Texas Education Agency
Policy Committee on Public Education Information
Tuesday, October 2, 2018

Wm. B. Travis Building, PDC7
1701 N. Congress Avenue
10:00 a.m. – 2:00 p.m.

Meeting Minutes

Call Meeting to Order   **Lisa Garcia**

Lisa Garcia called the PCPEI meeting to order at 10:01 a.m.

Roll call of the PCPEI members attending the meeting was taken by Melissa Lemons.

PCPEI Members Present:

Lisa Garcia – Point Isabel ISD	Andrew Kim – Comal ISD
Paul Clore – Gregory-Portland ISD	Danny Lovett – ESC Region 5
John Allen – Frankston ISD	Cody Newcomb – Center Point ISD
Charlotte Baker – ESC Region 3	Orlando Riddick – Midland ISD
Mary Beth Matula (alternate) – ESC Region 3	Damon Jackson (alternate) – Lubbock ISD
Patti Blue – Gustine ISD	Matt Yeager (alternate)– Royse City ISD
Evelyn Jenkins (alternate) – ESC Region 16	Scott Lewis (alternate) – Legislative Budget Board (LBB)
Carolyn Counce – Texas Association of School Boards	Marcos Zorola (alternate)– North East ISD

PCPEI Members Present via GoToMeeting:

Mary Morgan (alternate) – ESC Region 11	Jennifer Carver (alternate) – ESC Region 20
Sharon Wermuth – San Angelo ISD	Nanette Power (alternate) – Texarkana ISD

TEA Staff Present:

Melody Parrish – Deputy Commissioner of Technology	Kathy Adaky – ITS-BMD
Terri Hanson – Director of ITS Business Management Division (BMD)	Nicole Schuessler – ITS-BMD
Leanne Simons – ITS-BMD	Melissa Lemons – ITS-BMD
Bryce Templeton – ITS-BMD	Jonel Peralta – Division of Special Education
Scott Johnson – ITS-BMD	David Perry – Federal Fiscal Compliance and Reporting Division
Candice DeSantis – ITS-BMD	Jamie Crowe – Executive Director of Performance Reporting

Michele Elledge – ITS-BMD	Heather Justice – Division Director of College, Career, Military Preparation (CCMP)
Rhonda Williams – ITS-BMD	Steve Smith -- CCMP

TEA Staff Present via GoToMeeting:

Jeanine Helms ITS-BMD	John Reese ITS-BMD

Approve Meeting Minutes from the May 5, 2018 PCPEI Meeting   **Action Item**

Lisa Garcia asked for a motion to approve the meeting minutes from the May 5, 2018 meeting as presented. Paul Clore made a motion to approve the May 5, 2018 meeting minutes as presented. Andrew Kim seconded the motion.

The motion passed unanimously.

**Information Task Force (ITF) Report to the
Policy Committee on Public Education Information (PCPEI)
For the August 21, 2018 and September 18, 2018 ITF Meetings**

Part A: August 21, 2018

1. Residential Facility (RF) Tracker (2019-2020)   **Action Item**

On April 15, 2004, the United States District Court issued a decision in the *Angel G. vs. Texas Education Agency* lawsuit and found that the Texas Education Agency (TEA) must develop a new monitoring system to ensure that students with disabilities, residing in residential facilities (RFs), received a free, appropriate public education (FAPE). On May 17, 2004, TEA filed a Notice of Appeal in the United States Court of Appeals for the Fifth Circuit. During the pendency of the appeal, the parties agreed to the entry of a consent decree to resolve the disputes and to achieve a common goal of developing and implementing an effective monitoring system. The consent decree was filed with the District Court on August 8, 2005, with an automatic expiration date of December 31, 2010, unless either party requested that the District Court extend the term of the consent decree. Neither party requested an extension.

As a result of the findings identified in the implementation of the consent decree, the agency identified an ongoing need to oversee and monitor the programs provided to students with disabilities who reside in Residential Facilities (RFs). Accordingly, the commissioner of education established the RF Monitoring (RFM) system (Residential Facility Tracker (RF Tracker)), through which the TEA meets its federal and state special education monitoring obligations for this population. In accordance with 19 Texas Administrative Code (TAC) §97.1072, the RF Tracker system is aligned to the greatest extent possible with existing systems of program monitoring and provides for standards and procedures for monitoring the special education programs provided to students with disabilities residing in RFs. Additionally, the system provides for the implementation of continuous improvement strategies, interventions, and sanctions to improve local education agency (LEA) performance and compliance with federal and state special education requirements for a unique and vulnerable population of students who often have limited access to family members who can advocate for their educational needs.

The definition of an RF for the purposes of the RFM system is a facility that provides 24-hour custody or care of students who reside in the facility for detention, treatment, foster care, or any noneducational purpose. An RF does not include traditional foster homes licensed by the Texas Department of Family and Protective Services (DFPS) as Foster Family Homes (Independent).

Overview:

LEAs serving students with disabilities who reside in RFs located within the LEAs' geographic boundaries and/or jurisdictions use RF Tracker system in order to gain compliance with TAC §97.1072; these are referred to as RF LEAs. Other state agencies that provide special education and related services to students with disabilities are not required to use RF Tracker.

Since the initial launch of the RF Tracker system, the data elements collected have changed. Initially, many data elements that were collected in the RF Tracker system were also collected in PEIMS. Senate Bill 1, General Appropriations Act, Rider 70, 2013 (84th), required most of these duplicate data elements to be deleted from RF Tracker. This created gaps in RF Tracker reports making the application less effective for LEAs and TEA. In addition, changes implemented as a result of Rider 70 did not fully eliminate duplicate data collection between systems; to maintain usability of RF Tracker, some data elements collected in PEIMS remained in RF Tracker. To resolve these issues of redundant data collection and to enhance the usability of RF Tracker, the RF Tracker data collection will be moved to TSDS. This change was authorized by SB 2080 (85th).

ITF Discussion:

Prior to presenting the Residential Facility (RF) Tracker proposal, Terri Hanson directed the ITF committee members to the Texas Student Data System (TSDS) Components Diagram focusing on the Operational Data Store (ODS). Terri explained that the goal all along has been for the ODS to be a true data warehouse. Loading data to the ODS was never intended merely to be the first step in submitting data for a specific collection. Rather, the intent was that LEAs would load data on an ongoing basis and when it was time to do PEIMS or other reporting, the LEA would promote data from the ODS; the ODS would reflect the data in the LEA's source

systems. To use PEIMS submission data for the RF Tracker collection (and other collections to be proposed in the future), effective dating will start being added to the TSDS and PEIMS collections.

Kathy Adaky presented the RF Tracker proposal to the committee, first explaining that currently the Residential Facility (RF) Tracker data is collected through a stand-alone RF Tracker application. With the passage of Senate Bill 2080 (85th), TEA is required to migrate the RF Tracker data collection to the TSDS system. The committee was then given a few minutes to review the Background and Overview sections as presented in the proposal. Kathy then presented the changes required to migrate the RF Tracker data collection into the TSDS system.

Kathy Adaky stated that the following proposal would amend the TSDS Core Collection to include Residential Facility (RF) Tracker data. She explained that the RF Tracker collection will open in August and close in July and that LEAs will be able to submit data throughout the year. The data collected from PEIMS Summer and TSDS will be used for this collection. She said that effective dating will be used to allow for the retrieval of data at a point in time.

TEA proposed the following changes (Note: new complex types and data elements are indicated in **bold**):

1. **Add a new ResidentialFacilityExtension complex type to include the following data elements:**
   - **E1627 RESIDENTIAL-FACILITY-ID**
   - **E1628 NUMBER-PERSONS-RESIDING**
   - E0212 DISTRICT-ID

Dara Fuller asked whether districts will add data regarding residential facilities to AskTED or through a TIMS ticket.

Peggy Sullivan asked for clarification on who will be responsible for entering the residential facilities into AskTED. Leanne Simons stated that currently LEAs enter the residential facilities into the existing RF Tracker system but to make the process consistent with other organizations, this process may change. TEA is currently reviewing this process with the AskTED group and a solution will be determined at a later date.

Regarding E1628 NUMBER-PERSONS-RESIDING (E1628), Peggy Sullivan asked if the number would be cumulative for the entire school year or on a given day. Tammy Pearcy, TEA Special Education Division, responded that it will be an average number of residents throughout the year. She then said that over time, as TEA continues to monitor the data, the information may be prepopulated but for now, the LEA will supply an average number. She ended by stating that the number of persons in residential facilities fluctuates throughout the year and that her division will provide guidance on reporting the average. Kathy Adaky interjected that this guidance will be added to Texas Education Data Standards (TEDS) Section 2 for the 2019-2020 school year.

2. Use LocalEducationAgencyExtension complex type
   - E0212 DISTRICT-ID
   - E0213 DISTRICT-NAME

3. Use SchoolExtension complex type
   - E0266 CAMPUS-ID
   - E0267 CAMPUS-NAME
   - E1240 ORGANIZATION-CATEGORY
   - E0212 DISTRICT-ID

Student Data (Submitted through InterchangeStudentParentExtension)

1. Use StudentExtension Complex Type
   - E1523 TX-UNIQUE-STUDENT-ID
   - E1090 STUDENT-IDENTIFICATION-SYSTEM
   - E0001 STUDENT-ID
   - E0703 FIRST-NAME
   - E0705 LAST-NAME
   - E0006 DATE-OF-BIRTH
   - E0212 DISTRICT-ID

Add a new StudentResidentialFacilityAssociationExtension Complex Type to include the following data elements:

- E1523 TX-UNIQUE-STUDENT-ID
- **E1627 RESIDENTIAL-FACILITY-ID**
- **E1630 DATE-ENTERED-RF**
- **E1631 DATE-EXITED-RF**
- **E1632 EFFECTIVE-DATE**
- E0017 GRADE-LEVEL-CODE
- E0782 CAMPUS-ID-OF-ENROLLMENT
- **E1633 ATTENDANCE-ZONE-CAMPUS**
- **E1634 EDUCATED-AT-RESIDENTIAL-FACILITY**
- **E1635 SURROGATE-PARENT-ASSIGNED**
- **E1636 NUMBER-OTHER-STUDENTS-ASSIGNED-SAME-SURROGATE-PARENT**
- **E1637 RESIDENTIAL-FACILITY-STUDENT-SCHOOL-DAY-LENGTH**
- **E1638 CAMPUS-ID-OF-ENROLLMENT-SCHOOL-DAY-LENGTH**
- **E1639 PRIOR-INSTRUCTIONAL-SETTING-CODE**

Kathy Adaky stated that EFFECTIVE-DATE (E1632) would capture the date in which the values of the data elements in the complex type were assigned to the student. If there was a change to any data within the complex type, the LEA would need to submit the complex with the updated information and corresponding effective date of the change.

PEIMS Summer Collection

Organization Data (Submitted through InterchangeEducationOrganizationExtension)

1. Use LocalEducationAgencyExtension Complex Type
   - E0212 DISTRICT-ID
   - E0213 DISTRICT-NAME
   - E1240 ORGANIZATION-CATEGORY
2. Use SchoolExtension Complex Type
   - E0266 CAMPUS-ID
   - E0267 CAMPUS-NAME

Student Data (Submitted through InterchangeStudentExtension)

1. Use StudentExtension Complex Type
   - E1523 TX-UNIQUE-STUDENT-ID
   - E0703 FIRST-NAME
   - E0704 MIDDLE-NAME
   - E0705 LAST-NAME
   - E0006 DATE-OF-BIRTH
   - E0706 GENERATION-CODE
   - E0004 SEX-CODE
   - E1064 HISPANIC-LATINO-CODE
   - E1059 AMERICAN-INDIAN-ALASKA-NATIVE-CODE
   - E1060 ASIAN-CODE
   - E1061 BLACK-AFRICAN-AMERICAN-CODE
   - E1062 NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE
   - E1063 WHITE-CODE
   - **E1629 RESIDENTIAL-FACILITY-INDICATOR**

Kathy Adaky explained that the RESIDENTIAL-FACILITY-INDICATOR (E1629) would indicate whether the student receiving special education services resides in a residential facility. If the data is reported as "FALSE," then the StudentResidentialFacilityAssociationExtension complex type should not be reported. If the student is reported as "TRUE," then the StudentResidentialFacilityAssociationExtension must be reported.

