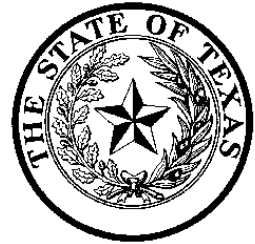| Members:	Texas Education Agency Information Task Force (ITF) Meeting Minutes November 13, 2018	
Members: **Nancy Dunnam, Chair** **David McKamie, Vice Chair** **Dianne Borreson** **Jennifer Carver** **Dara Fuller** **Adrian Garcia** **Keitha Ivey** **D'Lynne Johnson** **Debbie Largent** **Pablo Martinez** **David Marx** **Kim O'Leary** **Brenda Padalecki** **Linda Roska** **Nancy Smith** **Janet Spurgin** **Peggy Sullivan** **Yolanda Walker**	***Texas Education Agency Information Task Force (ITF) Meeting Minutes November 13, 2018***	**10:00 AM to 2:00 PM** William B Travis Bldg. 1701 N. Congress Ave. Austin, Texas 78701 **GoToMeeting** **WBT PDC-3**
Members Attending via GoToMeeting:	Nancy Dunnam, Dianne Borreson, Dara Fuller, Adrian Garcia, Keitha Ivey, D'Lynne Johnson, Debbie Largent, Pablo Martinez, Brenda Padalecki, Linda Roska, and Peggy Sullivan	
Alternates Attending via GoToMeeting:	Linda Raney, Jay Young, John Newcom, and Scott Lewis	
Others Attending:	Terri Hanson (TEA ITS-BMD), Leanne Simons (TEA ITS-BMD), Bryce Templeton (TEA ITS-BMD), Scott Johnson (TEA ITS-BMD), Michele Elledge (TEA ITS-BMD), Melissa Lemons (TEA ITS-BMD), Candice DeSantis (TEA ITS-BMD), Ed Linden (TEA ITS-BMD), Connor Briggs (TEA ITS-BMD), and Jamie Crowe (TEA Performance Reporting)	
Others Attending via GoToMeeting:	Jeanine Helms (TEA ITS-BMD)	

Call the Meeting to Order: **Nancy Dunnam, ITF Chair** Nancy Dunnam called the meeting to order at 10:00 a.m. Melissa Lemons called the roll.	
Approval of the September 18, 2018 ITF Meeting Minutes No changes were requested. Dara Fuller made a motion to approve the September 18, 2018 ITF meeting minutes. Adrian Garcia seconded the motion. The motion passed unanimously.	**Action Item**
Campus Enrollment Type for the 2019-2020 School Year Michele Elledge presented the Campus Enrollment Type proposal. She explained that campuses which receive an accountability rating of 'Met Standard' are eligible to earn distinction designations. The distinction designations awarded in 2018 were reviewed. Michele further explained that to earn a distinction designation, a high school or K-12 campus must be in the top quartile of its comparison group for at least 33% of the indicators for the specific distinction designation. Middle schools and elementary schools must be in the top quartile of their comparison group for at least 50% the indicators. Michele reviewed the example provided in the proposal which illustrated the process followed for determining whether or not a campus earns a distinction designation. Michele continued to explain that to determine comparison groups, campuses are identified by school type (i.e. elementary school, middle school, elementary/secondary (also referred to as K–12), and high school), then grouped with 40 other schools from anywhere in Texas that are most similar in the following areas: Grade levels served, Size, Mobility rate, Percentage of English Learners, Percentage of students served by special education and Percentage of students enrolled in an Early College High School program. Michele stated that the Accountability Technical Advisory Committee and the Policy Advisory Committee along with other stakeholder groups and the Commissioner of Education have determined the need to add an additional criterion, campus enrollment	**Action Item**

type, as a factor to consider when assigning campuses to comparison groups. She reviewed the defined campus enrollment types. Michele cited Texas Education Code 39.203 which addresses the awarding of distinction designations and Texas Education Code 39.204 which addresses distinction designation criteria committees and pointed out that 39.204 (e)(B), indicates that the student enrollment of a campus should be considered when developing the criteria for distinction designations.

