Education Information System Questions & Answers

04/06/00 – Jennifer Fields – Osiris – On-Demand Reporting/Extracts

1. What the expectation is for on-demand reporting. It can be interpreted a couple of quite different ways:
   a. The ability to generate reports or extracts on any day for any reporting period that has already passed.
   b. The ability to generate reports or extracts on any day for any reporting period and/or for up-to-current date (YTD) calculations.

ANSWER: Reports and Extracts for Education Information System
The ability to generate reports and extracts in the student management software requires two separate functions and two ways of analyzing the data.

The ability to produce on-demand reports provided by the vendors should be:
a. Generate reports on any day for any reporting period that has already passed,
b. Generate year-to-date reports that perform calculations through a user-specified date, and
c. Generate certain reports that are designated as a snapshot for a specific date or period.

The ability to produce extracts should allow the user to be able to generate extracts from the data at any time for new data, and for all changes that have occurred since the last transmission to SDE.

05/11/00 – Steve Threet

1. Are there specific coding structures being created for the EIS system or can we assume that the short codes currently being used are ok. For example is the code to be transmitted to the state for Attendance-Related suspensions S1 or will it be some other code. If it changes we need those codes now to ensure data integrity because it may mean database structure changes on our local databases to comply with next year's requirements.

Answer: The codes for Suspensions, Expulsions, and Remands will remain the same as those documented in the <u>Student Membership and Attendance Accountability Procedures Manual</u>. S01-S16, E01-E16, and R01-R16.

2. The data layouts in the EIS document I assume are for individual extract records. Are these typical 80 column card format or are they delimited somehow? It may help some of us trouble shoot record problems if they are in a delimited format for importing into a program such as Excel.

Answer: Each record extract will have a fixed length with non-delimited fields but with record delimiters of a Carriage Return (ASCII Hex 0D) followed by a Line Feed (ASCII Hex 0A). These are the same delimiters as the SMIS extract records.

3. Will there be a naming format for the records? If so what is it?
Answer: Each transmission activity is considered a batch (file), composed of the header record, a varying number of extract records and a trailer record. All types of extract records can be sent in a batch (file). Listed below is the file naming convention to be used for files to be sent to the State.

District Number - 3 digits
Last digit of Year - 1 digit *Only the last digit for the year
Month File was Created - 2 digits
Day File was Created - 2 digits
Data Type (R or S)
R – Regular data from the Student Management Software
S – Data from the D&A (special education) software
Sequence Number for the day
Filename extension of EIS

NOTE: When the file is zipped up to be sent to the State, the filename remains the same, the extension is changed to ZIP

For example: A file from Lake County containing all types of R (regular data) which is created on November 29, 2000 would be named 48001129R01.EIS. The header record would also include this file name. After the file is zipped the filename would be 48001129R01.ZIP. If another transmission were sent later on the same day, this would be the second batch. The file name would be 48001129R02.EIS. After the file is zipped the filename would be 48001129R02.ZIP.

When the data from the D&A or Special Education Software is extracted on the same day, the filename would be *48001129S01.EIS (Special Education uses an S instead of R)*. After the file is zipped the filename would be *48001129S01.ZIP*. If another transmission were sent later on the same day, this would be the second batch from the Special Education Software. The filename would be *48001129S02.EIS*. After the file is zipped the filename would be *48001129S02.ZIP*. The sequence number for Special Education Data transmissions would start with 01 and be numbered sequentially also.

05/16/00 – Mary Lee Alford - Horizon

1. Why are there 2 "instructional program number" fields in the student extract? Is one of them supposed to be a previous value maybe?
Answer: This was a mistake that has been deleted.

2. The "record ID" for "Student Ineligibility Status" reads 041 in the layout file but 042 in the format file. I'm assuming it's 042 since 041 was already assigned to the "Student Enrollment" record. A similar problem exists for "Student Instructional Grade", "Student Classification", "Student Disciplinary Action", "Student Transportation", "Student Standard Day", "Student Class Assignment", "Student Attendance", Student Withdraw" and "Student End of Service". Also "Staff Member Current Assignment".
Answer: All record ID values have been corrected.

3. Why is it necessary to have so many separate student extracts? Why can't all the fields be on one extract? Example, "reason excluded BEP" is already included in the "student enrollment" extract why not include the date there instead of having another record to repeat the status and add a date? Why aren't "instructional grade" and "student classification" included in the student or student enrollment extracts? Just curious.
Answer: Extracts were created to allow ease of reporting optional information and for ease of additions or corrections without having to send duplicate data.

4. In the "Staff Member" extracts; the field "Instructional program number" is included in what would presumably be the "key" fields. However, the remaining staff extracts for grandfather course and current and class assignments do not include that field. Is it supposed to be that way?

Answer: The information will be tied together in the database where the necessary information will be available. That eliminates the need for sending extraneous information in each extract.

5. For "Staff Member Current Assignment", there is only room for one assignment. Horizon allows for up to 10. I'm assuming there will be one extract record per assignment per teacher. Is that correct or are they limited to 1 now

Answer: There will be a separate extract sent for each current assignment a staff member has at a school.

6. For instructional calendar, what about schools going to a quasi-year round schedule or "enhanced calendar"? What value for "instructional calendar" would they choose?

Answer: Each school will send an extract for each instructional calendar being used at the school. One of the three types (Traditional, Year-round, or Summer) must be selected.

7. Will stockpile days still be limited to a total (inclement weather + professional development) of 13?

Answer: Yes, according to the <u>Student Membership and Attendance Accountability Procedures Manual</u>.

8. Is there still a requirement that in-service and optional in-service days total at least 5?

Answer: Yes, according to the <u>Student Membership and Attendance Accountability Procedures Manual</u>.

9. Partial days (.5, .33,etc.) used to be allowed for parent-teacher conference. In the 200 Day calendar extract format, Parent Teacher Conference shows whole days only as the format but Discretionary Parent Teacher Conference allows partial days. Is this correct

Answer: In the 200 Day Calendar extract, the number of days is reported by the district as whole days. The field, Discretionary Parent Teacher Conference has been removed from the extract.

10. Is at least 1 parent teacher day still required?

Answer: According to the 200 Day Accountability Report, a minimum of one day is required.

11. Are Abbreviated days still limited to 3 or less?

Answer: According to the 200 Day Accountability Report, no more than three days are allowed.

12. In the 200 day calendar, is "instructional" just the number of school days in the calendar or something that has to be specifically entered somewhere?

Answer: Instructional days are the number of student attendance days. This would be specified at the district level. It will be up to the vendor to determine how to collect.

13. When will the event type values for the 200 Day event calendar be assigned? The format says the "possible values will be provided".
Answer: The event type values will be published on the WEB as an Appendix.

14. What are attendance start and end dates?
Answer: The Attendance Start date is the first day students attend school and Attendance End Date is the last day students attend school.

15. Christmas and spring break are typically multi-day events. Will the duration field handle this as defined or will each day of the holiday break have a separate record?
Answer: Each day will be reported separately in an extract.