Student Special Education Data (Submitted through InterchangeStudentProgramExtension)

1. Use StudentSpecialEdProgramAssociationExtension Complex Type (This complex type will now be submitted in the PEIMS Summer Collection.)

- E1523 TX-UNIQUE-STUDENT-ID
- E0212 DISTRICT-ID
- **E1632 EFFECTIVE-DATE (SpecialEducation)**
- **E1632 EFFECTIVE-DATE (Disability)**
- E0041 PRIMARY-DISABILITY-CODE
- E0834 SECONDARY-DISABILITY-CODE
- E0835 TERTIARY-DISABILITY-CODE
- E0173 INSTRUCTIONAL-SETTING-CODE
- **E1632 EFFECTIVE-DATE (Services)**
- E0997 ASSISTIVE-TECH-INDICATOR-CODE
- E0838 AUDIOLOGICAL-SERV-IND-CODE
- E0840 COUNSELING-SERVICES-IND-CODE
- E0900 EARLY-CHILDHOOD-INTERV-IND-CODE
- E1040 INTERPRETING-SERVICES-TYPE-CODE
- E0841 MEDICAL-DIAGNOSTIC-SERV-IND-CODE
- E0843 OCCUPATIONAL-THERAPY-IND-CODE
- E0844 ORIENT-MOBILITY-TRNG-IND-CODE
- E0845 PHYSICAL-THERAPY-IND-CODE
- E0899 PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD
- E0846 PSYCHOLOGICAL-SERVICES-IND-CODE
- E0847 RECREATION-IND-CODE
- E0833 REG-DAY-SCH-PROG-DEAF-CODE
- E0848 SCHOOL-HEALTH-SERVICES-IND-CODE
- E0849 SOCIAL-WORK-SERVICES-IND-CODE
- E0857 SPEECH-THERAPY-INDICATOR-CODE
- E0851 TRANSPORTATION-INDICATOR-CODE

Kathy Adaky stated that the StudentSpecialEdProgramAssociationExtension complex type is already collected in the PEIMS Fall Collection and will be added to the PEIMS Summer Collection. She then pointed out that the proposed EFFECTIVE-DATE (E1632) data element will be collected for three separate purposes within the complex type. The first EFFECTIVE-DATE (E1632) (Special Education) will be used when there is an INSTRUCTIONAL-SETTING-CODE (E0173) change. The second EFFECTIVE-DATE (E1632) (Disability) will be used when the Primary (E0041), Secondary (E0834), or Tertiary (E0835) disability codes have changed. The third EFFECTIVE-DATE (E1632) (Services) will be used when the student's special education services have changed. Kathy stated that any changes to this complex type would require the LEA to submit the complex type with updated information.

Kathy explained that the addition of effective dating to the PEIMS Fall Collection is for consistency. She continued that the PEIMS Fall effective date must be less than or equal to the PEIMS Fall snapshot date. Only one StudentSpecialEdProgramAssociationExtension complex type can be reported for a student and it should reflect the values of the special ed data elements in effect on the snapshot date

Kathy said that for the PEIMS Summer Collection, the LEAs will report the complex type for any student that was reported as special education at any time during the school year. Multiple StudentSpecialEdProgramAssociationExtension complex types may be submitted for one student if the values of the special ed data elements change during the school year.

Peggy Sullivan asked if the data that we are proposing to collect is in the existing RF Tracker system. Kathy Adaky stated that it is the same data. Peggy then asked if all the data is collected in the RF Tracker system including the special education records with services and disabilities. Tammy Pearcy clarified that this information is not being collected, but rather pulled from the PEIMS Fall Submission. This proposal, if approved through the data governance process, provides more up-to-date information for better monitoring.

Lynn Heatherly asked why some of the data elements are boolean. Kathy Adaky stated that TSDS uses the boolean data type. Peggy Sullivan asked why the C088 code table could not be used instead of the proposed boolean value. Terri Hanson stated that the main reason is because this data is being collected through TSDS and C088 is a table used for PEIMS. She also stated that SIS vendors could speak to how boolean data elements are collected in their system, but to the end user the difference between using the C088 versus boolean is not apparent. The use of the boolean value will be consistent with how TSDS currently works and will likely be used more often in the future.

Lynn Heatherly inquired about how often TEA is expecting data to be submitted. Tammy Pearcy stated that it is at the LEAs discretion as the data is collected annually but the most updated information makes the monitoring for a facility more useful. Tammy added that her division will be monitoring the data throughout the school year. Bryce Templeton pointed out that the collection opens in August and closes in July giving the LEAs ample amount of time to submit data. He continued by saying TEA would encourage LEAs to load often. The frequency could be daily, weekly, monthly, or even each time a student enters or leaves a residential facility. Tammy Pearcy stated that the current RF Tracker guidance states that the RF Tracker system should be updated in real time so that the most up-to-date information is available for monitoring purposes.

Peggy Sullivan asked for an approximate number of students currently reported through the RF Tracker system. Tammy Pearcy stated that the numbers vary by LEA but currently 150 LEAs have reported special education students at residential facilities. For the 2017-2018 school year, there were 1500 unique residential facilities in the state of Texas. Tammy then stated that the number of students at these facilities fluctuates greatly throughout the year, but she approximated that between 50,000 – 100,000 students were at a residential facility in the 2017-2018 school year. Tammy concluded that there is close monitoring of these facilities due to the fluctuating numbers for a given month.

Peggy Sullivan asked how a student would be reported if they were enrolled in one LEA (ex. Dallas ISD) but lived in a residential facility in another LEA (ex. Waco ISD). Tammy Pearcy responded that when a student is placed at a residential facility in another LEA, the student would be enrolled in the LEA in which the residential facility is geographically located while residing in the residential facility. The LEAs do not have decision making authority in the placement process. The students that are placed in a residential facility may have been placed by the Department of Family and Protective Services (DFPS), adjudicated to a residential facility, or possibly placed by a parent or guardian. When the student is placed at a residential facility, the facility knows to contact the school district and begin the enrollment process. An exception to this would be in a situation where the Admission, Review, and Dismissal (ARD) process places the student in a facility outside of their LEA. The LEA where the student is currently enrolled would still be providing the public education to the student. There are residential facilities that operate under one entity but are geographically located in different LEAs. Guidance will be provided in the future for these situations.

Nancy Dunnam stated that a flow chart would clarify the process better. Terri Hanson suggested that the flow chart contain the Attendance Zone Campus (E1633) and the Residential Facility ID (E1627) data elements. Kathy Adaky stated that a flow chart could be added to Section 2/8.2 of the Texas Education Data Standards (TEDS).

Nancy Smith asked for clarification regarding the Start Date and the Effective Date. Kathy Adaky stated that the DATE-ENTERED-RF (E1630) and E1631 DATE-EXITED-RF (E1631) are used to capture when the student initially entered or exited the residential facility while the EFFECTIVE-DATE (E1632) is used to capture changes that have occurred. Kathy reiterated that if there is a change, the LEA should submit the complex type with the appropriate effective date and the updated information.

ITF Action:

The ITF committee made a recommendation to approve the Texas Education Data Standards (TEDS) and Texas Student Data System (TSDS) changes proposed in the Residential Facility (RF) Tracker proposal which includes:

1. **Add a new ResidentialFacilityExtension complex type to include the following data elements:**

   - **E1627 RESIDENTIAL-FACILITY-ID**
   - **E1628 NUMBER-PERSONS-RESIDING**

- E0212 DISTRICT-ID

2. Use LocalEducationAgencyExtension complex type

- E0212 DISTRICT-ID
- E0213 DISTRICT-NAME

3. Use SchoolExtension complex type

- E0266 CAMPUS-ID
- E0267 CAMPUS-NAME
- E1240 ORGANIZATION-CATEGORY
- E0212 DISTRICT-ID

Student Data (Submitted through InterchangeStudentParentExtension)

Use StudentExtension Complex Type

- E1523 TX-UNIQUE-STUDENT-ID
- E1090 STUDENT-IDENTIFICATION-SYSTEM
- E0001 STUDENT-ID
- E0703 FIRST-NAME
- E0705 LAST-NAME
- E0006 DATE-OF-BIRTH
- E0212 DISTRICT-ID

Add a new StudentResidentialFacilityAssociationExtension Complex Type to include the following data elements:

- E1523 TX-UNIQUE-STUDENT-ID
- **E1627 RESIDENTIAL-FACILITY-ID**
- **E1630 DATE-ENTERED-RF**
- **E1631 DATE-EXITED-RF**
- **E1632 EFFECTIVE-DATE**
- E0017 GRADE-LEVEL-CODE
- E0782 CAMPUS-ID-OF-ENROLLMENT
- **E1633 ATTENDANCE-ZONE-CAMPUS**
- **E1634 EDUCATED-AT-RESIDENTIAL-FACILITY**
- **E1635 SURROGATE-PARENT-ASSIGNED**
- **E1636 NUMBER-OTHER-STUDENTS-ASSIGNED-SAME-SURROGATE-PARENT**
- **E1637 RESIDENTIAL-FACILITY-STUDENT-SCHOOL-DAY-LENGTH**
- **E1638 CAMPUS-ID-OF-ENROLLMENT-SCHOOL-DAY-LENGTH**
- **E1639 PRIOR-INSTRUCTIONAL-SETTING-CODE**

PEIMS Summer Collection

Organization Data (Submitted through InterchangeEducationOrganizationExtension)

1. Use LocalEducationAgencyExtension Complex Type

- E0212 DISTRICT-ID
- E0213 DISTRICT-NAME
- E1240 ORGANIZATION-CATEGORY

2. Use SchoolExtension Complex Type
- E0266 CAMPUS-ID
- E0267 CAMPUS-NAME

Student Data (Submitted through InterchangeStudentExtension)

1. Use StudentExtension Complex Type

- E1523 TX-UNIQUE-STUDENT-ID

- E0703 FIRST-NAME
- E0704 MIDDLE-NAME
- E0705 LAST-NAME
- E0006 DATE-OF-BIRTH
- E0706 GENERATION-CODE
- E0004 SEX-CODE
- E1064 HISPANIC-LATINO-CODE
- E1059 AMERICAN-INDIAN-ALASKA-NATIVE-CODE
- E1060 ASIAN-CODE
- E1061 BLACK-AFRICAN-AMERICAN-CODE
- E1062 NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE
- E1063 WHITE-CODE
- **E1629 RESIDENTIAL-FACILITY-INDICATOR**

Student Special Education Data (Submitted through InterchangeStudentProgramExtension)

1. Use StudentSpecialEdProgramAssociationExtension Complex Type (This complex type will now be submitted in the PEIMS Summer Collection.)