Michele reviewed the changes that the Texas Education Agency (TEA) is proposing for the Texas Education Data Standards (TEDS) for the 2019-2020 school year as follows:

- Add CAMPUS-ENROLLMENT-TYPE-CODE data element to the SchoolExtension Complex Type. The CAMPUS-ENROLLMENT-TYPE-CODE will be mandatory in the PEIMS Fall Submission beginning in the 2019-2020 school year.

- Add guidance to Section 2.1 / 8.2.1 to further explain the CAMPUS-ENROLLMENT-TYPE-CODE data element.

- Add CAMPUS-ENROLLMENT-TYPE-CODE code table to Section 4 / 8.4.

    o   01 – Zoned Enrollment School (no transfers accepted)

    o   02 – Zoned Enrollment School (transfers accepted)

    o   03 – Open Enrollment School

    o   04 – Selective Enrollment School

    o   05 – Blended Enrollment School

    o   06 – ISS/DAEP/JJAEP School

- Add a new LEA level report which will show the CAMPUS-ENROLLMENT-TYPE-CODE selected for each campus in the LEA.

- Update Business Validation Rule(s) to support the CAMPUS-ENROLLMENT-TYPE-CODE data element.

    o   10020-000E – Added CAMPUS-ENROLLMENT-TYPE-CODE to the field validation rule.

Nancy Dunnam opened the floor to questions regarding the proposal.

Peggy Sullivan stated that there are some schools in her region that vary in grade level configurations. For instance, there is one campus that is PK-8. She asked if this campus would be compared to other campuses with the same configuration. Jamie Crowe, TEA Performance Reporting, responded that his division cannot guarantee that the comparison group will be PK-8, but that statistically speaking, it is highly likely that it would be as the grade level configuration is one of the main factors considered when assigning campus comparison groups along with campus type and campus enrollment type.

Peggy Sullivan asked if TEA had given any consideration to the campus enrollment type being collected through AskTED instead of through PEIMS. Jamie Crowe responded that the campus enrollment type is currently collected through AskTED but since it is not mandatory, there is a concern that the information may not be provided by all local education agencies (LEAs).

With no other questions, Nancy called for a motion.

Adrian Garcia made a motion to approve the following changes proposed in the Campus Enrollment Type proposal for the 2019-2020 school year:

- **Add CAMPUS-ENROLLMENT-TYPE-CODE data element to the SchoolExtension Complex Type. The CAMPUS-ENROLLMENT-TYPE-CODE will be mandatory in the PEIMS Fall Submission beginning in the 2019-2020 school year.**

Add guidance to Section 2.1 / 8.2.1 to further explain the CAMPUS-ENROLLMENT-TYPE-CODE data element. **Add CAMPUS-ENROLLMENT-TYPE-CODE code table to Section 4 / 8.4.** **01 – Zoned Enrollment School (no transfers accepted)** **02 – Zoned Enrollment School (transfers accepted)** **03 – Open Enrollment School** **04 – Selective Enrollment School** **05 – Blended Enrollment School** **06 – ISS/DAEP/JJAEP School** **Add a new LEA level report which will show the CAMPUS-ENROLLMENT-TYPE-CODE selected for each campus in the LEA.** **Update Business Validation Rule(s) to support the CAMPUS-ENROLLMENT-TYPE-CODE data element.** **10020-000E – Added CAMPUS-ENROLLMENT-TYPE-CODE to the field validation rule.** **Peggy Sullivan seconded the motion.** **The motion passed unanimously.**	
Disciplinary Action Reason Code Table (C165) Revisions for the 2019-2020 School Year Melissa Lemons presented the Disciplinary Action Reason Code Table (C165) Revisions proposal to the ITF committee. Melissa stated that TEA began collecting Disciplinary Action Reason Codes 33 (Tobacco) and 34 (School Related Gang Violence) in the 1999-2000 school year to comply with federal reporting requirements. She added that there are no associated state reporting requirements. Due to recent federal reporting requirement changes, these two codes are no longer reported to the federal government and will be removed for the 2019-2020 school year. Melissa reviewed the changes to TEDS that TEA is proposing for the 2019-2020 school year as follows: - Update the C165 – DISCIPLINARY-ACTION-REASON-CODE code table - Revise code 21 – Violation Of Student Code Of Conduct Not Included Under TEC §§37.002(b), 37.006, or 37.007 (does not include student code of conduct violations covered in reason codes 33 and 34) by removing the parenthetical statement. - Delete code 33 - Possessed, Purchased, Used, or Accepted a Cigarette Or Tobacco Product As defined in the Health and Safety Code, Section 3.01, Chapter 161.25 - Delete code 34 - School-Related Gang Violence Action by three or more persons having a common identifying sign or symbol or an identifiable sign or symbol or an identifiable leadership who associate in the commission of criminal activities under Penal Code §71.01 - Update Business Validation Rule(s) to remove the 33 – Tobacco and 34 – School Related Gang Violence codes 44425-0037 44425-0050	**Action Item**