16. What is a "missed instructional day"?
Answer: A missed instructional day is where the day was originally planned as an instructional day, but due to a problem such as inclement weather, it has to be changed.

17. Instructional day – is there an event for every class day? What exactly is this for? Why is "instructional day" an event type and then "instructional" is also a school day type?
Answer: Every class day does not require an event to be transmitted because EIS will assume it is an instructional day if it falls within the service program, is not on the weekend, and has not been indicated as a non-instructional day. For every event that is reported for the district or the school, user must specify if it is an instructional day or non-instructional day in School Day Type. One possible use for an Event Type of "Instructional" is to change a Saturday or Sunday (which are assumed non-instructional) to be an instructional day.

18. What is "day previously designated as a holiday"? Wouldn't that just be sent as an edit?
Answer: This will be used when making up a missed instructional school day to specify how it will be made up.

19. What is an instructional program and can there be more than one of these per school?
Answer: An instructional program is the same as a calendar type for a school. A school can have more than one; e.g. Traditional, Year Round, or Summer. Students are assigned to a particular instructional program calendar type.

20. Is instructional reporting period similar to old funding period?
Answer: Yes

21. How do "school day" events relate to "200 Day events"? Are there certain event types that are only valid for each one?
Answer: 200 Day Events are reported about specific dates in the planned district calendar. School Day Events are reported about specific dates in a school calendar. Event types can be used in either calendar, but some may not be necessary for the district calendar.

22. Was SDE course code mistakenly omitted from "class section schedule" extract? Just wondering why local class number was included but not sde number.

Answer: Local class number must be unique within a school. The Class Section Schedule will be related to Class Section which has the course code.

23. In "student enrollment" extract, for "instructional service period type of service" would partial students (non-visiting, not fulltime) still be considered primary?
Answer: All students who are taking courses must have a primary school. If part-time students are taking classes, at least one school must be designated as the primary school.

05/30/00 –Mary Lee Alford – Horizon - Normal Progression

1. Can you shed some light on how "normal progression" and "enrollment type" are meant to work together? Should all enrollment type "E" students be "normal progression" = "Y" or only if they were enrolled in a different school previously? I'm assuming that "normal progression" should be blank for non-"E" enrollment types. Is that correct?
Answer: Normal progression is used only when students finish a school such as an elementary school and a certain school is designated for them to attend as a normal progression in their education. The new school that has been designated for the student to attend is the one that should send the "E" enrollment code and specify Normal Progression = "Y". At no other time should Normal Progression field be used. If a student just changes schools, they should be a "TR" at the new school. The original school should send an "E" enrollment code and a Withdrawal the first day. If a student stays in the same school each year, an "E" enrollment code should be sent but Normal Progression should be left blank.

06/06/00 - Janet Nash - NCS - Expulsions

In our software product, we're typically used to withdrawing the student completely from membership and enrollment at the school when they are expelled.

I think our client would like us to mark them as withdrawn, yet keep them in the tally of membership students. Then the student would not be counted in ADA and ADM.

Is this correct? How do we handle an expelled student? Is the student withdrawn or still enrolled? Marked as not present?
Answer: A student is considered _Inactive_ if he:
> **Is Expelled,**
> **Has more than 10 Unexcused Absences,**
> **Has multiple suspensions that have 15 days absence in a 20 day period, or**
> **Has more than 10 consecutive days of Suspension.**

The student is _excluded_ from ADM, ADA, and ADT fields on reports. _Exception_: When children with disabilities are suspended or expelled, whether or not it is a manifestation of their disability, they should be continued to _be included in ADM, ADA, and ADT reports_, as well as the D & A reports. _All children with disabilities (Special Ed Options 1-10) are included_

A student is counted in Net Enrollment if he is enrolled during the year with an Enrollment Code of E or E1.

The student *will be counted in Membership* even though he is not counted in reports for "funding purposes".

No student is automatically withdrawn. The user will enter the proper withdrawal code at the appropriate time.

No attendance should be reported to SDE from date Expulsion begins until after the Expulsion is ended. (Changed this answer statement on 06/13/00 – Janet Nash).

06/08/00 - Janet Nash – NCS - Tracks

1. Are any of the schools in TN allowed to utilize tracks? If so, how will the report be filled out? It won't be possible to have 180 days or less in such a system. How should this be handled? And what about start/end dates? Can it be assumed that the start/end dates for the school year will be the same for all schools in a given system?

Answer: I first need for you to describe for me what a "track" is. My understanding of having multiple tracks in a school is when a school has students on one daily schedule such as one-hour classes and other students on another schedule such as two-hour classes. All schools must have 180 instructional days but may have a different calendar. If a school has two calendars within the same school, both of those must be reported and to which one each student belongs.

The start and end dates do not have to be the same for all schools in a system. What is common is that each school will have defined 20-day reporting periods and the reports are based on the reporting periods.

2. Track definition given by Janet as: A track is when the school has more than one calendar they're following for the various students. Starting date for students on Track A might be July 5, where Track B would start July 26, for example.

   So what I think you're saying is that in these cases, it would be appropriate to file two separate reports (or however many tracks the school has) for that school or system. The state is NOT asking for the two reports to be compiled into one?

   Also, for start and end dates that may not be the same for each school in a given system, what would we put for the start/end dates on the annual report for the system? Or would we be allowed to file separate annual (or monthly, for that matter) SYSTEM reports for each school in a system that has a different calendar in this way?

Answer: We will be producing one report for each school regardless of having multiple calendars for the school. It will include all of the students in one report but look at the same group of 20-instructional days (e.g. Report Period 1) or all 180 instructional days for the annual report. This is the way the schools and districts must report them. If the begin and end dates are different within the year, the dates can come from one of the tracks but the number of days must always be the number of instructional days.

The schools must file one report per school and the district must file one report per district.

06/13/00 – Janet Nash – NCS – Expelled Students

1. In an earlier email you sent out in regards to a question I had about expelled students you stated:

   "The [expelled] student is excluded from ADM, ADA... fields on reports.
   Exception: When children with disabilities are suspended or expelled, whether or not it is a manifestation of their disability, they should continue to be included in ADM, ADA... reports, ..."

   I have a few scenarios I'd like to run by you.

   Let's say we have 5 students, all in the same grade. We are reporting for a 20-day period. One of the students is expelled for 5 days. For this case, assume also that each of the listed students has perfect attendance for each day they're enrolled.

Net Enr Total	EOM Memb.	ADA	ADM
5	5	4.75	4.75

   Is this what you mean by, "excluded from ADM and ADA"?
Answer: This example is correct.

   Now let's assume the student was expelled for the final 5 days of the reporting period. Would that change any of the above figures?
Answer: This example would not change the results. The student would still be counted in Net Enrollment and Membership.

   Also, do we mark a special ed. student who has been expelled ABSENT or not? I assume so.
Answer: According to Glen Smith in Accountability, the special education student should be marked absent by the school. Based on this requirement, I need to change an answer in the previous response about Expelled Students to specify the software should send any attendance information that the user enters, regardless of whether the student is special ed or regular.