- E1523 TX-UNIQUE-STUDENT-ID
- E0212 DISTRICT-ID
- **E1632 EFFECTIVE-DATE (SpecialEducation)**
- **E1632 EFFECTIVE-DATE (Disability)**
- E0041 PRIMARY-DISABILITY-CODE
- E0834 SECONDARY-DISABILITY-CODE
- E0835 TERTIARY-DISABILITY-CODE
- E0173 INSTRUCTIONAL-SETTING-CODE
- **E1632 EFFECTIVE-DATE (Services)**
- E0997 ASSISTIVE-TECH-INDICATOR-CODE
- E0838 AUDIOLOGICAL-SERV-IND-CODE
- E0840 COUNSELING-SERVICES-IND-CODE
- E0900 EARLY-CHILDHOOD-INTERV-IND-CODE
- E1040 INTERPRETING-SERVICES-TYPE-CODE
- E0841 MEDICAL-DIAGNOSTIC-SERV-IND-CODE
- E0843 OCCUPATIONAL-THERAPY-IND-CODE
- E0844 ORIENT-MOBILITY-TRNG-IND-CODE
- E0845 PHYSICAL-THERAPY-IND-CODE
- E0899 PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD
- E0846 PSYCHOLOGICAL-SERVICES-IND-CODE
- E0847 RECREATION-IND-CODE
- E0833 REG-DAY-SCH-PROG-DEAF-CODE
- E0848 SCHOOL-HEALTH-SERVICES-IND-CODE
- E0849 SOCIAL-WORK-SERVICES-IND-CODE
- E0857 SPEECH-THERAPY-INDICATOR-CODE
- E0851 TRANSPORTATION-INDICATOR-CODE

PCPEI Discussion:

Bryce Templeton presented the Residential Facility (RF) Tracker proposal to the PCPEI members along with the recommendation made by the ITF committee.

Evelyn Jenkins asked if this data would be collected in the PEIMS Fall Submission or if it would be a new collection. Terri Hanson stated that RF Tracker will be a new TSDS Collection. The residential facility information will be loaded into the TSDS Collection and the special education information will be loaded into the PEIMS Summer Submission and then joined together for the RF Tracker Collection.

Evelyn Jenkins asked about the timeline of the RF Tracker Collection. Candice DeSantis stated that an official end date has not yet been determined but it will be in July of each year. Terri Hanson stated that goal is for LEAs to load data into TSDS as they are enrolling and serving students at residential facilities. This is due to the fact that these students are monitored by the Special Education Division throughout the year to make sure they are served accordingly. At the end of the school year the LEAs will complete their submission.

Mary Beth Matula asked if the data would come from the LEA's Student Information System (SIS). Terri Hanson replied that the demographic and special education will already be in the SIS, but as to whether the residential facility information is added to the SIS, this will be a decision between the LEA and the SIS vendor.

Paul Clore asked how error checking will work for RF Tracker. Terri Hanson stated that there will be validations to verify data as it is promoted to the RF Tracker data mart. The validation process will be similar to the PEIMS validation process and may duplicate some of the same validations that exist in PEIMS.

Mary Beth Matula asked if the RF Tracker Collection will be similar to how the Early Childhood Data System (ECDS) works. Terri Hanson confirmed that RF Tracker will be similar to ECDS.

Evelyn Jenkins asked if there will be different approval roles. Terri Hanson stated that Education Service Centers (ESCs) will have monitoring roles to see where LEAs are in the process of the RF Tracker Collection but the ESCs will not be accepting the data as they do in PEIMS. Evelyn asked if once the submission is completed the LEA is done. Terri Hanson stated that yes, once completed the LEA is done. Leanne Simons added that the ESC approver role is not currently included in the existing RF Tracker application. Leanne also stated that the residential facility information currently is added manually into the existing RF application, but TEA is working with the AskTED group to have the existing residential facility information (residential facility id, name, address, contact information, security facility) migrated from the RF Tracker application to AskTED. For new residential facilities, the residential facility information will not be submitted in an organization file but instead, entered in AskTED. The details of how new residential facilities will be added to AskTED are still being worked out. Terri added that the NUMBER-PERSONS-RESIDING is being collected through the InterchangeEducationOrganizationExtension because the number fluctuates throughout the year.

Evelyn Jenkins asked if the data would be entered into their SIS and extracted from there. Terri Hanson stated that the SIS will create the extracts for TSDS and PEIMS that will be uploaded.

Danny Lovett asked, since much of this information is medical in nature, if there were any Health Insurance Portability and Accountability Act (HIPAA) concerns. Bryce Templeton stated that TEA is already collecting this data – nothing new is being collected, so therefore, there are no additional HIPAA concerns. Terri Hanson added that the information cannot be accessed without going through the secure TEA login (TEAL).

With no other questions, Lisa Garcia requested a motion to take action on the proposal.

After the PCPEI meeting it was confirmed that the superintendent would be able to request an extension in the new TSDS Core Collection. It was also confirmed that the Special Education Director at the LEA will continue to be the completer for the data collection.

PCPEI Action:

Motion:

Paul Clore made a motion to approve the recommendation made by the ITF committee which is: To approve the Texas Education Data Standards (TEDS) and Texas Student Data System (TSDS) changes proposed for the Residential Facility (RF) Tracker Collection which includes:

1. **Add a new ResidentialFacilityExtension complex type to include the following data elements:**

   - **E1627 RESIDENTIAL-FACILITY-ID**
   - **E1628 NUMBER-PERSONS-RESIDING**
   - E0212 DISTRICT-ID

2. Use LocalEducationAgencyExtension complex type

   - E0212 DISTRICT-ID
   - E0213 DISTRICT-NAME

3. Use SchoolExtension complex type

- E0266 CAMPUS-ID
- E0267 CAMPUS-NAME
- E1240 ORGANIZATION-CATEGORY
- E0212 DISTRICT-ID

Student Data (Submitted through InterchangeStudentParentExtension)

Use StudentExtension Complex Type

- E1523 TX-UNIQUE-STUDENT-ID
- E1090 STUDENT-IDENTIFICATION-SYSTEM
- E0001 STUDENT-ID
- E0703 FIRST-NAME
- E0705 LAST-NAME
- E0006 DATE-OF-BIRTH
- E0212 DISTRICT-ID

Add a new StudentResidentialFacilityAssociationExtension Complex Type to include the following data elements:

- E1523 TX-UNIQUE-STUDENT-ID
- **E1627 RESIDENTIAL-FACILITY-ID**
- **E1630 DATE-ENTERED-RF**
- **E1631 DATE-EXITED-RF**
- **E1632 EFFECTIVE-DATE**
- E0017 GRADE-LEVEL-CODE
- E0782 CAMPUS-ID-OF-ENROLLMENT
- **E1633 ATTENDANCE-ZONE-CAMPUS**
- **E1634 EDUCATED-AT-RESIDENTIAL-FACILITY**
- **E1635 SURROGATE-PARENT-ASSIGNED**
- **E1636 NUMBER-OTHER-STUDENTS-ASSIGNED-SAME-SURROGATE-PARENT**
- **E1637 RESIDENTIAL-FACILITY-STUDENT-SCHOOL-DAY-LENGTH**
- **E1638 CAMPUS-ID-OF-ENROLLMENT-SCHOOL-DAY-LENGTH**
- **E1639 PRIOR-INSTRUCTIONAL-SETTING-CODE**

PEIMS Summer Collection

Organization Data (Submitted through InterchangeEducationOrganizationExtension)

1. Use LocalEducationAgencyExtension Complex Type

- E0212 DISTRICT-ID
- E0213 DISTRICT-NAME
- E1240 ORGANIZATION-CATEGORY
2. Use SchoolExtension Complex Type
- E0266 CAMPUS-ID
- E0267 CAMPUS-NAME

Student Data (Submitted through InterchangeStudentExtension)

1. Use StudentExtension Complex Type

- E1523 TX-UNIQUE-STUDENT-ID
- E0703 FIRST-NAME
- E0704 MIDDLE-NAME
- E0705 LAST-NAME
- E0006 DATE-OF-BIRTH
- E0706 GENERATION-CODE
- E0004 SEX-CODE
- E1064 HISPANIC-LATINO-CODE

- E1059 AMERICAN-INDIAN-ALASKA-NATIVE-CODE
- E1060 ASIAN-CODE
- E1061 BLACK-AFRICAN-AMERICAN-CODE
- E1062 NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE
- E1063 WHITE-CODE
- **E1629 RESIDENTIAL-FACILITY-INDICATOR**

Student Special Education Data (Submitted through InterchangeStudentProgramExtension)

1. Use StudentSpecialEdProgramAssociationExtension Complex Type (This complex type will now be submitted in the PEIMS Summer Collection.)

- E1523 TX-UNIQUE-STUDENT-ID
- E0212 DISTRICT-ID
- **E1632 EFFECTIVE-DATE (SpecialEducation)**
- **E1632 EFFECTIVE-DATE (Disability)**
- E0041 PRIMARY-DISABILITY-CODE
- E0834 SECONDARY-DISABILITY-CODE
- E0835 TERTIARY-DISABILITY-CODE
- E0173 INSTRUCTIONAL-SETTING-CODE
- **E1632 EFFECTIVE-DATE (Services)**
- E0997 ASSISTIVE-TECH-INDICATOR-CODE
- E0838 AUDIOLOGICAL-SERV-IND-CODE
- E0840 COUNSELING-SERVICES-IND-CODE
- E0900 EARLY-CHILDHOOD-INTERV-IND-CODE
- E1040 INTERPRETING-SERVICES-TYPE-CODE
- E0841 MEDICAL-DIAGNOSTIC-SERV-IND-CODE
- E0843 OCCUPATIONAL-THERAPY-IND-CODE
- E0844 ORIENT-MOBILITY-TRNG-IND-CODE
- E0845 PHYSICAL-THERAPY-IND-CODE
- E0899 PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD
- E0846 PSYCHOLOGICAL-SERVICES-IND-CODE
- E0847 RECREATION-IND-CODE
- E0833 REG-DAY-SCH-PROG-DEAF-CODE
- E0848 SCHOOL-HEALTH-SERVICES-IND-CODE
- E0849 SOCIAL-WORK-SERVICES-IND-CODE
- E0857 SPEECH-THERAPY-INDICATOR-CODE
- E0851 TRANSPORTATION-INDICATOR-CODE

Charlotte Baker seconded the motion.

Vote:

The motion passed unanimously.

Part B: September 18, 2018

1. State Performance Plan Indicator-14 (SPPI-14)   **Action Item**

Each state is required to develop a six-year performance plan that evaluates the state's efforts to implement the requirements and purposes of the Individuals with Disabilities Education Act of 2004 (IDEA 2004), Section 616(b). The State Performance Plan (SPP) illustrates how the state will continuously improve upon this implementation and includes updates through the Annual Performance Report (APR) submitted annually each February.

In alignment with IDEA, the US Department of Education Office of Special Education Programs (ED/OSEP) identifies five monitoring priorities within the SPP and 20 indicators associated with these monitoring priorities.

- Monitoring Priority: Free Appropriate Public Education in the Least Restrictive Environment

  - Graduation (Indicator 1)
  - Dropout (Indicator 2)
  - Participation and Performance on Statewide Assessment (Indicator 3A-C)
  - Suspension/Expulsion (Indicator 4A-C)
  - Educational Environment, Ages 6-21 (Indicator 5A-C)
  - Educational Environment, Ages 3-5 (Indicator 6A-B)
  - Early Childhood Outcomes (Indicator 7A-C)
  - Parent Participation (Indicator 8)

- Monitoring Priority: Disproportionality
  - Disproportionality in the special education program (Indicator 9)
  - Disproportionality by specific disability (Indicator 10)

- Monitoring Priority: Effective General Supervision Part B/Child Find
  - Child Find (Indicator 11)

- Monitoring Priority: Effective General Supervision Part B/Effective Transition
  - Early Childhood Transition (Indicator 12)
  - Secondary Transition (Indicator 13)
  - **Post-School Outcomes (Indicator 14A-C)**

- Monitoring Priority: Effective General Supervision Part B/General Supervision
  - Resolution Sessions (Indicator 15)
  - Mediation (Indicator 16)
  - State Systemic Improvement Plan (SSIP) (Indicator 17)

Overview:
Indicator 14 of the SPP requires that a Post-School Outcomes Survey be distributed to persons who received special education services prior to exiting high school. The primary purpose of the survey is to provide a clear measure of post-school results of youth with disabilities as they transition from high school to adult life. The survey results are submitted to the Office of Special Education Programs (OSEP). The State Performance Plan Indicator 14 (SPPI-14) Collection will obtain student and parent/guardian contact information for the purpose of sending out the survey to a random sample of recipients.