o   44425-0055

Nancy Dunnam opened the floor to questions regarding the proposal.

Dara Fuller asked if the deletion of codes 33 and 34 impacted the 2018-2019 school year. Melissa Lemons responded that the deletion of codes 33 and 34 will go into effect for the 2019-2020 school year if approved through the data governance process.

With no other questions, Nancy called for a motion.

Dara Fuller made a motion to approve the following changes proposed in the Disciplinary Action Reason Code Table (C165) Revisions proposal for the 2019-2020 school year:

- **Update the C165 – DISCIPLINARY-ACTION-REASON-CODE code table**

  o   **Revise code 21 – Violation Of Student Code Of Conduct Not Included Under TEC §§37.002(b), 37.006, or 37.007 (does not include student code of conduct violations covered in reason codes 33 and 34)" by removing the parenthetical statement.**

  o   **Delete code 33 - Possessed, Purchased, Used, or Accepted a Cigarette Or Tobacco Product As defined in the Health and Safety Code, Section 3.01, Chapter 161.25**

  o   **Delete code 34 - School-Related Gang Violence**

     Action by three or more persons having a common identifying sign or symbol or an identifiable sign or symbol or an identifiable leadership who associate in the commission of criminal activities under Penal Code §71.01

- **Update Business Validation Rule(s) to remove the 33 – Tobacco and 34 – School Related Gang Violence codes**

  o   **44425-0037**

  o   **44425-0050**

  o   **44425-0055**

Brenda Padalecki seconded the motion.
The motion passed unanimously.

Name Fields Length Changes for the 2019-2020 School Year	**Action Item**

Name Fields Length Changes for the 2019-2020 School Year

John Reese presented the Name Fields Length Changes proposal to the committee. He began by stating the field lengths of the name elements (First Name, Middle Name, and Last Name) are not standardized across all TSDS applications. He explained that in legacy PEIMS, name field lengths were as follows: First Name: 17 characters, Middle Name: 14 characters and Last Name: 25 characters. These same name field lengths were put in place with the Unique ID implementation. John explained that even though TEDS has a standard field length of 75 characters for first name, middle name and last name, these fields are sometimes truncated due to the field length disparities between TSDS systems. John stated that an analysis of the Operational Data Store (ODS) was completed to review three years of data regarding the First Name, Middle Name, and Last Name fields to determine what field lengths would be adequate.

Nancy Dunnam asked what the longest name was that was discovered during the analysis. John Reese stated that the longest name was a middle name and it was 40 characters in length.

John reviewed the changes that the Texas Education Agency (TEA) is proposing for TEDS for the 2019-2020 school year as follows:

- TEDS: Reduce length of First Name (E0703) from the current length of 75 characters to 60 characters.