   Then what is it you mean by continue to include them in our calculations, just as an absent student? Assuming the student expelled was a special ed. student. I presume the following numbers would fit:
5	5	4.75	5.0

   Is this correct?
Answer: This example is correct. The special education student would be counted in the ADM. Since he was absent and should be marked that way by the school, he would not have any ADA for those 5 days.

   or is it this?
5	5	5.0	5.0

Answer: This example is incorrect.

06/13/00 – Janet Nash – NCS – Special Education Options

1. How do you count the student in Net Enrollment and Membership when he has been a regular student part of the year, and a Special Ed Option 7, 8, or 9 for part of the year? I've tried to think of a simple example so that I can see if I understand correctly. A student, a ninth grader that spent 16 weeks (of a 32-week year) as just a regular ninth grader and the other 16 weeks as a Special Ed option 7, 8, or 9.

    If this were the only student enrolled at the school and he was present every day of the year, would the report look like this?

Grade	Total Net Enrollment	EOM Membership	ADA	ADM
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
9	1	.5	.5	.5
10	0	0	0	0
K-12	1	.5	.5	.5
N	1	.5	.5	.5
K-12 & N	2	1	1.0	1.0

Answer: Net enrollment & EOM membership are both head counts so you can only be counted once in these counts.

For Net Enrollment, if the student started the year as a 9th grader, they should show up as "1" in 9th grade Net Enrollment. The Net Enrollment count should not be affected by later changing to grade N.

For EOM membership, if the student starts out in 9th grade, but later changes to grade N, the EOM membership count should reflect a count of "1" in the grade in effect at the time of the report.   In early reports, the student would show up in the 9th grade membership count; in later reports that same student should show up only in the grade N membership count.

The example showing 2 in Net Enrollment and 1 in EOM Membership (based on .5 each in K-12 & N) are incorrect.

> **For Net Enrollment--if the student started the year as a 9th grader, they should show up as "1" in 9th grade Net Enrollment. The Net Enrollment count should not be affected by later changing to grade N.**

> **For EOM Membership--if the student starts out in 9th grade, but later changes to grade N, the EOM Membership count should reflect a count of "1" in the grade in effect at the time of the report.   In early reports, the student would show up in the 9th grade membership count; in later reports that same student should only show up in the grade N membership count.**

The ADA/ADM counts in the example are correct.

The correct report for end of the 32-week year would be:

Grade	Total Net Enrollment	EOM Membership	ADA	ADM
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
9	1	0	.5	.5
10	0	0	0	0
K-12	1	0	.5	.5
N	0	1	.5	.5
K-12 & N	1	1	1.0	1.0

06/13/00 – Mary Lee Alford - Horizon

1. Student Classification Type
   a. According to the Data Dictionary Comments (p.37), "a student may require multiple classification types".
      i. Does that mean they can have multiple types simultaneously or just that it can change during the year?
      ii. If they can occur simultaneously is there a limit to how many they can have and/or are there rules about which ones can/cannot occur together, etc.?
      iii. If they have more than one type at any given time how is that reported in the extracts (ex. multiple records per student)?
      iv. The "visiting" student type appears to no longer be valid. Correct?

Answer: A student may require multiple classification types and a student's classification type(s) may change during the course of the school year. A "Student Classification" record must be submitted for each classification type for which a student is assigned. If a student is removed from a classification a change to that "Student Classification" record (Student Classify End Date) must be transmitted to EIS. Valid Student Classification Types are listed in the <u>EIS Manual</u>, Section IV – Data Dictionary, page 37.

2. Calendar# vs. Instructional Program#
   a. In the "Instructional Program" extract (020), what exactly is the difference between a Calendar Number and an Instructional Program Number? It looks like the Calendar number is for use at the district level and the Instructional Program Number for use at the school. Assuming that the Instructional Program number is unique within a particular school, wouldn't the combination of the site number (district and school ID's) and the Instructional Program Number be enough to identify an Instructional Program without adding another number?
   b. Does each instructional program have to be given a unique calendar number at the district level?

Answer: The Calendar Number is the number the district assigns to uniquely identify the calendar within the district (ex. 01,02), Traditional, year round, summer. The Instructional Program Number is the number assigned to uniquely identify the instructional program within the school. The district will create all

calendars that they feel are necessary for the individual school programs. A school can have multiple Instructional Programs during the year and a district must have a different 200-Day Calendar for each unique planned calendar (start/end dates, in-service dates, etc.). Each instructional calendar in the schools may not require a separate district calendar.

3. In the Instructional Program extract (020), why are stockpile professional development days included but not stockpile inclement weather days?

Answer: If a district chooses not to stockpile, a school within the district may choose to stockpile for professional development days, but the school cannot stockpile for inclement weather unless the district is also stockpiling for inclement weather. This field is used to report those professional development stockpile days for the school when the district is not stockpiling.

4. In the <u>Student Membership and Attendance Accountability Procedures Manual</u> in section B-102 part 3, it states "Students not in school on any day for at least half the time for which they are enrolled should be considered absent for state reporting. This includes students not in school half the abbreviated day." However, in the more current Business Rules section of the EIS specifications (page 2) it states that "full-time students that are present for half of the state minimum school day of 6 ½ hours should be counted present" and "part-time students must be present for half of the time for which they are scheduled". Would it be correct to assume that on abbreviated days attendance should be calculated on half of the scheduled day (as for part-time students) for everyone regardless of full-time or part-time status? Would this also include Kindergarten students?
   a. Would the same principle apply to other atypical instructional days like makeup days or Saturday/Sunday school days?

Answer: It is up to the school to determine and mark the student absent according to SDE rules.

5. In the <u>Student Membership and Attendance Accountability Procedures Manual</u> in section C-104 (note), it states that students enrolled in adjoining states "shall be counted in computing ADM for purposes of receiving Tennessee state funds." For purposes of the extracts and EIS reports, how should this student be reported (enroll type, funding eligibility, primary school, etc.)?

Answer: If the student should receive Tennessee state funds based on SDE rules, the student should be enrolled in the primary school and scheduled like other students. The courses would be scheduled as off-site courses.

6. In the <u>Student Membership and Attendance Accountability Procedures Manual</u> in section D-103 part 2 concerning attendance for co-op students, it states that a co-op student "may be counted present daily for the one or two hour co-op experience provided the student is (1) in attendance for at least half of the state minimum school day, and (2) attends the accompanying vocational class in the school daily." What constitutes attendance of the accompanying vocational class (all minutes of the class, certain percentage of the class, at least one minute of the class period, etc.)?

Answer: It is up to the school to determine and mark the student absent according to SDE rules.

7. Please give some examples of typical calendar/school day/200 day accountability event scenarios and the extract records that should be generated as a result.

Answer: Examples may be found in the <u>EIS Manual, Section II</u> "Business Rules Section, item 3 District and School Calendar Reporting, page 4.