Indicator 14 measures the percent of youth who are no longer in secondary school, had Individualized Education Plans (IEPs) in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school
B. Enrolled in higher education or competitively employed within one year of leaving high school
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Annual SPPI-14 data is currently submitted through the SPPI-14 application. The application collects demographic data, disability data from the prior year summer, and student and parent contact information. Local

Education Agencies (LEAs) are currently required to submit data for a sample of their students that should be surveyed. The data is required to be submitted for students with disabilities who:

- Were enrolled in Grades 9-12 in the previous school year and;
- Have dropped out, graduated, or completed a GED and;
- Are being reported as Leavers in the current school year.

The SPPI-14 project aims to absorb the existing SPPI-14 Collection into TSDS to streamline the process and decrease the duplicative reporting burden on LEAs. LEAs will no longer need to submit a sample of eligible students, rather they will submit data for all eligible students. This will provide a more robust set of data and allow more students identified to be surveyed, rather than just a sample of a sample. The SPPI-14 Collection will gather contact information for both the student and the student's parent or guardian. The Texas Education Agency (TEA) program area will provide the data to a 3rd party vendor who will send out the Post-School Outcomes Survey.

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

ITF Discussion:

Nicole Schuessler presented the SPPI-14 proposal to the ITF committee. She began by stating that the United States Department of Education Office of Special Education Programs (ED/OSEP) identifies five monitoring priorities within the State Performance Plan (SPP) and 20 indicators including post-school outcomes (SPPI 14 A-C). SPPI-14 requires that a Post-School Outcomes Survey be distributed to persons who received special education services prior to exiting high school. Nicole explained that the primary purpose of the survey is to provide a clear measure of post-school results of youth with disabilities as they transition from high school to adult life. The survey results are submitted to the US Department of Education Office of Special Education Programs (OSEP).

Nicole explained that SPPI-14 data is currently submitted through the SPPI-14 application. Via this application, local education agencies (LEAs) are currently required to submit student demographic and disability data along with student and parent contact information for a sample of their students with disabilities who were enrolled in high school in the previous school year and are reported as leavers in the current school year. Nicole explained that the Texas Education Agency (TEA) proposes to migrate the existing SPPI-14 Collection to TSDS to decrease the duplicative reporting burden on LEAs. She continued by stating that LEAs will no longer submit a sample of eligible students and instead, will submit data for all students, resulting in a more robust set of data and allow more students identified to be surveyed.

Nicole stated, that for the 2019-2020 school year, TEA proposes to amend the TSDS Core Collection to include the SPPI-14 Collection. Data from PEIMS Fall and the TSDS Collection will be used. LEAs may begin promoting SPPI-14 data in October of each year, after the TSDS PEIMS snapshot date. All SPPI-14 data must be submitted by the 3rd Thursday of February each year.

The SPPI-14 Collection will also use data for students who are identified as having received special education services in the prior year PEIMS Summer data collection. The student must have been reported with a Special Education Indicator Code of "1" and also identified as a Leaver in the current year PEIMS Fall data collection with Leaver Reason codes "01 - Graduated From A Campus In This District Or Charter", "24 - College, Pursue Associate's or Bachelor's Degree", "88 - Court-ordered to a GED program, has not earned a GED", "90 - Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children", or "98 - Other".

Students who are identified as having received special education services will be retrieved from TEA's main database, known as "MAINPRD." The SPPI-14 Collection will use the most current/latest Effective Date from the MAINPRD database. LEAs will **not** have to resubmit PEIMS Summer data.

Nancy Dunnam asked for an explanation of the use of effective dates in the data collection as there are multiple new members who may not be familiar with the RF Tracker proposal (ITF approved August 21, 2018) and effective dating.

Terri Hanson explained that the RF Tracker proposal adds the StudentSpecialEdProgramAssociationExtension complex type to the PEIMS Summer Collection and includes effective dates. These effective dates will capture when a student's instructional setting (TX-EffectiveDateSpEd), disability (TX-EffectiveDateDisabilities), or services change (TX-EffectiveDateServices). The addition of effective dates will assist in determining a student's special education picture at any time during the school year.

Nicole indicated that for the 2019-2020 school year reporting, effective dating will not be in place for the 2018-2019 PEIMS Summer Collection therefore, special education data will be pulled from the discipline and/or restraint data in MAINPRD, if applicable.

Nicole directed the ITF committee to the proposed changes. Nicole advised that the data elements promoted for SPPI-14 are **bolded**.

PEIMS Fall Collection

Organization Data (Submitted through InterchangeEducationOrganizationExtension)

1. Use LocalEducationAgencyExtension Complex Type

   - **E0212 DISTRICT-ID**
   - **E0213 DISTRICT-NAME**

2. Use SchoolExtension Complex Type

   - **E0266 CAMPUS-ID**
   - **E0267 CAMPUS-NAME**

Student Data (Submitted through InterchangeStudentExtension)

1. Use StudentExtension Complex Type

   - **E1523 TX-UNIQUE-STUDENT-ID**
   - **E0703 FIRST-NAME**
   - **E0704 MIDDLE-NAME**
   - **E0705 LAST-NAME**
   - **E0706 GENERATION-CODE**
   - **E0006 DATE-OF-BIRTH**
   - **E0004 SEX-CODE**
   - **E1064 HISPANIC-LATINO-CODE**
   - **E1059 AMERICAN-INDIAN-ALASKA-NATIVE-CODE**
   - **E1060 ASIAN-CODE**
   - **E1061 BLACK-AFRICAN AMERICAN-CODE**
   - **E1062 NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE**
   - **E1063 WHITE-CODE**

Student Enrollment Data (Submitted through InterchangeStudentEnrollmentExtension)

1. Use SchoolLeaverExtension Complex Type

   - **E1523 TX-UNIQUE-STUDENT-ID**
   - **E1001 LEAVER-REASON-CODE**
   - **E1589 MILITARY-ENLISTMENT-INDICATOR-CODE**

TSDS Collection

To include the SPPI-14 data in the TSDS Core Collection, it is necessary that the additional complex types be loaded into TSDS.

Organization Data (Submitted through InterchangeEducationOrganizationExtension)

1. Use LocalEducationAgencyExtension Complex Type:

   - E0212 DISTRICT-ID
   - E0213 DISTRICT-NAME

2. Use SchoolExtension Complex Type

   - E0266 CAMPUS-ID
   - E0267 CAMPUS-NAME

Student and Parent Data (Submitted through InterchangeStudentParentExtension)

1. Use StudentExtension Complex Type:

   - E1523 TX-UNIQUE-STUDENT-ID
   - E1090 STUDENT-IDENTIFICATION-SYSTEM
   - E0001 STUDENT-ID
   - E0703 FIRST-NAME
   - E0705 LAST-NAME
   - E0006 DATE-OF-BIRTH
   - E0212 DISTRICT-ID
   - **E1113 ADDRESS-TYPE**
   - **E1114 STREET-NUMBER-NAME**
   - **E1117 CITY**
   - **E1118 STATE-ABBREVIATION**
   - **E1119 POSTAL-CODE**
   - **E1122 COUNTRY-CODE**
   - **E1455 TELEPHONE-NUMBER-TYPE**
   - **E1269 TELEPHONE-NUMBER**
   - **E1242 EMAIL-ADDRESS-TYPE**
   - **E1243 EMAIL-ADDRESS**

2. Use Parent Complex Type:

   - E1324 PARENT-ID
   - **E0703 FIRST-NAME**
   - **E0704 MIDDLE-NAME**
   - **E0705 LAST-NAME**
   - **E0706 GENERATION-CODE**
   - **E1113 ADDRESS-TYPE**
   - **E1114 STREET-NUMBER-NAME**
   - **E1117 CITY**
   - **E1118 STATE-ABBREVIATION**
   - **E1119 POSTAL-CODE**
   - **E1122 COUNTRY-CODE**
   - **E1455 TELEPHONE-NUMBER-TYPE**
   - **E1269 TELEPHONE-NUMBER**
   - **E1242 EMAIL-ADDRESS-TYPE**
   - **E1243 EMAIL-ADDRESS**

3. Use StudentParentAssociation Complex Type (to associate a student to a parent)

   - E1423 RELATION
   - **E1427 CONTACT-PRIORITY**

Create a new report: SPPO-000-001 – TSDS SPPI-14 Student Roster Report (see the TSDS Collection Reports Impact section for a sample report).

Nicole walked the committee through the SPPI-14 Data Submission Process flowchart. Nicole pointed out the key dates for the 2019-2020 school year: PEIMS Summer Submission closes in July 2019, PEIMS Fall Submission closes January 2020, and SPPI-14 Submission closes in February 2020. Nicole said that the Parent Contact Information and the Student Contact Information are currently collected but not used. Candice DeSantis clarified that the Parent Contact Information and Student Contact Information is used for studentGPS® Dashboards.

Jay Young asked if LEAs currently using studentGPS® Dashboards will have to submit any new data elements. Nicole said that LEAs will not have to submit any new data if they are currently using the Dashboards.

David McKamie asked when the survey window opens and closes. Tammy Pearcy stated that the survey window is between April 1st and August 15th of each year and is administered after the student has been out of school for a year. Tammy continued, that currently the LEAs decide which student to submit in the SPPI-14 Collection and if this proposal is approved will provide a complete dataset of students eligible to be surveyed.

David McKamie stated that his understanding is that the current process is tedious and mostly a manual process for a very small survey sample. Tammy stated currently it is difficult to report federally and the demographic representation is not truly representative of the state since the student outcomes vary greatly by severity of disability and geographic location.

Nicole continued to review the proposal and explained that contact information will be collected regardless of whether the contact information has been requested to be withheld, as this data is for federal reporting requirements and not for solicitation purposes.

Nicole showed the committee the proposed roster report which includes basic demographic information along with primary and secondary contact information.

Nicole briefly went through the validation rules needed explaining that the these still need to be written.

Jay Young asked if for the StudentParentAssociation complex type, if there is more than one contact submitted, would the CONTACT-PRIORITY (E1427) be mandatory? Candice DeSantis stated that it is not mandatory in the XSD, but a validation rule will support this requirement. Jay asked if it would be a fatal level rule. Candice confirmed that the rule would be a fatal.

David McKamie asked about the data submission approval process stating that the LEA certifier is typically the special education director. He continued, asking if the TSDS process will be a big change for those that currently submit the SPPI-14 data. Candice DeSantis responded that the TSDS approval process currently stops at the Data Approver role; the superintendent does not have to certify the data. Once everything is in 'Complete' status, the program area will then be sent the data. Nancy Dunnam requested that this information be published in the Texas Education Data Standards (TEDS). David added that some districts will move this process over to the PEIMS Coordinator. Candice stated that an enhancement could be done in the future to include superintendent approval.

David McKamie asked if the Special Education Division is considering indicators 6 - Educational Environment, Ages 3-5, 7 - Early Childhood Outcomes, and 11 - Child Find. Tammy Pearcy stated that her division is looking at these indicators. She continued, that with TSDS, the potential is there, especially with the availability to create events. David then asked about the data that is currently collected in the SPPI-14 application that are not mentioned in the TSDS SPPI-14 proposal. Tammy indicated that due to lack of funding, the SPPI-14 application was not updated when federal reporting requirements changed. However, with the migration to TSDS, only required data will be collected.