• TEDS: Reduce length of Middle Name (E0704) from the current length of 75 characters to 60 characters. • TEDS: Reduce length of Last Name (E0705) from the current length of 75 characters to 60 characters. • Unique ID: Restrict the Unique ID application First Name, Middle Name and Last Name fields to 60 characters. Nancy Dunnam opened the floor to questions regarding the proposal. With no questions, Nancy called for a motion. **Peggy Sullivan made a motion to approve the following changes proposed in the Name Fields Length Changes proposal for the 2019-2020 school year:** • **TEDS: Reduce length of First Name (E0703) from the current length of 75 characters to 60 characters.** • **TEDS: Reduce length of Middle Name (E0704) from the current length of 75 characters to 60 characters.** • **TEDS: Reduce length of Last Name (E0705) from the current length of 75 characters to 60 characters.** • **Unique ID: Restrict the Unique ID application First Name, Middle Name and Last Name fields to 60 characters.** **Debbie Largent seconded the motion.** **The motion passed unanimously.**	

DC154 Assessment Title Code Table Revisions for the 2019-2020 School Year
 	
Ed Linden presented the DC154 Assessment Title Code Table Revisions to the committee. He began by stating that the Commissioner Approved Prekindergarten and Kindergarten Assessment Instruments enables LEAs to select instruments that are valid and reliable based on scientific research and measure each domain of development. He continued that there is an overlap of school years for the assessments, therefore some of the assessments are no longer valid and need to be removed from the ASSESSMENT-TITLE-CODE (DC154) code table.
 	
Therefore, the Texas Education Agency (TEA) is proposing the following changes for the 2019-2020 school year:
 	
• Remove the following assessments from the DC154 - ASSESSMENT-TITLE-CODE code table
 	
    o 05   BOY KG easyCBM-LTR NAMES
    o 06   BOY KG easyCBM-LTR SOUNDS
    o 07   BOY KG IDEL-Fluidez en Nombrar Letras (FNL)
    o 08   BOY KG IDEL-Fluidez en la Segmentacion de Fonemas (FSF)
    o 19   BOY KG PALS Summed Score
    o 22   BOY KG Tejas LEE Results Seccion 1
    o 24   BOY KG Tejas LEE Results Seccion 3
    o 26   BOY KG Tejas LEE Results Seccion 6
    o 27   BOY KG Tejas LEE Results Seccion 7
    o 28   BOY KG Tejas LEE Results Seccion 8
    o 29   BOY KG Tejas LEE Results Seccion 9
    o 30   BOY KG Tejas LEE Results Seccion 10
	Action Item

o 36   BOY KG PAPI For Same/Different Score

o 37   BOY KG PAPI For Rhyming Words Score

o 38   BOY KG PAPI For Beginning Sounds Score

o 39   BOY KG PAPI For Ending Sounds Score

o 40   BOY KG PAPI For Letter ID (upper) Score

o 41   BOY KG PAPI For Letter ID (lower) Score

o 42   BOY KG PAPI-S For Same/Different Score

o 43   BOY KG PAPI-S For Rhyming Words Score

o 44   BOY KG PAPI-S For Beginning Sounds Score

o 45   BOY KG PAPI-S For Ending Sounds Score

o 46   BOY KG PAPI-S For Letter ID (upper) Score

o 47   BOY KG PAPI-S For Letter ID (lower) Score

o 48   BOY KG WJ-III-Total Reading

Nancy Dunnam opened the floor to questions regarding the proposal.

Nancy Dunnam asked what happens to an LEA that submits an assessment that not is Commissioner approved. Ed Linden stated that the assessment would come through the ODS but, when the end user prepared their ECDS data, a fatal validation would fire preventing them from completing their submission. Ed then stated that guidance is provided in Section 10 to assist LEAs. He also advised that if an LEA needs to administer a non-approved assessment that Howard Morrison, of the Early Childhood Education division, would need to approve the waiver. Nancy asked what happens to the LEAs that do not administer Commissioner Approved assessments. Ed Linden stated that he would follow-up with Howard Morrison after explaining that there is not a negative impact on the LEA but that the LEA is advised to keep documentation for auditing purposes.