8. In the Student Transportation extract, would it be possible for the AM and PM buses to be from different districts for the same student? If so, how will that be reported?
Answer: A student transportation record would need to be sent for each district that provides the student transportation.

9. The calendar events in the appendix show Sunday as a valid makeup day. However, in the Class Section Schedule extract there are no fields for Sunday duration and period.
Answer: The Class Section Schedule should not be changed to make up a missed day. Classes would not be scheduled on Sunday as part of a permanent schedule.

10. The Fall Semester Preliminary SCHOOL Report includes "classes that are scheduled from the beginning of the school year up through the end of the Report Period 4. The Spring Semester report will include all classes that are active from the end of the Report Period 5 through the end of the year."
    a. This would appear to leave out classes that occur within Report Period 5 but are not active on the last day of the period.
Answer: This allows EIS to determine in which semester the class is active by examining the begin and end dates. Classes that are active any part of the Fall or Spring Semester should be included in the reports. The class does not have to last the entire semester to be included. This is done to allow EIS to check for class size. If a class is a year-long class it will be checked for class size in the Fall and Spring Semesters.

11. The Preliminary STAFF report for Fall Semester includes "classes that are scheduled up through the end of Report Period 5. The Spring Semester report will include all classes by staff; that are active at the end of Period 5 and any scheduled through the end of the year."
    a. Wouldn't that cause the two semester reports to overlap for Period 5?
    b. Why does the preliminary school report end in period 4 and the preliminary staff report end in period 5?
Answer: There was an error in the Preliminary Staff Report description. The Fall Semester Preliminary Staff Report should include classes that are scheduled through the end of Report Period 4. This will be corrected.

12. Previously for reports such as the Membership/Attendance Report, year-end/annual ADM and ADA were generated by calculating the values for each of the 9 reporting periods and summing them together. Is this still the case?
Answer: The instructions for the "Director's Annual Membership / Attendance Report" are contained in the <u>EIS Manual</u>, Section VII – Reports, page 9. The annual report must be calculated for the entire year and not by averaging the nine report periods.

06/15/00 – Mary Lee Alford – Horizon - Report of 12th Graders and GED +2

1. GED is listed as a valid completion document type but does not have a row on the "Report of 12th Graders". Why is that?

Answer: This report has not included any GED count in the past and it has not been changed for the next school year.

06/15/00 – Mary Lee Alford – Horizon - Special Education Reports

1. Several of the Special Education Reports specify that they are produced by the D&A Census Program but some do not. Will the Special Education Number of Promotions and Retentions Report, Special Ed Report of 12th Graders, and Special Education Suspension, Expulsion, and Remands Report be produced by D&A or by the Student Management Software?

Answer: The EIS system at the state will produce these reports. The student management software will not have enough information to produce the reports.

06/16/00 – Mary Lee Alford – Horizon - Special Education Reports (continued)

1. Since the EIS system gets its information from extracts from Student Management software I find it hard to believe that we don't have enough information to produce those reports but I'll take your word for it. It appears that I have falsely assumed that the report layouts in the EIS manual represented information that the SDE required the district and schools to provide and therefore these reports have to be produced by their software (either D&A or SMIS) or manually somehow. If that is not the case and some or all of those layouts represent reports produced by EIS for the district then I need to know which reports our customers are responsible for producing. I was able to find a schedule of paper reporting for the 1999-2000 school year on the web-site but so far I have been unable to locate one for the 2000-2001 school year. One of the e-mails from the EIS Advisory Committee detailed when the paper reports would be due but did not list specific reports. If you have a more detailed schedule or can tell me where to find it, that information would be extremely beneficial and deeply appreciated.

Answer: For the Special Ed Reports, we will use information transmitted from D & A as well as the Student Management software. We will get all of the history of the Special Ed Options for students as well as information about private students that are not in the Student Management software but are receiving special ed services.

The reports in the EIS Manual are the ones the schools need and are ones that EIS will produce. The student management vendors should produce the ones they can with the information captured in the software.

The 2000-2001 paper report schedule has not been published on the Web yet. I checked and was told it would probably be published in August. [I can tell you that the known revised reporting dates refer to those listed under "periodic reports" that currently have: 1st month due date of Oct 15 (changes to Oct 31); 2nd month due date of Nov 15th (changes to Nov 30); and those with 3rd month due date of Dec 15th (changes to Dec 31).

The schedule for EIS transmission refers to reporting periods but is just a guideline since the pilot will be starting after the beginning of the school year. The actual live transmission and reporting schedule will be determined after the pilot has been completed.

06/29/00 – Mary Lee Alford - Horizon - Special Education Expelled Clarification

1. According to page7 of the Business Rules section of the EIS manual, "When children with disabilities are suspended or expelled, whether or not it is a manifestation of their disability, they should be continued to be included in ADM, ADA, ADT reports, as well as the D&A reports...All children with disabilities (Special Ed options 1-10) are included. That sounds like they are automatically present for the purposes of all attendance reporting if suspended or expelled.

   However, in the Questions and Answers document (06/13/00 - Janet Nash - NCS - Expelled Students) regarding the question "do we mark a special ed student who has been expelled ABSENT or not?" and the example that follows shows the expelled student counted for ADM but NOT for ADA, the answer specified the example to be correct. How is this correct if the business rules say the students are counted for BOTH ADA and ADM? Also the example that counts the student for BOTH ADA and ADM is said to be incorrect.

   Why would they mark the student absent if he is ALREADY expelled? If he's expelled he's not supposed to be attending school and is therefore absent. Can he be more absent because he's special ed?

Answer: The suspended or expelled Special Ed student should be included in the ADA report, but they must be marked and counted as Absent. They are not considered present. Non-Special Ed students are considered inactive if they are expelled, but Special Ed students are considered active and must be marked Absent.

06/29/00 – Mary Lee Alford – Horizon - Suspensions. Expulsions, Remands

1. In the description of section 3 of the Suspension, Expulsion, Remands Report by School and District, the EIS manual states that "All categories are mutually exclusive; therefore do not report students in more than one category". If a student has been both suspended and remanded within the year, will he be counted in both the suspended part of the section AND the remanded part of the section or just suspended or remanded but not both? If he is just counted as just suspended or remanded but not both which set should he be counted in?

Answer: In Section 3 of the report, the "mutually exclusive" refers to the rows of 1, 2, 3, or More incidents. A student will be counted for each separate disciplinary offense. If the suspension and remandment are for the same offense, the student will be counted in only one category (suspension or remandment) and that will be the last one.

2. According to the Business Rules #6.a. (Section II, page 6), "if a suspension is designated for more than 10 consecutive days an error message will be produced for the district" AND "if a student is suspended for two or more offenses that total more than 15 days in a running 20-day period an error will be produced for the district". If a school expels a student for 11 days and enters that suspension as 1 instance spanning an 11 day period that would be simple to detect. However, in the past schools have entered each day of the suspension as a **separate instance** which would result in 11 consecutive 1-day suspensions when transmitted. In reality the student is suspended for the same offense for 11 days which should generate an error but when input as 11 separate suspensions it would not because it neither violates the 10 consecutive days for one offense rule nor the 15 days total rule. Will the EIS system take this into account somehow and if so how? Will consecutive days entered separately for the same action and reason be treated as one offense or multiple offenses? Will the new disciplinary offense date field be used somehow for this purpose?