Peggy Sullivan asked for verification that the new complex types do not promote to the PEIMS Data Mart (PDM). Nicole confirmed that the SPPI-14 data will not go to the PDM.

Dara Fuller asked if parents will be assigned unique IDs. Candice DeSantis stated that the extract will need a random ID assigned but that this will come from the vendor's student information system.

ITF Action:

The ITF committee made a recommendation to approve the Texas Education Data Standards (TEDS) and Texas Student Data System (TSDS) changes proposed in the SPPI-14 proposal which includes:

PEIMS Fall Collection

Organization Data (Submitted through InterchangeEducationOrganizationExtension)

1. Use LocalEducationAgencyExtension Complex Type

    - **E0212 DISTRICT-ID**
    - **E0213 DISTRICT-NAME**

2. Use SchoolExtension Complex Type

    - **E0266 CAMPUS-ID**
    - **E0267 CAMPUS-NAME**

    Student Data (Submitted through InterchangeStudentExtension)

1. Use StudentExtension Complex Type

    - **E1523 TX-UNIQUE-STUDENT-ID**
    - **E0703 FIRST-NAME**
    - **E0704 MIDDLE-NAME**
    - **E0705 LAST-NAME**
    - **E0706 GENERATION-CODE**
    - **E0006 DATE-OF-BIRTH**
    - **E0004 SEX-CODE**
    - **E1064 HISPANIC-LATINO-CODE**
    - **E1059 AMERICAN-INDIAN-ALASKA-NATIVE-CODE**
    - **E1060 ASIAN-CODE**
    - **E1061 BLACK-AFRICAN AMERICAN-CODE**
    - **E1062 NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE**
    - **E1063 WHITE-CODE**

Student Enrollment Data (Submitted through InterchangeStudentEnrollmentExtension)

1. Use SchoolLeaverExtension Complex Type

    - **E1523 TX-UNIQUE-STUDENT-ID**
    - **E1001 LEAVER-REASON-CODE**
    - **E1589 MILITARY-ENLISTMENT-INDICATOR-CODE**

    TSDS Collection

To include the SPPI-14 data in the TSDS Core Collection, it is necessary that the additional complex types be loaded into TSDS.

Organization Data (Submitted through InterchangeEducationOrganizationExtension)

1. Use LocalEducationAgencyExtension Complex Type:

    - E0212 DISTRICT-ID
    - E0213 DISTRICT-NAME

2. Use SchoolExtension Complex Type
   - E0266 CAMPUS-ID
   - E0267 CAMPUS-NAME

Student and Parent Data (Submitted through InterchangeStudentParentExtension)

1. Use StudentExtension Complex Type:
   - E1523 TX-UNIQUE-STUDENT-ID
   - E1090 STUDENT-IDENTIFICATION-SYSTEM
   - E0001 STUDENT-ID
   - E0703 FIRST-NAME
   - E0705 LAST-NAME
   - E0006 DATE-OF-BIRTH
   - E0212 DISTRICT-ID
   - **E1113 ADDRESS-TYPE**
   - **E1114 STREET-NUMBER-NAME**
   - **E1117 CITY**
   - **E1118 STATE-ABBREVIATION**
   - **E1119 POSTAL-CODE**
   - **E1122 COUNTRY-CODE**
   - **E1455 TELEPHONE-NUMBER-TYPE**
   - **E1269 TELEPHONE-NUMBER**
   - **E1242 EMAIL-ADDRESS-TYPE**
   - **E1243 EMAIL-ADDRESS**

2. Use Parent Complex Type:
   - E1324 PARENT-ID
   - **E0703 FIRST-NAME**
   - **E0704 MIDDLE-NAME**
   - **E0705 LAST-NAME**
   - **E0706 GENERATION-CODE**
   - **E1113 ADDRESS-TYPE**
   - **E1114 STREET-NUMBER-NAME**
   - **E1117 CITY**
   - **E1118 STATE-ABBREVIATION**
   - **E1119 POSTAL-CODE**
   - **E1122 COUNTRY-CODE**
   - **E1455 TELEPHONE-NUMBER-TYPE**
   - **E1269 TELEPHONE-NUMBER**
   - **E1242 EMAIL-ADDRESS-TYPE**
   - **E1243 EMAIL-ADDRESS**

3. Use StudentParentAssociation Complex Type (to associate a student to a parent)
   - E1423 RELATION
   - **E1427 CONTACT-PRIORITY**

Create a new report: SPPO-000-001 – TSDS SPPI-14 Student Roster Report (see the TSDS Collection Reports Impact section for a sample report).

PCPEI Discussion:

Bryce Templeton presented the SPPI-14 proposal to the PCPEI members along with the recommendation made by the ITF committee.

Paul Clore inquired about the reference to "competitive employment" and how that is defined. Jonel Peralta, TEA Special Education Division, stated that she did not know the exact answer but that she was fairly certain that competitive employment refers to the person earning at least minimum wage in a position. Evelyn Jenkins asked if this data was already collected. Jonel responded that the data is currently collected. Paul Clore asked if the definitions of competitive employment is available. Jonel confirmed that the definition is available.

Terri Hanson pointed out that by bringing the SPPI-14 collection into TSDS, the LEA is no longer selecting which student's contact information is sent but rather all special education students that meet the previously referenced criteria are submitted. The survey contractor will then take a sample of all submitted data. Jonel Peralta stated that in the past, when districts selected the sample of students, the results did not accurately reflect the demographics of the population of the students to be surveyed, but this will change with the collection migration to TSDS.

Paul Clore asked about a reference in the SPPI-14 ITF Discussion section of the ITF Report to PCPEI regarding whether superintendents would be required to approve the SPPI-14 submission. Bryce Templeton stated that when the data is completed it is considered finalized. The ITF had questions about the feasibility in the future of having the superintendent approve the data submission as is done with the PEIMS data submission process. Terri Hanson stated that the Data Approver role is not in the proposed workflow because currently the superintendent does not approve the data submitted in the SPPI-14 application. Once the person responsible for the SPPI-14 submission selects 'complete', the workflow ends. The ITF committee asked TEA to consider making the Data Approver role part of the SPPI-14 data submission process in the future. Evelyn Jenkins asked what the timeline was for the SPPI-14 Collection. Terri Hanson stated that due to the reliance on PEIMS Fall data, the SPPI-14 Collection will close after the PEIMS Fall Resubmission. The key dates for this collection can be found in the SPPI-14 Data Submission Process flow chart located in the SPPI-14 proposal (page 8). It was noted that the SPPI-14 Collection will include students who are identified as having received Special Education services in the prior year PEIMS Summer Collection with a Special Education Indicator Code of "1" and are also identified as a Leaver in the current year PEIMS Fall data collection with Leaver Reason codes "01", "24", "88", "90", or "98".

Matt Yeager asked if SPPI-14 is a full, separate collection. Terri Hanson responded that the contact information and demographic information would need to be loaded into TSDS. Leanne Simons added that if the district is already using studentGPS® Dashboards then some of this information is already loaded. Melody Parrish stated that both the RF Tracker and SPPI-14 Collections are separate collections for LEAs. The integration of these two collections into TSDS will help alleviate the burden of these collections.

Mary Beth Matula asked if the SPPI-14 Collection is one of the 160 collections to be migrated to TSDS. Melody Parrish stated that it is in fact, one of the 160 collections that is to be migrated to TSDS. It was also added that we now have close to 200 data collections.

With no other questions, Lisa Garcia requested a motion to take action on the proposal.

After the PCPEI meeting it was confirmed that the superintendent would be able to request an extension in the new TSDS Core Collection. It was also confirmed that the Special Education Director at the LEA will continue to be the completer for the data collection.

PCPEI Action:

Motion:

John Allen made a motion to approve the ITF recommendation to approve the Texas Education Data Standards (TEDS) and Texas Student Data System (TSDS) changes proposed for the SPPI-14 Collection which includes:

PEIMS Fall Collection

Organization Data (Submitted through InterchangeEducationOrganizationExtension)

1. Use LocalEducationAgencyExtension Complex Type

   - **E0212 DISTRICT-ID**
   - **E0213 DISTRICT-NAME**

2. Use SchoolExtension Complex Type

   - **E0266 CAMPUS-ID**
   - **E0267 CAMPUS-NAME**

   Student Data (Submitted through InterchangeStudentExtension)

1. Use StudentExtension Complex Type

   - **E1523 TX-UNIQUE-STUDENT-ID**
   - **E0703 FIRST-NAME**
   - **E0704 MIDDLE-NAME**
   - **E0705 LAST-NAME**
   - **E0706 GENERATION-CODE**
   - **E0006 DATE-OF-BIRTH**
   - **E0004 SEX-CODE**
   - **E1064 HISPANIC-LATINO-CODE**
   - **E1059 AMERICAN-INDIAN-ALASKA-NATIVE-CODE**
   - **E1060 ASIAN-CODE**
   - **E1061 BLACK-AFRICAN AMERICAN-CODE**
   - **E1062 NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE**
   - **E1063 WHITE-CODE**

Student Enrollment Data (Submitted through InterchangeStudentEnrollmentExtension)

1. Use SchoolLeaverExtension Complex Type

   - **E1523 TX-UNIQUE-STUDENT-ID**
   - **E1001 LEAVER-REASON-CODE**
   - **E1589 MILITARY-ENLISTMENT-INDICATOR-CODE**

   TSDS Collection

To include the SPPI-14 data in the TSDS Core Collection, it is necessary that the additional complex types be loaded into TSDS.

Organization Data (Submitted through InterchangeEducationOrganizationExtension)

1. Use LocalEducationAgencyExtension Complex Type:

   - E0212 DISTRICT-ID
   - E0213 DISTRICT-NAME

2. Use SchoolExtension Complex Type
   - E0266 CAMPUS-ID
   - E0267 CAMPUS-NAME

Student and Parent Data (Submitted through InterchangeStudentParentExtension)

1. Use StudentExtension Complex Type:

- E1523 TX-UNIQUE-STUDENT-ID
- E1090 STUDENT-IDENTIFICATION-SYSTEM
- E0001 STUDENT-ID
- E0703 FIRST-NAME
- E0705 LAST-NAME
- E0006 DATE-OF-BIRTH
- E0212 DISTRICT-ID
- **E1113 ADDRESS-TYPE**
- **E1114 STREET-NUMBER-NAME**
- **E1117 CITY**
- **E1118 STATE-ABBREVIATION**
- **E1119 POSTAL-CODE**
- **E1122 COUNTRY-CODE**
- **E1455 TELEPHONE-NUMBER-TYPE**
- **E1269 TELEPHONE-NUMBER**
- **E1242 EMAIL-ADDRESS-TYPE**
- **E1243 EMAIL-ADDRESS**

2. Use Parent Complex Type:
   - E1324 PARENT-ID
   - **E0703 FIRST-NAME**
   - **E0704 MIDDLE-NAME**
   - **E0705 LAST-NAME**
   - **E0706 GENERATION-CODE**
   - **E1113 ADDRESS-TYPE**
   - **E1114 STREET-NUMBER-NAME**
   - **E1117 CITY**
   - **E1118 STATE-ABBREVIATION**
   - **E1119 POSTAL-CODE**
   - **E1122 COUNTRY-CODE**
   - **E1455 TELEPHONE-NUMBER-TYPE**
   - **E1269 TELEPHONE-NUMBER**
   - **E1242 EMAIL-ADDRESS-TYPE**
   - **E1243 EMAIL-ADDRESS**

3. Use StudentParentAssociation Complex Type (to associate a student to a parent)
   - E1423 RELATION
   - **E1427 CONTACT-PRIORITY**

Create a new report: SPPO-000-001 – TSDS SPPI-14 Student Roster Report (see the TSDS Collection Reports Impact section for a sample report).