Dara Fuller asked if the LEA is advised to work towards getting on an approved assessment, and if so, if there is an associated timeline. Ed Linden responded that currently he is working alongside the Early Childhood Education division using a survey to gather information from LEAs that administer a non-approved Commissioner approved assessment. This information will be internal to TEA. Leanne Simons added that IT has been commissioned to create a report to help the Early Childhood Education division so that they are able to track those LEAs not using the Commissioner approved assessments.

With no other questions, Nancy called for a motion.

Dianne Borreson made a motion to approve the following changes proposed in the DC154 Assessment Title Code Table Revisions proposal for the 2019-2020 school year:

- **Remove the following assessments from the DC154 - ASSESSMENT-TITLE-CODE code table**

    o **05   BOY KG easyCBM-LTR NAMES**

    o **06   BOY KG easyCBM-LTR SOUNDS**

    o **07   BOY KG IDEL-Fluidez en Nombrar Letras (FNL)**

    o **08   BOY KG IDEL-Fluidez en la Segmentacion de Fonemas (FSF)**

    o **19   BOY KG PALS Summed Score**

    o **22   BOY KG Tejas LEE Results Seccion 1**

- o **24   BOY KG Tejas LEE Results Seccion 3**
- o **26   BOY KG Tejas LEE Results Seccion 6**
- o **27   BOY KG Tejas LEE Results Seccion 7**
- o **28   BOY KG Tejas LEE Results Seccion 8**
- o **29   BOY KG Tejas LEE Results Seccion 9**
- o **30   BOY KG Tejas LEE Results Seccion 10**
- o **36   BOY KG PAPI For Same/Different Score**
- o **37   BOY KG PAPI For Rhyming Words Score**
- o **38   BOY KG PAPI For Beginning Sounds Score**
- o **39   BOY KG PAPI For Ending Sounds Score**
- o **40   BOY KG PAPI For Letter ID (upper) Score**
- o **41   BOY KG PAPI For Letter ID (lower) Score**
- o **42   BOY KG PAPI-S For Same/Different Score**
- o **43   BOY KG PAPI-S For Rhyming Words Score**
- o **44   BOY KG PAPI-S For Beginning Sounds Score**
- o **45   BOY KG PAPI-S For Ending Sounds Score**
- o **46   BOY KG PAPI-S For Letter ID (upper) Score**
- o **47   BOY KG PAPI-S For Letter ID (lower) Score**
- o **48   BOY KG WJ-III-Total Reading**

Dara Fuller seconded the motion.

The motion passed unanimously.

Student Transcript Changes for Dashboards for the 2019-2020 School Year	**Action Item**

Student Transcript Changes for Dashboards for the 2019-2020 School Year

Connor Briggs presented the Student Transcript Changes for Dashboards proposal to the committee. Connor explained that prior to the 2017-2018 school year, LEAs had to load prior year TSDS collection files to populate a student's transcript in the Dashboards. To reduce the data collection burden on LEAs, beginning with the 2017-2018 school year, a change was implemented which only required the LEA to load the current year TSDS collection files to populate a student's transcript in the Dashboards. During user acceptance testing, two issues were discovered. The first issue was that the course description was not displayed. The second issue was that historical course results were not accurately grouped by subject area if the data was not included within the current year InterchangeEducationOrganizationExtension.

Connor reviewed the changes that the Texas Education Agency (TEA) is proposing to TEDS for the 2019-2020 school year:

- Add the existing data element E1186 SUBJECT-AREA to the CourseTranscriptExtension Complex Type as mandatory in the InterchangeStudentTranscriptExtension for Dashboards.

- Add the existing data element E1187 COURSE-DESCRIPTION to the CourseTranscriptExtension complex type in the InterchangeStudentTranscriptExtension as mandatory for Dashboards.

- Add guidance in TEDS Section 2.1 and 2.4 related to E1186 SUBJECT-AREA and E1187 COURSE-DESCRIPTION.

Connor presented the screenshots that were included in the proposal which illustrated the current issues and how the proposed solution will resolve the issues.

