived EDIT+ Reports

School Year:
- 2013-2014
- 2014-2015
- 2015-2016

Collection:
- FALL
- MDYR
- SUMR
- EXYR

<table>
<thead>
<tr>
<th>Report Group</th>
<th>Date Run</th>
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<tbody>
<tr>
<td>Budget Allocation Reports</td>
<td>04/04/2015 8:46 AM</td>
</tr>
<tr>
<td>Budget Reports</td>
<td>03/27/2015 9:21 AM</td>
</tr>
<tr>
<td>Career and Technical Education Reports</td>
<td>04/04/2018 8:49 AM</td>
</tr>
<tr>
<td>District Level QA Reports</td>
<td>04/04/2018 9:16 AM</td>
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<tr>
<td>Leaver Reports</td>
<td>04/04/2018 9:06 AM</td>
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</tbody>
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Core Collection Updates & Projects
Upcoming Data Collections and Projects

- **RF Tracker** - 2019-2020 Implementation
  - Residential Treatment Facility tracking system for Special Education students
  - December 2019 TEDS publication

- **SPPI 14** - 2019-2020 Implementation
  - Collection of contact information for Special Education students who have graduated or left the Texas Public School System
  - December 2019 TEDS publication

- **Foster Care Reports**
On April 15, 2004, the United States District Court issued a decision in the *Angel G. vs. Texas Education Agency* lawsuit and found that the Texas Education Agency (TEA) must develop a **new monitoring system** to ensure that **students with disabilities** residing in residential facilities (RFs) **received** a **free, appropriate public education** (FAPE).

The Commissioner of Education established the **Residential Facility Monitoring (RFM) system** through which the TEA meets its federal and state special education monitoring obligations for this population.
For the purposes of the Residential Facility Monitoring (RFM) system, a residential facility is a facility that provides 24-hour custody or care of a student 22 years of age or younger, who reside in the facility for:

- Detention,
- Treatment,
- Foster care, or
- Any non-educational purpose
There are 1476 residential facilities currently being reported by LEAs.

An LEA may have none, one or many residential facilities within their geographic boundaries.

Students could receive services at the residential facility or at the LEA.

The Special Education Division currently has a collection system called the Residential Facility Monitoring (RFM) system that is accessible through the TEAL application.

LEAs are required to enroll and submit data for each student with a disability who reside in a residential facility located in their geographical boundary.

Currently, LEAs must manually enter the data into the RFM data collection system.
The Residential Facility Monitoring (RFM) system currently collects the following for a residential facility:

- Name
- Address
- Contact person, phone and email
- Indicate if the facility is a correctional facility
- Number of persons residing at the residential facility

The Residential Facility Monitoring (RFM) system currently collects the following for a student:

- Dates enrolled at the residential facility
- Campus id of enrollment/home campus
- Is student educated at the residential facility?
- Does student require a surrogate parent?
  - How many other students are assigned to this surrogate parent?
- Length of school day in minutes for:
  - RF student
  - Regular student
Currently, the Residential Facility Monitoring (RFM) system utilizes data that is retrieved from the TSDS Fall PEIMS data collection after the collection has been finalized.

The data retrieved consists of...
- the student’s demographic data
- the student’s disability information, if it exists.
- the student’s special education related services, if it exists.
- the student’s instructional setting, if it exists.
The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 requires each state to develop a six-year performance plan. This State Performance Plan (SPP) evaluates the State's efforts to implement the requirements and purposes of IDEA and illustrates how the State will continuously improve upon this implementation.

Indicator 14 of the SPP requires that data be collected annually from students receiving special education services prior to exiting high school and with a follow-up survey one year after graduation.

Data collected from the survey focuses on:
- enrollment in higher education,
- competitive employment,
- other post-secondary education or training
- and other employment.

The primary purpose is to provide a clear measure of post-school results of youth with disabilities as they transition from high school to adult life.
Currently, SPPI 14 data collection is accessed through TEAL > SPP application

- The data collection period is July 1 to June 30 of the current year.
- Indicator 14 refers to the students with disabilities with current enrollment in Grade 12 and anticipates exiting through graduation at the end of the current school year, and students with disabilities who have dropped out, completed a GED, or graduated early since being reported as enrolled on the Fall Snapshot date.
- Districts follow the Required Sampling Procedures.
- Student Unique ID is used to obtain student Special Education data from PEIMS.
- Student demographics is manually entered by LEA.
- Student Contact Information and Parent Contact Information is manually entered by the LEAs. Additional Contact Information is optional, but recommended.
- Post-School Goals included in the student’s IEP.
- SPPI-14 data collected is provided to a 3rd party vendor that conducts the Post-School Outcomes Survey.
- The survey results are submitted to the Office of Special Education Programs (OSEP) at the U.S. Department of Education (USDE) with annual progress reports related to the SPP, known as the State's Annual Performance Report (APR), submitted to the Secretary of Education.
New system will use current year PEIMS Fall data, prior year PEIMS Summer data and TSDS data.