Danny Lovett seconded the motion.

Vote:

The motion passed unanimously.

2. Student Special Education and LEP Program Reporting   **Action Item**

For any students receiving special education services for which a discipline removal was reported during the school year, federal regulations require the reporting of:

- Primary disability
- Multiply disabled status
- Limited English Proficiency (LEP) status

During the 2015-2016 Data Governance process that started with the October 13, 2015 ITF meeting, a proposal was approved which implemented the following changes for the 2016-2017 school year:

Added data elements:	To:
PRIMARY-DISABILITY-CODE, MULTIPLY-DISABLED-INDICATOR-CODE, LEP-INDICATOR- CODE	StudentDisciplineIncidentAssociation Complex Type – Submission 3
Removed data element(s):	**From:**
PRIMARY-DISABILITY-CODE, MULTIPLY-DISABLED-INDICATOR-CODE	StudentSpecialEdProgramAssociationExtension Complex Type - Submission 3
LEP-INDICATOR- CODE	StudentCharacteristicsType Complex Type - Submission 4

These changes ensured that TEA would no longer collect these three data elements for students who were receiving special education services but who were not reported with a disciplinary removal in the Student Disciplinary Interchange.

While this data collection design seemed efficient, Texas public schools have experienced difficulty in accurately reporting this data due to timing issues related to the movement of students into or out of the special education program during the due process procedures related to a disciplinary incident. For example, anytime a special education student moved into or out of the special education program during the processing of a disciplinary incident, the special education disability codes could not be true for all of the disciplinary actions because each disciplinary action contains a unique Date of Disciplinary Action. As a result, the federal reporting of this data has not been precise been due to the timing issues stated above and the inability of the TEA to enforce "fatal" data validation rules to ensure accurate reporting.

At the August 21, 2018 ITF meeting, a proposal to add the StudentSpecialEdProgramAssociationExtension Complex Type to PEIMS Summer Collection was approved for the purpose of collecting special education data for students in residential facilities (RF Tracker). With the return of the StudentSpecialEdProgramAssociationExtension Complex Type to PEIMS Summer Collection for the RF Tracker collection, TEA is proposing to revert back to the former collection method for special education students and join the applicable special education program students who had a disciplinary removal to determine the students that should be reported under the federal reporting rules. That is; special education students who also had a disciplinary removal aggregated by primary disability, multiply disabled status, and LEP status. With the addition of EFFECTIVE-DATE (E1632) on the StudentSpecialEdProgramAssociationExtension Complex Type, the special education status (Primary Disability Code and Multiply Disabled Code) of a student at the point in time a disciplinary action occurs can always be determined, eliminating the issues experienced with the 2015-2016 changes to the StudentDisciplineIncidentAssociation Complex Type.

Overview:

As a result of the changes made to the Summer Submission complexes loaded to the ODS for the RF Tracker Collection, the PRIMARY-DISABILITY-CODE and MULTIPLY-DISABLED-INDICATOR-CODE would be available on the StudentSpecialEdProgramAssociationExtension Complex Type to be collected in PEIMS Summer Collection in the PEIMS Data Mart in the 2019-2020 school year. In addition, the LEP-INDICATOR-CODE is currently also collected in the StudentCharacteristicsType Complex Type for other purposes.

Therefore, TEA is proposing to eliminate the collection of PRIMARY-DISABILITY-CODE, MULTIPLY-DISABLED-INDICATOR-CODE, and LEP-INDICATOR-CODES from the StudentDisciplineIncidentAssociation Complex Type. The LEP-INDICATOR-CODE would remain unchanged on the StudentCharacteristicsType Complex Type. By eliminating this redundant data collection, data integrity will be improved and the data reporting burden on LEAs is reduced by not struggling with how to code the special education characteristic for disciplinary removals when a student moves into or out of the special education program during the due process procedures for a disciplinary incident.

ITF Discussion:

Michele Elledge presented the Student Special Education and LEP Program Reporting proposal to the ITF committee. She began by explaining that federal reporting requirements require the reporting of the primary disability, multiply disabled indicator status and LEP indicator for any student receiving special education services that had a disciplinary incident that resulted in a removal. She continued with a historical account of the collection of the PRIMARY-DISABILITY-CODE, MULTIPLY-DISABLED-INDICATOR-CODE, and the LEP-INDICATOR-CODE. During the 2015-2016 data governance process, the decision was made to move these data elements from the StudentSpecialEdProgramAssociationExtension complex type (PRIMARY-DISABILITY-CODE and MULTIPLY-DISABLED-INDICATOR-CODE) and TX-StudentCharacteristics (LEP-INDICATOR-CODE) complex type to the StudentDisciplineIncidentAssociation complex type. At the time this change was made, it was thought that having this information together in one complex would simplify identifying the information required for federal reporting, however this change presented some issues. Michele explained that the StudentDisciplineIncidentAssociation is only reported once for a discipline incident, but a discipline incident can have one or more associated discipline actions which are reported on the DisciplineActionExtension Complex Type. As discipline actions occur, a student can move in or out of special education and/or their primary disability and multiply disabled indicators can change. If a student has a disciplinary removal, the PRIMARY-DISABILITY-CODE and MULTIPLY-DISABLED-INDICATOR-CODE reported on the StudentDisciplineIncidentAssociation complex type at the time the discipline incident occurred may not be true when the discipline removal occurs.

Michele pointed out that with the ITF committee approval of the addition of the StudentSpecialEdProgramAssociationExtension complex type to the PEIMS Summer Collection beginning in 2019-2020 for Residential Facility Tracker, there is an opportunity to use this complex and the associated effective dates to determine a student's PRIMARY-DISABILITY-CODE and MULTIPLY-DISABLED-INDICATOR-CODE at any point in time. She also reminded everyone that the LEP-INDICATOR-CODE reported on the StudentExtension complex type usually does not change during the school year. By joining this data with disciplinary removals for students receiving special education services and using the dates on both the disciplinary and special education disability data, TEA's Special Education Division would be able to determine the information required to be submitted for federal reporting.

Michele presented the proposal items as follows:

For the 2019-2020 school year, TEA is proposing the following changes:

1. Remove the following elements from the StudentDisciplineIncidentAssociation complex type:

- E0041 PRIMARY-DISABILITY-CODE
- E0882 MULTIPLY-DISABLED-INDICATOR-CODE
- E0790 LEP-INDICATOR-CODE

2. Use the StudentSpecialEdProgramAssociationExtension Complex Type data being collected beginning in 2019-2020 in PEIMS Summer Collection for

- TX-UNIQUE-STUDENT-ID, DISTRICT-ID
- EFFECTIVE-DATE (TX-EffectiveDateSpEd)
- EFFECTIVE-DATE (TX-EffectiveDateDisabilities)
- PRIMARY-DISABILITY-CODE
- MULTIPLY-DISABLED-INDICATOR-CODE.

3. Use the existing LEP-INDICATOR-CODE submitted in the StudentExtension Complex Type for federal discipline reporting.

4. Evaluate associated TSDS PEIMS reports for updates.

5. Add and update data validation rules to support the addition and removal of data elements and complex types.

Michele explained that this revision will eliminate duplicate reporting and improve data integrity.

Jay Young asked if there could be multiple effective dates in an instance where a student's primary disability changed over the school year while the services remain the same. Michele responded that yes, there could be multiple effective dates using Jay's scenario. Candice DeSantis elaborated, stating that the main effective date (TX-EffectiveDateSpEd) applies to the main elements in the complex type while the other two effective dates apply to the nested complex types (TX-EffectiveDateDisabilities and TX-EffectiveDateServices).

Jay Young asked if the LEA would need to create an exit record if a student exited from special education. Terri Hanson responded that an exit record would be specific to how the SIS handled exiting the student. In the extract, the exit date would be the effective date for being dismissed from special education and all other values would be zero or null.

Peggy Sullivan asked about students who are perhaps still LEP at the beginning of the year as they have not yet transitioned to first-year monitored. Barbara Kennedy explained that English Language Learners (ELLs) are exited at the end of the school year although some PEIMS coding may not be entered until the beginning of the following school year (ex. TELPAS scores released late). In a situation where a student has transferred into a new district, a district is awaiting TELPAS scores, or another similar scenario where all of the information is not available at the beginning of the school year, once the information is available, the student can be coded as exited from LEP status.

Tammy Pearcy added that previously, if a student was not receiving special education services and a discipline incident occurred and the student started receiving special education services, the data would not be utilized due to the limitations of the Special Education Division's ability to determine a student's special education status as discipline actions occurred. Tammy stated that upwards of 6,000 students could not be matched to determine if they were identified as special education at the time of a discipline action. The use of effective dates will eliminate confusion and the incident counts will be better matched.

Dianne Borreson asked if TEA will be counting instances where the students are just LEP. Tammy Pearcy responded that LEP is one of the sub--categories reported but they would not be reporting the data unless the student is also receiving special education services.

Jay Young asked what would happen if a special education student is Identified as LEP (code 1) for the first few days of school and not "Student Exited From LEP Status - Monitored 1 (M1) (code F)" due to the LEA waiting on scores to come in, and during that time, a discipline incident occurs. For PEIMS reporting, what would be reported for LEP – code 1 or code F? Terri Hanson added that for the PEIMS Fall Collection, the student would be coded with an F for the PEIMS Fall Collection but would need to go back and figure out how the student should be coded for the PEIMS Summer Collection. Bryce Templeton stated that there is a data validation rule that requires students reported with bilingual/ESL attendance to be reported as LEP in Submission 3. TEA will review this rule in light of the TELPAS results being late and schools being permitted to dismiss students from LEP status at the beginning of the 2018-2019 school year.

ITF Action:

The ITF committee made a recommendation to approve the Texas Education Data Standards (TEDS) and Texas Student Data System (TSDS) changes proposed in the Student Special Education and LEP Program Reporting proposal which includes:

1. Remove the following elements from the StudentDisciplineIncidentAssociation complex type:

- E0041 PRIMARY-DISABILITY-CODE
- E0882 MULTIPLY-DISABLED-INDICATOR-CODE
- E0790 LEP-INDICATOR-CODE

2. Use the StudentSpecialEdProgramAssociationExtension Complex Type data being collected beginning in 2019-2020 in PEIMS Summer Collection for

- TX-UNIQUE-STUDENT-ID, DISTRICT-ID
- EFFECTIVE-DATE (TX-EffectiveDateSpEd)
- EFFECTIVE-DATE (TX-EffectiveDateDisabilities)
- PRIMARY-DISABILITY-CODE
- MULTIPLY-DISABLED-INDICATOR-CODE.

3. Use the existing LEP-INDICATOR-CODE submitted in the StudentExtension Complex Type for federal discipline reporting.

4. Evaluate associated TSDS PEIMS reports for updates.

5. Add and update data validation rules to support the addition and removal of data elements and complex types.

PCPEI Discussion:

Bryce Templeton presented the Student Special Education and LEP Program Reporting proposal to the PCPEI members along with the recommendation made by the ITF committee.

Paul Clore asked if information related to manifestation will be extracted. Bryce Templeton stated that in the discipline management program, if a special education student violates a code of conduct there is a manifestation hearing, but TEA receives no information on whether or not there was a hearing. If a hearing was held, TEA is not made aware of the associated outcome from the hearing. Bryce stated that the purpose of this collection is to find those special education students who had a discipline removal and to report their primary disability, multiply disabled status, and LEP indicator information.