Nancy Dunnam opened the floor to questions regarding the proposal.	
Jay Young asked for clarification as to how the proposed data elements could be mandatory but not have a validation rule impact. Connor Briggs responded that if the mandatory data elements SUBJECT-AREA and COURSE-DESCRIPTION are not included in the file, the file would fail the file manager validation.	
With no other questions, Nancy called for a motion**.**	
Jay Young made a motion to approve the following changes proposed in the Student Transcript Changes for Dashboards proposal for the 2019-2020 school year:	
• **Add the existing data element E1186 SUBJECT-AREA to the CourseTranscriptExtension Complex Type as mandatory in the InterchangeStudentTranscriptExtension for Dashboards.** • **Add the existing data element E1187 COURSE-DESCRIPTION to the CourseTranscriptExtension complex type in the InterchangeStudentTranscriptExtension as mandatory for Dashboards.** • **Add guidance in TEDS Section 2.1 and 2.4 related to E1186 SUBJECT-AREA and E1187 COURSE-DESCRIPTION.**	
Keitha Ivey seconded the motion.	
The motion passed unanimously.	
Economically Disadvantaged NSLP Guidance Updates for the 2019-2020 School Year	**Discussion Item**
Melissa Lemons presented the Economically Disadvantaged **National School Lunch Program** (NSLP) Guidance Updates to the committee. Melissa stated that TEA worked closely with the Texas Department of Agriculture (TDA) to develop this table. With this discussion item, TEA is seeking feedback regarding the proposed ECONOMIC-DISADVANTAGE-CODE guidance updates to be published in TEDS Section 2.4.	
Nancy Dunnam opened the floor to questions regarding the proposal.	
Nancy Dunnam asked how direct certified students should be coded for the ECONOMIC-DISADVANTAGE-CODE. Melissa Lemons directed the committee to review the proposed table to determine the answer. (See Exhibit 1.) Melissa explained that the first thing to determine is which NSLP program the campus is using to determine student eligibility for the NSLP (i.e. Traditional Claiming, Provision 2, or Community Eligibility Provision (CEP)); these are displayed across the top of the table. Once the reader finds the claiming method, they can read down the columns to find the description that matches the situation and then read to the leftmost column to find the associated ECONOMIC-DISADVANTAGE-CODE. A student on the direct certification list would be reported with an Economic-Disadvantage-Code of either '01 – Free' or '02 – Reduced-priced' depending on the category the student is located.	
Nancy Dunnam stated that the conflict she faces in her region comes from the Child Nutrition department. She asked if the information provided in TEDS will be disbursed to everyone. Melissa Lemons responded that the guidance provided in TEDS should be used to determine how to code a student with the ECONOMIC-DISADVANTAGE-CODE beginning in the 2019-2020 school year. Nancy clarified that the Child Nutrition department has indicated that prekindergarten students should be coded as '99 – Other Economic Disadvantage' and not '01- Free' or '02-Reduced-price'. Melissa responded that for the 2018-2019 school year, LEAs should code their students as the guidance suggests in Section 2.4/8.2.4.	
Keitha Ivey stated that the chart refers to the official Free and Reduced-price Meal Application, which her district has told her she is unable to use for her prekindergarten students since they are automatically entitled to a free lunch. She stated that her district created a locally developed form and asked if it is interchangeable between the official Free and Reduced-price Meal Application. Bryce Templeton responded that it is	

important to keep in mind that two separate things are being determined with regards to the ECONOMIC-DISADVANTAGE-CODE:

1. If the student qualifies for prekindergarten
2. If the student is economically disadvantaged.

Bryce continued, when determining whether or not a child is eligible for prekindergarten, the locally developed form should be used. However, to determine economically disadvantaged status, a locally developed form or the official Free and Reduced-price Meal Application may be used depending on the NSLP-TYPE-CODE the campus is using. Bryce reiterated that LEAs are not supposed to use the official Free and Reduced-price Meal Application to determine prekindergarten eligibility.

Keitha Ivey stated that the official Free and Reduced-price Meal Application should be used to determine the student's economic disadvantaged status but regardless of the results, if the student is in a state-funded public prekindergarten program, they are eligible for free meals. Bryce confirmed that even if a prekindergarten student does not meet the criteria for economic disadvantaged status, the student will be eligible for free meals. He continued stating that a separate prekindergarten application must be filled out that is different from the official Free and Reduced-price Meal Application to determine economic disadvantage status of students applying for prekindergarten enrollment.