- **PEIMS Fall Data:**
  - Current year Leaver Data for Special Education Students
    - Leaver Reason codes:
      - 01 - Graduated
      - 24 - College, Pursue Associate or Bachelor Degree
      - 88 - Court-ordered to a GED program, has not earned a GED
      - 90 - Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children
      - 98 – Other
    - Military Enlistment Indicator Code
  - Student Demographics

- **PEIMS Summer Data (prior year):**
  - Special Education Data
    - Special Education Indicator
    - Primary Disability Code
    - Instructional Setting Code

- **TSDS submission:**
  - Student and Parent Contact Information
SPPI-14 data collected through TSDS PEIMS will be provided to a 3rd party vendor that conducts the Post-School Outcomes Survey.

The purpose of the survey is to follow-up with persons previously enrolled in high schools within the State of Texas to collect data on their post-high school activities.

The survey includes a total of twelve questions:
- eleven questions needed for the State Performance Plan (SPP) Indicator 14 reporting
- and one question to address statewide and district high school program improvement.

The vendor uses sample data to mail out survey.

The survey results are submitted to the Office of Special Education Programs (OSEP) at the U.S. Department of Education (USDE) with annual progress reports related to the SPP, known as the State's Annual Performance Report (APR), submitted to the Secretary of Education.
Governance Approval:

Data collection proposals are scheduled to be presented to the Information Task Force (ITF) during the September 2018 meeting.

TEDS Publication:

Data collection will be published in the TEDS preliminary version in December 2018 for the 2019-2020 school year.

Begin Collecting data via TSDS:

SPPI-14 data will begin loading in TSDS August 2019 for the 2019-2020 school year.
The TSDS team is currently working with the Foster Care Division on matching data from the Texas Department of Family & Protective Services (DFPS) with Unique ID data to assist LEAs with ensuring all Foster Care students are accurately reported in PEIMS.

The goal is for DFPS to send a nightly or weekly file of their foster care students. TEA will attempt to match those students against Unique ID.

Reports will be provided at the LEA level listing foster care students enrolled in their LEA.
Dashboard Updates
**Participating LEAs in 2017-2018**

91 LEAs

<table>
<thead>
<tr>
<th>ESC</th>
<th># LEAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC-1</td>
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<td>ESC-10</td>
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304,554 students

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<tr>
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<tbody>
<tr>
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<tr>
<td>ESC-20</td>
<td>15</td>
</tr>
</tbody>
</table>

As of: July 20, 2018
Resume DTU scheduled loads

The following interchanges will populate an initial Dashboard:

- EducationOrganization
- EducationOrgCalendar
- MasterSchedule
- StaffAssociation (HR & SIS Extracts)
- StudentParent
- StudentEnrollment
Beginning-of-Year Reminders

Follow the TSDS Onboarding Checklist

Utilize `<TSDS Dashboard Reports>`:
- TSDS Data Quality
- TSDS Data Count
- TSDS Data Exception

Prior to scheduled trainings, verify:
- Position Titles and Claimsets
- Cohort associations
- District and campus metric goals
- Metric thresholds
Outstanding 2017-2018 STAAR Assessments

The following 2017-2018 STAAR results will be loaded for opted-in LEAs in late August:

- TELPAS
- STAAR (June Administration)
- STAAR EOC: Algebra II / English III

An LEA must have the StudentParent interchange loaded prior in order for TEA to load the STAAR results. The XML files will fail the eDM batch manager if no students have been loaded in the TSDS collection for 2018-2019.
For the 2018-2019 school year, LEAs will no longer need to load the prior year InterchangeEducationOrgCalendar and InterchangeMasterScheduleExtension files in order to populate a student’s transcript view in the Dashboards.

LEAs will only need to load the InterchangeStudentTranscriptExtension for the current school year for existing or newly enrolled students.

LEAs should remove any prior year TSDS data loads currently scheduled within their DTU configuration.

Submit a TIMS support ticket with any questions or issues.
Dashboard Upgrade

- Improved **performance** and user experience

- **Dynamic Watch Lists**
  - Based on criteria, rather than tied to specific students
  - Can be shared amongst educators

- **Usage Module**
  - Allows administrators and educators the ability to track usage
  - Logins, active users, page views, session time
  - District usage vs educator usage

- **Early Learning Metrics**
  - New indicators on the student, campus and district information pages
  - Progress monitoring results and teacher certification information
Current watch lists are tied to specific students.

New dynamic lists will be set based on criteria.
The Ed-Fi **Dashboard Usage Module** helps ensure frequent and effective use by educators.

- It allows administrators to monitor usage across the district or campus.
- It allows teachers to show use of data tools during reviews.
TEA will add early learning information and metrics to the Dashboards beginning Summer 2018.

New metrics will be rolled out in a phased approach, beginning with enhancements to the student, campus, and district information pages.

Subsequent phases will include progress monitoring results and teacher certification information.
Updates to the School Information section include:

- Half-day/full-day designation
- Program type
- Program funding sources
- TEA will add a new **Early Childhood Information** box for students in K-3.
- For each available provider:
  - Year
  - Campus
  - Program
  - Duration of Participation
TEA will add a new Early Childhood Information box for campuses serving Pre-K.

New information will include:
- Half-day/full-day
- Program type
- Funding sources
- Curricula taught on the campus
- TEA will add a new Early Childhood Information box for campuses serving Pre-K.

- New information will include:
  - Half-day/full-day
  - Program type
  - Funding sources
  - Curricula taught across the LEA
TEDS-AI Update

- TEDS-AI Supports:
  - SAT
  - PSAT
  - AP
  - ACT
  - Eduphoria! Aware

- Local LEA Install
Questions?