Paul Clore said that his concern is that if you upload the data for federal reporting that there will then be a record somewhere that could potentially link to the manifestation process. This information could be viewed out of context and make an LEA look bad. Jonel Peralta said that manifestation hearing information is not required to be reported. The required data is reviewed to see how often special education students have discipline removals and to see if any trends can be identified, such as if specific disabilities or ethnic groups are removed more or less often compared to other disabilities and ethnic groups.

Andrew Kim confirmed that a change of placement is not considered in this data. Jonel Peralta stated that Andrew's statement is correct as far discipline goes. Andrew asked if that data is required to be recorded. Jonel stated that change of placements are reviewed.

Terri Hanson stated that the way the discipline data is currently reported, we know how long a student is in a disciplinary setting, however, a student's special education status can change over time. By adding the effective date, the special education program area will be able to identify which students should be reported. Jonel Peralta added that currently, if the student exited out of special education during the school year, they would be counted, because the effective date not being captured, and the special education student count would be incorrect.

Bryce Templeton explained that the StudentDisciplineIncidentAssociation complex type reports the disability code and is considered one piece of data. Therefore, if three actions are associated with one incident and the student's disability changes, the special education data is no longer true for the second and third actions associated with the incident that occurred. Jonel Peralta stated if a student was identified as special education and then exited from special education, without the effective dates, TEA would not know if a particular incident should be included for federal reporting purposes. The addition of effective dates will enable the special education department to accurately identify which students and discipline incidents should be included for federal reporting.

With no other questions, Lisa Garcia requested a motion to take action on the proposal.

PCPEI Action:

Motion:

Paul Clore made a motion to approve the recommendation made by the ITF committee which is: To approve the Texas Education Data Standards (TEDS) and Texas Student Data System (TSDS) changes proposed for Student Special Education and LEP Program Reporting which includes:

1. Remove the following elements from the StudentDisciplineIncidentAssociation complex type:

- E0041 PRIMARY-DISABILITY-CODE
- E0882 MULTIPLY-DISABLED-INDICATOR-CODE
- E0790 LEP-INDICATOR-CODE

2. Use the StudentSpecialEdProgramAssociationExtension Complex Type data being collected beginning in 2019-2020 in PEIMS Summer Collection for

- TX-UNIQUE-STUDENT-ID, DISTRICT-ID
- EFFECTIVE-DATE (TX-EffectiveDateSpEd)
- EFFECTIVE-DATE (TX-EffectiveDateDisabilities)
- PRIMARY-DISABILITY-CODE
- MULTIPLY-DISABLED-INDICATOR-CODE.

3. Use the existing LEP-INDICATOR-CODE submitted in the StudentExtension Complex Type for federal discipline reporting.

4. Evaluate associated TSDS PEIMS reports for updates.

5. Add and update data validation rules to support the addition and removal of data elements and complex types.

John Allen seconded the motion.

Vote:

The motion passed unanimously.

3. Campus ID of Residence   **Action Item**

The Texas Education Agency (TEA) maintains three federal grant formula allocation procedures to allocate funds to eligible Local Education Agencies (LEAs) based on the Census Bureau ages 5–17 population and poverty estimates released annually to states. Because census data only accounts for LEAs with fixed state-defined geographic boundaries, current formulas must adjust these counts and corresponding allocation amounts to account for other eligible LEAs, such as charter schools and special state LEAs, that draw their student enrollments from traditional school districts.

The following is a list of the three federal grants that are allocated using the above described procedures and manual adjustments:

- ESEA as amended by ESSA, Title I, Part A
- ESEA as amended by ESSA, Title II, Part A
- Carl D. Perkins Career and Technical Education Improvement Act of 2006, Title I, Part C

Currently, the TEA administers an annual eGrants SC5050 - Request for Federal Funding & Indirect Cost Rate for Charter Schools data collection to collect serving and residing LEA student enrollment and demographic data for open-enrollment charter schools and the following three special state LEAs:

- Texas School for the Blind and Visually Impaired (TSBVI)
- Texas School for the Deaf (TSD)
- South Texas ISD (STISD)

Overview

When entering their student enrollment data via this the eGrants data collection, LEAs must designate the Resident Public School District (what is referred to in the Texas Education Data Standards (TEDS) as the CAMPUS-ID-OF-RESIDENCE) for enrolled students. This information is subsequently used in federal statutory based allocation formulas to account for and allocate federal funds to those LEAs not on the Census Bureau's list.

By using data reported in the PEIMS Fall collection for CAMPUS-ID-OF-RESIDENCE (E0903), the annual eGrants SC5050 data collection for special state LEAs could be eliminated for all but a few schools.

Under this proposal, only **new** charter schools opening for the first time and those existing charter LEAs wishing to apply for **significant expansion** in the September/October timeframe will have to complete the SC5050 data collection. This collection must continue for these specific charter schools due to the fact that the current interpretation of the Code of Federal Regulations (CFR) under 34 CFR Part 76 Subpart H does not allow TEA to wait until the PEIMS Fall collection is certified in early February. As a result, the SC5050 collection will continue to be used as an interim data collection to determine eligibility of federal formula grant funds just for the described entities.

In order to eliminate the SC5050 collection for most charter schools, the two state schools and STISD, one new code must be added to the STUDENT-ATTRIBUTION-CODE table in order to obtain a CAMPUS-ID-OF-RESIDENCE for students served in South Texas ISD.

South Texas ISD (STISD) information as referenced from the STISD website and other internet resources:

South Texas ISD was created in 1964 by the Texas legislature to provide education to disabled youth who were then excluded from public education. It was known as Rio Grande Rehabilitation District until 1973 and renamed South Texas Independent School District (STISD) in 1974.

STISD operates magnet schools that draw students from three counties: Cameron, Hidalgo and Willacy.

Lawmakers extended STISD's purpose in 1983 to encourage the operation of vocational magnet schools. Soon after, South Texas High School for Health Professions (Med High) opened in Mercedes in 1984. It was followed by The Science Academy of South Texas (Sci Tech), also in Mercedes, in 1989.

Though the district's mission has evolved since 1964, STISD continues to provide educational and occupational training to students with special needs through the Half-Day Career & Technology Program offered at each school.

ITF Discussion:

Michele Elledge presented the Campus ID of Residence proposal to the ITF committee. She began by explaining that TEA allocates funding for three different federal grants (ESEA as amended by ESSA, Title I, Part A, ESEA as amended by ESSA, Title II, Part A and Carl D. Perkins Career and Technical Education Improvement Act of 2006, Title I, Part C) based on census bureau data. However, since census data only accounts for LEAs who draw their enrollment from a fixed geographic boundary, TEA must apply allocation formulas to determine the amount of funding, from these three grants, that should go to open enrollment charter schools and the three special state LEAs (i.e. the Texas School for the Blind and Visually Impaired (TSBVI), Texas School for the Deaf (TSD), and South Texas ISD (STISD)). Currently, these schools, newly opened charter schools and charter schools who are undergoing significant expansion must participate in the eGrants SC5050 data collection. The SC5050 provides TEA with information used in allocation formulas to distribute funds from the grants previously mentioned. In this collection, LEAs must designate the Resident Public School District (what is referred to in the Texas Education Data Standards (TEDS) as the CAMPUS-ID-OF-RESIDENCE) for enrolled students. She continued by stating that with an update to the STUDENT-ATTRIBUTION-CODE table along with the use of the CAMPUS-ID-OF-RESIDENCE from the PEIMS Fall Collection the annual eGrants SC5050 data collection for TSBVI, TSD and STISD could be eliminated. Michele further stated that if this proposal is approved, the SC5050 collection must still continue for new charter schools and charter schools undergoing significant expansion due to the fact that the current interpretation of Title 34 Code of Federal Regulations Part 76 Subpart H does not allow TEA to wait until the PEIMS Fall Collection is certified in early February to determine eligibility for federal formula grant funds. As a result, the SC5050 collection will continue to be used as an interim data collection to determine eligibility of federal formula grant funds just for the described entities

Michele presented the specific proposal items as follows:

For the 2019-2020 school year, TEA is proposing the following changes:

1. Update the C161 – STUDENT-ATTRIBUTION-CODE code table to add code '29' for South Texas ISD.

2. Update Texas Education Data Standards Sections 2.4 (Student Category Data Submission Requirements) and 8.2.4 (PEIMS Student Category Data Submission Requirements).

3. Update existing reports to display new STUDENT-ATTRIBUTION-CODE.

4. Add and revise data validation rules related to the new STUDENT-ATTRIBUTION-CODE.

Michelle Elledge explained that analysis was done by the Grants Administration division, to determine if a code was needed for the TSBVI. What was learned is that students at the TSBVI are typically reported with STUDENT-ATTRIBUTION-CODE 06 (Transfer Between Public School Districts). Therefore, a new code was not necessary.

David Perry stated that his findings were that charter school and special state LEA students are all reported with a non-zero attribution code with the one anomaly, which is South Texas ISD. Having the additional attribution code will allow the Grants Division to use the PEIMS Fall Collection instead of the secondary collection that has been around for two decades.

Michele continued through the proposal explaining that STUDENT-ATTRIBUTION-CODE 29 (South Texas ISD) will apply to South Texas ISD only and that Section 2.4 and 8.2.4 of TEDS will be updated to provide additional guidance regarding the new STUDENT-ATTRIBUTION-CODE 29 (South Texas ISD) under the CAMPUS-ID-OF-RESIDENCE and STUDENT-ATTRIBUTION-CODE data elements.

Michele pointed out the reports that are impacted by the addition of the new attribution code 29.

- PDM1-120-003
- PDM1-120-006
- PDM1-120-007
- PDM1-120-019

- PDM1-123-001
- PDM1-124-008
- PDM3-120-007
- PDM3-120-012
- PDM3-120-014
- PDM4-120-003
- PDM4-130-002

Lastly, Michele went through the various business validation rules that will be modified or added due to the addition of the new STUDENT-ATTRIBUTION-CODE 29.

Updated Business Validation Rules:

- 40110-0097
- 40110-0099
- 40110-new1
- 40110-new2

ITF Action:

The ITF committee made a recommendation to approve the Texas Education Data Standards (TEDS) and Texas Student Data System (TSDS) changes proposed in the Campus ID of Residence proposal which includes:

1. Update the C161 – STUDENT-ATTRIBUTION-CODE code table to add code '29' for South Texas ISD.

2. Update Texas Education Data Standards Sections 2.4 (Student Category Data Submission Requirements) and 8.2.4 (PEIMS Student Category Data Submission Requirements).

3. Update existing reports to display new STUDENT-ATTRIBUTION-CODE.

- PDM1-120-003
- PDM1-120-006
- PDM1-120-007
- PDM1-120-019
- PDM1-123-001
- PDM1-124-008
- PDM3-120-007
- PDM3-120-012
- PDM3-120-014
- PDM4-120-003
- PDM4-130-002

4. Add and revise data validation rules related to the new STUDENT-ATTRIBUTION-CODE.

- 40110-0097
- 40110-0099
- 40110-new1
- 40110-new2

PCPEI Discussion:

Bryce Templeton presented the Campus ID of Residence proposal to the PCPEI members with the recommendation made by the ITF committee.

With no questions Lisa Garcia requested a motion to take action on the proposal.

PCPEI Action:

Motion:

Danny Lovett made a motion to approve the recommendation made by the ITF committee which is: To approve the Texas Education Data Standards (TEDS) and Texas Student Data System (TSDS) changes proposed for the Campus ID of Residence which includes:

1. Update the C161 – STUDENT-ATTRIBUTION-CODE code table to add code '29' for South Texas ISD.

2. Update Texas Education Data Standards Sections 2.4 (Student Category Data Submission Requirements) and 8.2.4 (PEIMS Student Category Data Submission Requirements).