Keith Ivey said that her district's food service staff have stated that the official Free and Reduced-price Meal Application cannot be collected for prekindergarten students because they are already eligible for free meals. Bryce Templeton responded that prekindergarten students can and should fill out the official Free and Reduced-price Meal Application because not filling out the form could penalize the school district on the e-rate discount. The e-rate discount calculation is based on the economic disadvantage codes 01 and 02. Nancy Dunnam added that this disconnect is happening all over the state of Texas. Keitha stated that her food service staff indicated that the Texas Department of Agriculture advised her district that they were not allowed to use the official Free and Reduced-price Meal Application.

Debbie Largent inquired as to whether an LEA could use their own locally developed form to determine the economically disadvantaged status of a student. Bryce Templeton responded that if an LEA is using a locally developed form, it can only be used to determine whether or not a student is economically disadvantaged (i.e. whether to report a student with an ECONOMIC-DISADVANTAGE-CODE '00 – Not Identified as Economically Disadvantaged' or '99 – Other Economic Disadvantage'). A locally developed form cannot be used to determine eligibility for free or reduced-price meals. The criteria are similar but not exactly the same between federal criteria and the state criteria. Bryce added that the TEDS group will go back to the TDA to inquire about the claim by some districts that they have been told by TDA that they are not allowed to collect the official Free and Reduced-price Meal Application for prekindergarten students.

Keitha Ivey asked if the providing of free meals for all state-funded public prekindergarten students is for the 2018-2019 school year only. Bryce Templeton responded that he was unsure if the free meals would extend beyond the current school year.

Keitha Ivey asked for clarification of her understanding that since the locally developed form can only be used to determine if a student should be used to determine whether a student should be coded a '00 – Not Identified as Economically Disadvantaged' or '99 – Other Economic Disadvantage', that these students would not count towards the e-rate discount. Bryce Templeton confirmed Keitha's statement saying that a student's economic disadvantage status must be determined by the official Free and Reduced-price Meal Application or by direct certification to count for the e-rate discount computation.

Peggy Sullivan asked if the 2018-2019 school year direct certification lists already include students who are eligible for reduced-price meals. Melissa Lemons responded that direct certification lists for Medicaid Reduced-price meals are already in use for the 2018-2019 school year but that the guidance currently in TEDS should be used for the remainder of the school year. Bryce Templeton added that for the 2018-2019 school year, TEA is

advising students on any direct certification list be coded a '01 – Free'. For the 2019-2020 school year, students on a direct certification list will be coded either a '01- Free' or '02- Reduced-price'. Bryce Templeton restated that the TEDS group would reach out to the TDA regarding prekindergarten students. Nancy Dunnam suggested that ITF committee members contact Bryce Templeton or Melissa Lemons via email with any questions they would like included.	
Other Business	**Discussion Item**
Upcoming ITF Meetings December 11, 2018 Bryce Templeton stated to the committee that it is important to attend this meeting due to one of the items on the agenda being a proposal to remove the Classroom Link from the PEIMS Summer Submission and to split the collection of this information into a new TSDS collection. January 15, 2019 March 5, 2019 April 9, 2019	

Exhibit 1

	Child Nutrition Program - School Lunch Programs		
Economic Disadvantage Code	National School Lunch Program Options		
	Traditional Claiming	Provision 2	Communi
	Overview of Traditional Claiming • Distribute official Free and Reduced-Price Meal Application form. • Review enrolled students against all direct certification lists for free or reduced-price lunch eligibility. • Each month schools submit a report to the Texas Department of Agriculture (TDA) indicating the highest number of eligible Free and Reduced-Price NSLP students along with information related to the number of Free and Reduced-Price meals served to the school population. • The above activities are performed with each new school year and for each student that enrolls during the school year.	**Overview of Provision 2** First (Base) year of cycle: • Distribute official Free and Reduced-Price Meal Application form for the first (base) year of provision 2. • Review enrolled students against all direct certification lists for free or reduced-price lunch eligibility for the first (base) year of provision 2. Second and subsequent years of cycle: • Distribute a locally developed income survey form to all new students and students who withdrew and returned to enrollment who do not have continuous enrollment in the school district/charter.	**Overview of Co** • Review enrolled studer reduced-price lunch eli • Distribute a locally dev not on a direct certifica each student that enrol • Although the CEP prog to receive free meals, s disadvantage code for certification lists and th