Answer: First of all, a school should enter only one suspension for an offense. This can have multiple days that the suspension runs and it should have the date of the offense. If there is another offense, there should be a new suspension with a new offense date. EIS will use the offense date to determine if multiple disciplinary actions, such as a suspension and remandment, are for the same offense. We could also determine the suspensions in your example are for the same offense; however, please put in your documentation that only one suspension should be entered but with multiple days.

06/29/00 – Keith Brown - NCS - Adult Reports

1. Do we have to create Adult High School reports in the software products?
Answer: Adult reporting is not a part of the EIS project. The schools still must report Adult to the State, but it is on paper, not electronic.

06/29/00 – Janet Nash - NCS - Start/End Dates of School Year

1. Can we assume that the start and end dates of the school year will be identical for all schools in a given system? If not, then what dates should be printed on the District Report?
Answer: The schools in a district may not have the same start and end dates. If they are different, the earliest and latest dates can be printed, or just use the dates from one of the traditional calendars. Research Information Systems indicated either would be acceptable.

09/05/00 - Mary Lee Alford – Horizon – Out of State and I-20 Students

I understand that Out-of-state and I-20 students are excluded when calculating ADA and ADM. I assume they are also excluded from Vocational ADA and ADM. What about net enrollment and end of year membership? Maybe it would be clearer if you specified where to include out-of-state and I-20 students. Are they like visiting/selective service students that are only counted for class size in reports AND extracts or are there more

places they should show up? Since they are not counted in ADA and ADM what extracts should be sent? Should we send attendance data for them, etc.?

Answer: They are only excluded from the ADM, ADA, VE ADM and VE ADA. They are in other reports (including I-20 in ADT) and handled just like any other student in a primary or selective service school. They will be enrolled as a primary and/or selective service student.

10/03/00 – Wade Koon, Shelby County Schools – District-wide Personnel

I was reading through the additional business rules and came across an item which confused me. On page 4, under the Staff Section-General Business Rules, item number 1 says, "District-wide personnel will be uploaded to School Approval (not through EIS)". I am not exactly sure how to interpret that. I was told that School Approval is a department at the SDE under Jean Sharp. How does the procedure of uploading data to School Approval impact what the school districts extract and transmit to SDE?

Answer: The District-wide personnel will continue to be reported to Jean Sharp the way they are presently being done. They would not be entered in the school software unless they have an assignment at a school. It really doesn't impact EIS. We were just trying to clarify that only school level information is sent other than the district calendar information. If this is not clear, we may need to get Jean to clarify. Let me know if you need to discuss further.

2. Would "district-wide" personnel be defined as certificated employees who would be in supervisory-type positions in the school district's central office as opposed to being a classroom teacher, principal, guidance counselor, etc. assigned to an individual school or to several schools (as a traveling teacher) in the district?

Answer: The System-wide Personnel Compliance Sheet is presently one of the files your system completes and transmits to School Approval. This is in addition to the Teacher and School Files. This file contains the names, teacher numbers and position codes of persons serving in supervisory positions covered by an employment standard in the State Board of Education rules and regulations. This would include supervisors of instruction, special ed supervisors, Title directors, vocational directors, etc. It does not include transportation, attendance, technology, etc.

We will continue to check the system-wide personnel sheet for compliance with licensure standards until EIS includes it as a part of the EIS package. This is not a part of Phase I.

10/11/00 - Tennie Childress – Davidson County Schools – Teacher License Number

We do not have teacher license number available to us for inclusion in extracts. Is it ok if we put teacher social security number in license number field in extracts? Or, if we just insert zeroes in license number, would the software there search the state licensure file?

Answer: If you don't have license number, just put zeroes. We will search the licensure file with the social security number. If the licensure file does not have social security number for the teacher, we will not find the record.

The licensure file will be available for inquiry through EIS. If the teacher record was not found, someone can look up the teacher by name for the license number and enter it in your system for re-sending to EIS.

10/17/00 – Mary Lee Alford – Horizon – ADM and ADA Calculations

How will the State Department of Education calculate ADM and ADA?
Answer: The State Department of Education will be calculating ADM and ADA using the following methods:

ADM = $\sum$ [DAYS-SCHEDULED * TIME-SCHEDULED / STD-DAY] / REPORT-PERIOD-DAYS

ADA = $\sum$ [DAYS-PRESENT * TIME-SCHEDULED / STD-DAY] / REPORT-PERIOD-DAYS

All calculations are carried to 5 decimal positions, the final ADM or ADA number is then truncated to 4 decimal positions.

ADM for any day cannot exceed 1. ADA for any day cannot exceed ADM.

The following calculations assume the following:
- **Student Standard Day is 360 minutes.**
- **Example period is 20 days.**

- **Time Scheduled for each day in examples is constant at either 360 or 240 minutes. Student's actual Time Scheduled may vary by day of the week, depending on individual student's scheduled classes.**

- **Student 1 is active and present all 20 days of the period, time scheduled is 360 minutes per day.**
- **Student 2 enrolls on the 3rd day of the period (18 days enrolled) and is present all 18 days in the period; time scheduled is 360 minutes per day.**
- **Student 3 is active all 20 days of the period but is in attendance only 18 days, time scheduled is 240 minutes per day (less than Student Standard Day).**

	ADM						ADA			
Student	Days Scheduled	Time Scheduled	Student Std Day	Daily	Period Total	Days Present	Time Scheduled	Student Std Day	Daily	Period Total
1	20	360	360	1.00000	20.00000	20	360	360	1.00000	20.00000
2	18	360	360	1.00000	18.00000	18	360	360	1.00000	18.00000
3	20	240	360	0.66666	13.33320	18	240	360	0.66666	11.99988
Sum of all students' period averages					51.33320					49.99988
Sum of all students' period averages / Days in Period					2.56666					2.49999
ADM/ADA truncated to 4 decimal positions					2.5666					2.4999

Notes:
- **Expelled and suspended students count in membership until they are withdrawn from school. Expelled or suspended students are considered absent for ADA (See note on Special Education Students).**

- **Special Education students (Options 1-10) who have been expelled or suspended must be counted in ADM and ADA. Special Education students (Options 1-10) do not count in ADA if they are marked as absent.**

10/24/00 - Tennie Childress - Davidson County Schools – Special Ed

When will we have to send the special Ed. Option extract with an option end date? We have had a few cases in the past where a special Ed. student transferred to another Metro school near the beginning of an attendance period, then re-entered the original school, only to transfer out to another Metro school before the end of the period. He was still receiving the same services so his service options did not actually change. Would we have to send 092 extracts with option end dates each time he withdrew from a school, even though there would be withdrawal and enrollment extracts sent that would show when the student left one school, then went to another.
Answer: We need the options to be identified with a school because we will be using them when we do the reports for that school. We would need the begin date for the options at the new school. We would not need an end date for the old school because we would get a withdrawal code and date.

11/01/00 - Jean Sharp – School Approval – Class Count Clarification

This is a clarification on counting students in a class for the Preliminary School and Staff Reports. If regular students are expelled for a certain amount of time, they are not funded in ADM but they are counted in the membership count. All special education students (Options 1-10) are counted in membership and also counted in the ADM calculations.

If any student is enrolled in a class and has not been withdrawn, should he be counted in the class size?
Answer: Yes

11/13/00 - Mary Lee Alford – Horizon –Class Scheduling

If a class does not start until the second semester but is entered at the beginning of the year should it still be included in the first class data extracts that are generated?
Answer: For any classes that are scheduled, send information if it is new or changed. That means we may get classes at the beginning of the year that are scheduled for the second semester. Don't wait until the second semester to send this. We want all data sent whenever the schools enter it.

11/17/00 - Mary Lee Alford – Horizon – Promotions and Retentions

1. At the end of the year, students are either graduated, promoted or retained. Do you want promotion records for all the students that are promoted at the end of the year or just if they are promoted during the course of the year?

What end of service action (P,R or D) is used for graduation?

I assume demotion is only if the grade level is changed downward during the course of the year. Is that correct?

Answer: We want all promotions that occur any time during the year including the end of the year. If they graduate, that would be a promotion, but I would think the school would be the one to enter that information. A demotion is when the grade is changed downward. The school should also enter this information.

2. If the student is not a completer but was just retained/promoted/demoted and not graduated (i.e. non-12th grader), will the program accept zeroes in the completion fields for date and type and blanks for completion document period since they don't apply?

Answer: Yes. The extract is designed for reporting of both completers and end of year action.

11/17/00 - Mary Lee Alford – Horizon – File Name

In the header and trailer records there is a field for the physical filename. Should that include the path information? I'm assuming that it does not but I wondered why the field was so large otherwise.

Answer: The filename should not include the path. It should be the same as what is on the external file with the .EIS extension. It will be 15 positions and left justified.

11/17/00 – David Etchells – Discovery Software - Extracts

It is my current understanding that the extract process is as follows:

The various schools generate the necessary extract for the reporting period as specified in the EIS Manual. That information is passed on to the district for those schools. The district combines the passed information and caps it with the Header and Trailer extracts (001 and 999). This information is then zipped (as the file format specified in the EIS Manual) and submitted to the State.

Is this understanding correct? If so, how are the districts expected to combine the information provided from the schools? Will the extracts need to be clumped (i.e. all Student Classification extracts for all schools kept together) or can they be in random order? If I have misunderstood the extract/submission process, clarification would be greatly appreciated.

Answer: I will try to clarify what we expect in the extract generation for the State. The district must receive information from the schools, but the specific software packages do this differently. Some collect all of the data at the district and generate the extracts along with the header and trailer records. I think OSIRIS used to have the school software generate the extracts that were sent to the district and the district created the additional district extracts and header and trailer records. Our only requirement is that the extracts are sent from the district and the method of producing them is up to the software.

The extract information is needed at the State to keep the data as current as possible. Information should not be sent just at the end of a reporting period as it was in the past. If any new information is entered or corrections made to the data,

the software should recognize the changes that took place since the last time the extracts were transmitted. Extracts should then be created and sent the next time a transmission takes place.

Before the file is transmitted, it should be zipped. When we receive the extracts at the State, a message is created for the district to tell them they can then archive the data in the student management software. That archived information can be used by the software to determine if any changes occurred.

2. Which extracts are to be produced on the district end? Clearly, the header and trailer must be done at this end. The 200-Day extracts (010 and 011) seem to be able to be produced at the district level, but if this is the case, why is there a TT Count for them in the trailer? Because all other extracts contain a School ID field, I assume that they can be generated at the school level.

In the questions and answers document on the web site, "on-demand reports" is defined to mean that reports should be able to be produced at any time for any period of time. Will this also mean that extracts will need to be produced for periods that have already passed? For instance, say that a school has submitted data. After a week, there are changes in the data and a correction transmission is sent. Another week passes and there are more corrections so another transmission is sent. A month later, will the school be expected to be able to recreate the very first submission with that older data?
Answer: Software must be able to produce extracts for information that is new or has changed from the last time data was transmitted to the State.

11/20/00 – David Etchells – Discovery Software – Extract Changes

There are many mentions with the extracts that they will need to be created when new or corrected information is added into the system. I'm currently working under the assumption that when these correction extracts are generated, only the altered extracts are desired. For instance, with the Student Class Assignment extract, if there is an alteration, only the one student who has had his data changed will be sent, not every student who might be included in that extract. Is this assumption correct?
Answer: Yes, only the student that has a change is sent. That's why the extracts are limited in the subject area. We do not want all of the extracts sent again.

11/29/00 – David Etchells – Discovery Software - Attendance

In the EIS manual, the extract description given for the Student Attendance extract states that extract records should be generated when a student is absent, is present for transportation, or the attendance has been changed.

Does this mean that an extract will be produced for only the first day that a student is absent or present for transportation, and another will be produced when that status changes? Or will every absence be reported, every time a student is present for transportation reported, and every time that a change occurs reported? What exactly is meant by "has been changed"?
Answer: The attendance is supposed to be reported on an exception basis. The student is assumed to be present each day. If they are absent or only present

enough time to be considered present for transportation, send an extract for each date that this occurs.

The statement "has been changed" refers to when a student has been reported to the State as "absent" or "present for transportation" and it was incorrect; the edit transaction must be sent for the date to correct it to "present" or otherwise.

11/29/00 – Mary Lee Alford – Horizon – Missed Instructional Days

If a school/system chooses to makeup a day on Saturday or Sunday, an event for the makeup day will be sent. Should an instructional day event also be sent or will the makeup day event be enough?

Answer: When making up a missed instructional day on a Saturday or Sunday, an event record for the day missed should be transmitted designating that day as a missed instructional day. This is in addition to an event designating the day as a make-up day. The software should also generate an event type designating the make-up day as an instructional day. If the make-up day is not during the same instructional period as the day missed the instructional program report periods must be adjusted so that each instructional program report period contains 20 instructional days.

If the missed day is to be made up by extending the school day, the software will need to adjust the instructional program report periods so that all periods have 20 instructional days. The 9th period would only have 19 days in this case.

12/01/00 – David Etchells – Discovery Software - Events

1. In the 200 Day Accountability Report there is a need to report on the Time of an event. Looking at the 200 Day Calendar, this value is reported as Event Duration. Is this value actually the duration of the event (1/3, 1/2, 1) or the time of the event (Noon, 1pm, etc)? I'm currently assuming it's duration.

More importantly, will the duration of an event change throughout the year? For example, is there any chance that Instructional Days will change from a 1/2 duration setting to a 1/3 duration setting (i.e. If I have a 1/2 duration In-Service day on Nov 3rd, can I also schedule a 1/3 duration In-Service day on Dec 5th? Or will both dates have the same duration?