	Child Nutrition Program - School Lunch Programs		
Economic Disadvantage Code	**National School Lunch Program Options**		
	Traditional Claiming	**Provision 2**	**Commun**
00 (Not identified As Economically Disadvantaged)	• The official Free and Reduced-Price Meal Application is not returned. • Income on the official Free and Reduced-Price Meal Application form is too high.	First (Base) year of cycle: • The official Free and Reduced-Price Meal Application is not returned. • Income on the official Free and Reduced-Price Meal Application is too high. Second and subsequent years of cycle: • Roll code '00' students who are continuously enrolled to code '00' in second and subsequent years of Provision 2 cycle. • All students who are not identified as economically disadvantaged for any school year during the Provision 2 program are reported with Economic Disadvantage Code '00' (Not identified As Economically Disadvantaged). • Students who are new to the LEA who do not return the locally developed income survey form or whose household income on the form is too high.	• Student is not on any o free or reduced-price lu • The locally developed • Income on the locally d
01 (Eligible for Free Meals)	• Income on the official Free and Reduced-Price Meal Application qualifies student for free lunch/breakfast. • Student is on direct certification list for as eligible for a free lunch/breakfast.	First (Base) year of cycle: • Income on the official Free and Reduced-Price Meal Application qualifies student for free lunch/breakfast. • Student is on one of the direct certification lists as eligible for a free lunch/breakfast. Second and subsequent years of cycle: • Roll code '01' students from base year who are continuously enrolled to code '01' in second year and subsequent years of Provision 2 cycle.	Each new school year: • Student is on one lunch/breakfast.

	Child Nutrition Program - School Lunch Programs		
Economic Disadvantage Code	**National School Lunch Program Options**		
	Traditional Claiming	**Provision 2**	**Commun...**
02 (Eligible for Reduced-price Meals)	• Income on the official Free and Reduced-Price Meal Application qualifies student for reduced-price lunch/breakfast. • Student is on direct certification list for a Medicaid Reduced-price lunch/breakfast.	First (Base) year of cycle: • Income on the official Free and Reduced-Price Meal Application qualifies student for reduced-price lunch/breakfast. • Student is on direct certification list for a Medicaid Reduced-price lunch/breakfast. Second and subsequent years of cycle: • Roll code '02' students from base year who are continuously enrolled to code '02' in second year and subsequent years of Provision 2 cycle.	Each new school year: • Student is on one reduced-price lun...
99 (Other Economic Disadvantage)	• N/A – All enrolled students should be assessed via a direct certification list or the official Free and Reduced-Price Meal Application.	First (Base) year of cycle: • Economic Disadvantage Code 99 is not used in the first (base) year of cycle. Second and subsequent years of cycle: • Use a locally developed income survey form to determine economic disadvantage status (00 or 99) for students that are new to the school and for students who withdrew and returned to enrollment who do not have continuous enrollment in the school district/charter school. • All new students identified as economically disadvantaged in the second and subsequent years of a Provision 2 program must be reported with Economic Disadvantage Code '99' (Other Economic Disadvantage).	• Student is not on any ... free or reduced-price lu... provided on the locally ... or reduced-price lunch...

- The economic disadvantaged determination process is exclusive of a school's ability to provide prekindergarten students with a free lunch on the basis of being enrolled in a state-funded prekindergarten program.
- The economic disadvantaged data collected through PEIMS does not determine the compensatory funding for a school district or charter school.
- The economic disadvantaged data collected through PEIMS is used as part of the eRate computation.