Answer: The duration of an event is the fraction of a day or a whole day. You can show the time as .33, .50, or 1.00 for each date.

An event for a specific date could be scheduled for one duration but then edited to be a different duration. An in-service event could be any of the durations. They do not all have to be the same duration. In your examples, Nov 3 can be 1/2 and Dec 5 can be 1/3. The only event type that must be the same is an abbreviated day. They are always 1 day, regardless of how long the students are in school on those days.

2. Just for further clarification, are the districts restricted to just .33, .5 and 1 or can they be more creative? Is a school, for instance, allowed to schedule a 0.2 duration or a 0.66?

Answer: The event duration for the 200 Day Accountability Report must be limited to .33, .50. and 1 for any one day. They cannot schedule any other duration.

12/04/00 – Ron Maki – Discovery Software – Preliminary School Report

I have started on the Preliminary reports. Where is the "Class Maximum Deficiency Report"? This is referred to in the Preliminary School report.
Answer: There is no formal report format for the vendors for situations that do not meet the requirements of the Preliminary School Report. Just produce some kind of error report for the school that will indicate when the School Grade Level Group Average exceeds the State table value. Also indicate on this same error report if any class exceeds the 10% over SBE Class Maximum. For both of these situations, you would put an "*" in the column OUT/COMP on the Preliminary School Report.

12/08/00 – Steve Glenn – Knox County Schools - Scheduling

My question is concerning scheduling. Some schools are wanting to know if they have to have their students 100% completely scheduled by the first reporting date for next school year. For example, does Bearden Middle School have to have all of their students scheduled both semesters by the time we report to EIS the first time next school year? Or, can they concentrate on getting students scheduled first semester and then in say November 2001, finish scheduling for the rest of the year.
Answer: Schools must have all of the first semester classes, including the pullouts, scheduled by the time the classes are sent the first time. The second semester classes do not have to be scheduled, but if they are, send them. They will not be included in the first Preliminary School Report.

12/08/00 – Mary Lee Alford – Horizon - Extracts

Are extracts ever really run for a particular date range anymore or are they always year to date now and they can just need to run them at the end of each funding period or when changes are needed? For example if they are sending the period 3 transmission for student attendance. Period 3 ends on day X. They run the extracts 3 days later on day X+3. Should the attendance for days X+1, X+2, X+3 be included or should it stop on day X. I understand that any attendance that changed for previously sent records prior to day X must also be transmitted.
Answer: We are asking the districts to keep their information current at SDE. This means we want it daily or weekly. The longer they wait to transmit, the more problems it will cause other districts.

12/08/00 – Mary Lee Alford – Horizon – File Name

It has come to my attention that the name for the EIS extract file violates the DOS 8.3 file-naming convention. Therefore people running Windows 3.1 or lower cannot name an extract file according to the directions in the EIS specifications. Would it be possible to do away with the EIS extension and move the R or S and batch number designation to the extension?

Answer: We need to maintain the standard for the filename. The DOS can provide a naming convention for the software to work, but the file that is uploaded must be in the name format as noted. With the use of the internet to upload, they can easily move the files to machines with longer file name capability to upload.

12/08/00 – Mary Lee Alford – Horizon – Parent-Teacher Conference

The 200 day extract (010) only allows whole days for parent-teacher conference. How should it be reported in the extracts if the partial days don't add up to an even number of days.

Answer: The number printed at the top of the 200 Day Accountability Report will be the total time. Later in the report where individual dates are listed for Parent Teacher, the duration can be 1/3, ½, or 1 for each date. This would be in the extract type of 011. When the user requirements were published, we did not know that the total number of days for the Parent Teacher Conferences needed to be able to show partial days. Glen Smith confirmed it should be able to add up to be fractions of a day.

Since the Parent Teacher Conference number of days on the 010 extract can only hold one digit, we will not use what is entered there. We will accumulate the individual events to print in the total line of the report. You can truncate the decimal when you put the value in the 010 extract.

12/11/00 – School Principal – Outside IEP

Will you please give some clarification on the "Outside IEP" for reporting vocational numbers. All of our special ed students are working from an IEP. What do you consider an "outside IEP"?

Answer: The Special Education department defined "outside IEP" in March 2000 as:

The Vocational Class Full Time Equivalent ADM and ADA Reports include all Special Education Options. Options 1-6 are included in regular grades; Options 7-9 are reported in the Grade "N" column and include only students whose vocational education classes are not part of their special education IEP. If the Vocational Ed course is not above the base 23.5 contact hours, the course is not included in these reports. The student course extract sent from the school has a field to indicate this information.

12/12/00 – Shelby County Schools - Transportation

1. There is a field in the extract that requests "Estimated Miles Transported".

Can you tell me if there are guidelines for reporting this figure? We transport over 21,000 students each morning and afternoon.

Answer: Students that live 1 ½ miles or more from school are included in the ADT calculations. The miles do not have to be exact, but should be at least 1½ miles if they meet the rules as defined for transportation ADT.

We must have an extract for each student that is scheduled to ride the bus with the bus numbers and estimated miles transported so we can calculate ADT.

2. As I understand your response, we need to show every student who is transported 1.5 miles or more as at least 1.5 miles in that field. Is that correct?
Answer: You should report information to us for all students who are transported. We will use the estimated number of miles for determining when to include the student in the ADT (if 1.5 miles or more). All students will be used in the bus enrollment counts.

12/13/00 Johnson City School District – Student PIN

A principal in our school system, Johnson City (901), said that many years ago a system of pin numbers was assigned to school districts. These numbers were for students who did not have a student number for some reason. Do you know where we can get a copy of this information? The principal said that all numbers began with a 901, the first three digits of our system.
Answer: The principal is correct about rules for assignment of Student PIN. The rules are documented on the web in the EIS Manual, Data Dictionary section, STUDENT PIN. This is located at www.state.tn.us/education/sm_menu.

12/19/00 – David Etchells – Discovery Software - Stockpile

In the Instructional Program extract (020), there's a "School Stockpile Professional Development Days" field. Am I correct in the understanding that a school will know how many days they are stockpiling but not which days they are stockpiling them for when they generate this extract? (i.e. A school will be able to indicate that they have 3 days stockpiled for Professional Development days, but they will not be able to say that those three days are on Feb 25, Apr 18, and Nov 10. Is this correct?
Answer: You are correct. Stockpile days are declared on the front end. A school does not know when they will be taken. They are reported as they are taken. A Professional Development day may be a whole day or a partial day. If the day is a partial day, it may still be an instructional day.

12/19/00 – Ron Maki – Discovery Software – Staff Current Assignment

I have questions about the Staff Assignments. The Staff can have up to 10 assignments which one do we use for the Preliminary Staff Report?
Answer: A staff person can have multiple current assignments. There is a priority sequence in evaluating the current assignments for counting staff in the Preliminary Staff Report. Start looking for current assignments in the sequence of Supervising Principal, Teaching Principal, Assistant Principal and University. If you find one of these, that's where the staff person is counted even if they have other current assignments. Then look for the current assignments that are considered as a Classroom Teacher. ROTC and Consulting Teacher should be counted in Classroom Teachers.

All current assignment codes that are listed under the System-Wide Assignments (SD, SW, EI, SI, BI, GP, SP, TS, ES, VO, and SL) should be excluded from the count in Staff Assignments on the Preliminary Staff Report. If they have an additional current assignment that qualifies as a classroom teacher, still ignore them from the count.

12/20/00 – Anatoli Guiria – Discovery Software – Adult Reporting

I started on Monthly Reports for Adult Schools in SASIxp (NCS Pearson). My question is about the source of those reports. The first statement about them says: "reports should be district level for each reporting period". Does it mean they are made up only at the district level after gathering all information and if so they are only the summary reports from all schools? Who is the director who signs them afterwards

Answer: Reporting for Adult Schools is not a part of the EIS project. The rules are different for processing in the Adult Schools.

01/16/01 – David Etchells – Discovery Software – Student Classification

There has been some dispute concerning how many classifications a student might hold. In the Data Dictionary of the EIS manual, it details that a student might be Regular, Alternative, GED+2, Adult, Title I, Magnet, or Private. Is it potentially possible (albeit likely quite rare) that a student might hold all seven of these classifications during a reporting period?

On a similar topic, how is the reporting period intended to handle the student Classification extract? If a reporting period is specified (for a given 20-day period), which classifications would be reported? I am assuming that only those classifications that are active during that time period would be included. Is this the case, or should this extract reflect a snapshot of all classifications that a student has held?

Answer: First let me say that Adult is not in this phase of the project so you can throw them out. If you accept them, we will throw them out. They should not be used in any of the processing or reports. It's best to not let them enter Adult.

A student could wind up being one or all of the classifications during a report period. Although this is not likely, you are supposed to use the student in the reporting. The classification is not to be used in reporting. It is for querying. Send us an extract for each classification that a student has.

The creation of extracts is not based on a 20-day report period. When the first extracts have been sent, the next transmission should include only changes or new information since the last transmission to SDE. A district could send extracts weekly or even daily. The specific extract will have an effective date that we will use for our reporting.

Please refer to my answer on 04/06/00 to Jennifer Fields question about creating extracts. This is in Questions & Answers of our EIS Manual on the web at www.state.tn.us/education/sm_menu.htm.

01/17/01 – David Etchells – Discovery Software – Student Classification

1. You've confused me somewhat with your statement that student classifications are not to be used in reporting, only for querying. I had been under the impression previously that one record for each student for each classification was what was required by the Student Classification (044) extract. Is this not the case? IE If Billy classifies as R Regular and T Title I within the reporting period, he would have two records in the extract -- one for his R classification and one for his T. Is this not the case?

Further with classification types, is it possible for a student to be more than one type simultaneously? Can Billy, for instance, be both T Title I and G GED+2?
Answer: A student can be multiple classifications at the same time. Yes, we should get a separate Student Classification (044) extract for each of these Classifications. When I said the Classification should not be used for reports, I meant that you do not check to see which Classification they have to include student in a printed report.

2. Finally, I imagine that there will be times when a student's classification end date will not be known (such as with a Regular classified student.) In these circumstances, should this field intentionally be left blank?
Answer: A classification does not have to have an end date unless it actually no longer applies - such as when a student is no longer an alternative student or no longer in a magnet program. The end date would probably not be sent at first, then later an edit sent in with an end date for a specific classification type.

01/25/01 – Anatoli Guiria – Discovery Software – Preliminary Staff Report

1. What must happen when the content of the Preliminary Staff report exceeds one page? Does every page have the same general header: school term, Staff assignments, or just first page?
Answer: I think it would be best if the heading is on every page, but I guess that will be up to each vendor as to how headings are handled.

2. What about signatures? I made those fields visible only on first page.
Answer: You can put the signature only once.

01/25/01 – James Marshall – Robertson County Schools - Scheduling

We are training our principals on scheduling. They all want to know what MUST be included in the schedule and that when completing a schedule, are we allowed to "make things fit" meaning that the times may not be exact. This is more true of elementary scheduling that other.

Example - Scheduling lunch - Children may rotate through in 10-minute increments which won't be the "exact" time that is reflected in the schedule. I've told them that the state is not that "picky" that they just want to know basically what a students schedule is. Can I get some feedback on this from you or someone there?

Answer: For elementary scheduling, this is what I think is important for them.
1. Lunch does not have to be scheduled for elementary schools.

2. If the class is a self-contained class, it must be scheduled and each pull-out class must also be scheduled. This includes classes like art, music, PE, and computers. Those classes should be marked in the software as a pull-out. We will be checking those pullout classes for class size and teacher endorsement. It doesn't matter if the time or period for them is not exact, but they just should not be all scheduled at the same time.

3. If the students move as a group from one teacher to another for different subjects, each of those classes should be marked in the software as Self-contained Departmentalized. We count those classes as one class for the Preliminary School Report. If a teacher keeps the students but schedules the different subjects for report card purposes, those classes should also be marked in the software as Self-contained Departmentalized. They will count as one class in the Preliminary School Report.

4. It is important to use the correct course code numbers for multi-age classes.

5. Make sure all of the course codes used for scheduling are current for the school year in the Correlation of Course Codes. The codes for 2001-02 are on the web.

03/02/01 Joy Coleman – Memphis City Schools

1. What extract and field(s) within the extract will be used to determine the FTEADA for the vocational attendance report?
Answer: Almost all of the data that is sent to SDE will be used to calculate FTEADA. The school calendar information must be used to determine which days are instructional days. The class schedule must be used to determine if the student is scheduled for a vocational course on a certain day, what Voc Ed Program Code that course fits in, the number of minutes duration, the Student Standard Day duration, the student enrollment, withdrawal, and disciplinary actions that affect that student, the funding ineligibility information, student grade, attendance, and if the student is special ed. Information about what district and school the class is located also affect where and how the FTEADA is reported. The specific formula for ADA is in the business rules section of the EIS Manual. The same formula is to be used but only use information for vocational courses that have a VEPC defined in the course code listings.

2. How are the student class assignment record from the primary school and the class assignment record from the vocational school to be linked or do they need to be? The local class number is to be unique only within a school as we understand it. Therefore the record from the primary school would have one local class number and the vocational school would have a different one. Each would be unique within their respective schools.
Answer: The local class number for the course does not have to be the same in the primary school and the service school. Information for funding calculations about the class are taken from the extracts reported from the primary school. Information about class size is taken from the service school.

3. The director was not sure and neither were we as to how the EIS system impacts the Vocational scanner forms

> MIS Enrollment Form---Student Identification
> MIS Enrollment Form---Instructor

Will these forms still be used once EIS is fully implemented?

Answer: I am not familiar with the forms you mentioned. All information transmitted from the schools for EIS will come from the student management software and D & A software extracts.