3. Update existing reports to display new STUDENT-ATTRIBUTION-CODE.

- PDM1-120-003
- PDM1-120-006
- PDM1-120-007
- PDM1-120-019
- PDM1-123-001
- PDM1-124-008
- PDM3-120-007
- PDM3-120-012
- PDM3-120-014
- PDM4-120-003
- PDM4-130-002

4. Add and revise data validation rules related to the new STUDENT-ATTRIBUTION-CODE.

- 40110-0097
- 40110-0099
- 40110-new1
- 40110-new2

Paul Clore seconded the motion.

Vote:

The motion passed unanimously.

4. Industry Certifications   **Action Item**

As a result of HB 2804, passed in the 84th legislative session, industry certification information was added to the StudentGraduationProgramExtension Complex Type (FIRST-POST-SECONDARY-CERTIFICATION-LICENSURE, SECOND-POST-SECONDARY-CERTIFICATION-LICENSURE and THIRD-POST-SECONDARY-CERTIFICATION-LICENSURE). This allowed a local education agency (LEA) to report up to three industry certifications earned by a high school graduate.

Since industry certifications can be earned prior to graduation and the percentage of students earning an industry certification impacts accountability ratings, the Texas Education Agency (TEA) is proposing that the industry certification data be reported on the StudentExtension. This will ensure that LEAs are able to report industry certifications earned by all students, not just graduates, and in the relevant school year that the industry certification was earned. This will allow LEAs to reap the positive accountability benefits for students who earn industry certifications even if they leave the LEA prior to graduation.

ITF Discussion:

Michele Elledge presented the Industry Certifications proposal to the ITF committee. Michele began by explaining that currently the industry certifications are reported on the StudentGraduationProgramExtension complex type and are only collected for graduates. She explained that an industry certification can be earned prior to graduation and that the percentage of students who have earned an industry certification impacts an LEA's accountability ratings. Commissioner Morath has requested that LEAs be able to report this data for any high school student who earns an industry certification in the school year that the student earns the certification.

Therefore, TEA is proposing the following changes for the 2019-2020 school year:

1. Add sub-complex types TX-IndustryCertifications and TX-IndustryCertification to the StudentExtension complex type to be reported in the PEIMS Fall and Summer Collections.

2. Add data element EFFECTIVE-DATE (E1632) to the complex type TX-IndustryCertifications within the StudentExtension complex type to be reported in the PEIMS Fall and Summer Collections.

3. Add data element POST-SECONDARY-CERTIFICATION-LICENSURE (E16XX) to the TX-IndustryCertifications complex type within the StudentExtension complex type to be reported in the PEIMS Fall and Summer Collections.

4. Remove sub-complex type TX-PerformanceAcknowledgementIndicators and the data elements within it from the StudentGraduationProgramExtension complex type.

- Remove FIRST-POST-SECONDARY-CERTIFICATION-LICENSURE (E1586)
- Remove SECOND-POST-SECONDARY-CERTIFICATION-LICENSURE (E1592)
- Remove THIRD-POST-SECONDARY-CERTIFICATION-LICENSURE (E1593)

5. Update code table C214 INDUSTRY-CERTIFICATION-LICENSURE-CODE by:

- removing code 000 – Not Applicable

6. Update TSDS PEIMS Reports to support the changes in this proposal.

- PDM1-120-018
- PDM1-124-007
- PDM1-120-016
- PDM1-124-004
- PDM1-124-007
- PDM1-120-018
- PDM3-120-010

7. Add, update, and remove associated business data validation rules.

- 40100-new1 (New)
- 48011-000B (Updated)
- 48011-0024 (Deleted)
- 48011-0025 (Deleted)

- 48011-0026 (Deleted)
- PDM1-120-016
- PDM1-124-004
- PDM1-124-007
- PDM1-120-018
- PDM3-120-010

Michele directed the ITF committee to the Industry Certification chart (page 5 of the proposal) that explains when an LEA will report an industry certification. If an industry certification is awarded during the summer months, then the certification will be reported in the PEIMS Fall Collection. If an industry certification is awarded prior to PEIMS Fall snapshot, then the certification will be reported in the PEIMS Fall Collection. Lastly, if an industry certification is awarded anytime during the school year, then the certification will be reported in the PEIMS Summer Collection. Nancy Dunnam requested that this chart be added to TEDS. Michele confirmed that this information will be added to TEDS.

Dara Fuller asked for clarification that if a student earns an industry certification in their 10th grade year, it will only be reported for their 10th grade year. Michele confirmed Dara's understanding of how the data element will be reported. Dara then asked for verification that this change will apply to the 2019-2020 school year to which Michele also confirmed.

Michele showed the committee the proposed changes as they will appear in Section 2.4/8.2.4 of TEDS. She explained that the three data elements: FIRST-POST-SECONDARY-CERTIFICATION-LICENSURE, SECOND-POST-SECONDARY-CERTIFICATION-LICENSURE, THIRD-POST-SECONDARY-CERTIFICATION-LICENSURE will be removed from the StudentGraduationProgramExtension complex type. A new complex type, TX-IndustryCertifications, will be created on the StudentExtension, that will be unbounded and will include two new elements: EFFECTIVE-DATE and POST-SECONDARY-CERTIFICATION-LICENSURE. Michele explained that having the complex type unbounded means that the complex type is not required if the student has not earned any industry certifications, but that the complex type is required if the student earns an industry certification and for each earned, the TX-IndustryCertification complex type must be submitted. She pointed out that currently, three industry certifications can be reported on the StudentGraduationProgramExtension complex type, however, it is not likely that a student will earn this many industry certifications in one year of high school. Therefore, the unbounded structure is proposed for the TX-Industry Certifications complex type with the change in where this information is collected.

Nancy Dunnam asked if each of these EFFECTIVE-DATEs will be their own element. Michele explained that there is one element but with unique XML names. The EFFECTIVE-DATE to report industry certifications has a unique XML Name of TX-DateCertEarned while the EFFECTIVE-DATE found on the StudentSpecialEdProgramAssociationExtension, and is represented three times, has unique XML names of TX-EffectiveDateSpEd, TX-EffectiveDateDisabilities, and TX-EffectiveDateServices.

Michele explained to the committee that code 000 – Not Applicable in the C214 INDUSTRY-CERTIFICATION-LICENSURE-CODE code table will be retired as it is no longer needed since the new complex type is not mandatory.

Michele then directed the committee to the reports that will be updated due to the proposed changes.

- PDM1-120-018
- PDM1-124-007
- PDM1-120-016
- PDM1-124-004
- PDM1-124-007
- PDM1-120-018
- PDM3-120-010

Lastly, Michele reviewed the business validation changes that are proposed to be added, revised, or deleted.

- 40100-new (New)
- 48011-000B (Revised)
- 48011-0024 (Deleted)
- 48011-0025 (Deleted)
- 48011-0026 (Deleted)

David McKamie asked Jamie Crowe about accountability and whether any LEAs have challenged the findings for industry certifications. Jamie stated that Performance Reporting pulls the data that is available for graduates and although he has not seen any appeals, LEAs may appeal, and any appeal would be reviewed.

Dianne Borreson asked that if the student is not a senior and earns an industry certification, will the district get credit for that year's accountability rating. Jamie Crowe confirmed Dianne's understanding.

Nancy Dunnam asked how it will work if a student earns the certification over the summer at Campus A then goes to Campus B in the fall, who would report the certification. Jamie Crowe stated that it would be reported with Campus B.

ITF Action:

The ITF committee made a recommendation to approve the Texas Education Data Standards (TEDS) and Texas Student Data System (TSDS) changes proposed in the Industry Certifications proposal which includes:

1. Add sub-complex types TX-IndustryCertifications and TX-IndustryCertification to the StudentExtension complex type to be reported in the PEIMS Fall and Summer Collections.

2. Add data element EFFECTIVE-DATE (E1632) to the complex type TX-IndustryCertifications within the StudentExtension complex type to be reported in the PEIMS Fall and Summer Collections.

3. Add data element POST-SECONDARY-CERTIFICATION-LICENSURE (E16XX) to the TX-IndustryCertifications complex type within the StudentExtension complex type to be reported in the PEIMS Fall and Summer Collections.

4. Remove sub-complex type TX-PerformanceAcknowledgementIndicators and the data elements within it from the StudentGraduationProgramExtension complex type.

- Remove FIRST-POST-SECONDARY-CERTIFICATION-LICENSURE (E1586)
- Remove SECOND-POST-SECONDARY-CERTIFICATION-LICENSURE (E1592)
- Remove THIRD-POST-SECONDARY-CERTIFICATION-LICENSURE (E1593)

5. Update code table C214 INDUSTRY-CERTIFICATION-LICENSURE-CODE by:

- removing code 000 – Not Applicable

6. Update TSDS PEIMS Reports to support the changes in this proposal.

- PDM1-120-018
- PDM1-124-007
- PDM1-120-016
- PDM1-124-004
- PDM1-124-007
- PDM1-120-018
- PDM3-120-010

7. Add, update, and remove associated business data validation rules.

- 40100-new1 (New)
- 48011-000B (Updated)
- 48011-0024 (Deleted)
- 48011-0025 (Deleted)
- 48011-0026 (Deleted)

PCPEI Discussion:

Bryce Templeton presented the Industry Certifications proposal to the PCPEI members with the recommendation made by the ITF committee.

Andrew Kim asked if a student who is a junior in high school earns an industry certification, whether the LEA's accountability ratings are impacted the following year. Jamie Crowe, Performance Reporting, stated that it will count for the year the student graduates as industry certifications earned is based on the cohort of students.

Paul Clore asked if a student receives an industry certification in Texas and then moves out of state and graduates out of state, if the district where the industry certification was received would get credit. Jamie Crowe stated that a student level measure used by Performance Reporting for accountability states the student must graduate in the state of Texas.

With no other questions, Lisa Garcia requested a motion to take action on the proposal.

PCPEI Action:

Motion:

Patti Blue made a motion to approve the ITF recommendation to approve the Texas Education Data Standards (TEDS) and Texas Student Data System (TSDS) changes proposed for Industry Certifications which includes:

1. Add sub-complex types TX-IndustryCertifications and TX-IndustryCertification to the StudentExtension complex type to be reported in the PEIMS Fall and Summer Collections.

2. Add data element EFFECTIVE-DATE (E1632) to the complex type TX-IndustryCertifications within the StudentExtension complex type to be reported in the PEIMS Fall and Summer Collections.

3. Add data element POST-SECONDARY-CERTIFICATION-LICENSURE (E16XX) to the TX-IndustryCertifications complex type within the StudentExtension complex type to be reported in the PEIMS Fall and Summer Collections.

4. Remove sub-complex type TX-PerformanceAcknowledgementIndicators and the data elements within it from the StudentGraduationProgramExtension complex type.

- Remove FIRST-POST-SECONDARY-CERTIFICATION-LICENSURE (E1586)
- Remove SECOND-POST-SECONDARY-CERTIFICATION-LICENSURE (E1592)
- Remove THIRD-POST-SECONDARY-CERTIFICATION-LICENSURE (E1593)

5. Update code table C214 INDUSTRY-CERTIFICATION-LICENSURE-CODE by:

- removing code 000 – Not Applicable

6. Update TSDS PEIMS Reports to support the changes in this proposal.

- PDM1-120-018
- PDM1-124-007
- PDM1-120-016
- PDM1-124-004
- PDM1-124-007
- PDM1-120-018
- PDM3-120-010

7. Add, update, and remove associated business data validation rules.

- 40100-new1 (New)
- 48011-000B (Updated)
- 48011-0024 (Deleted)
- 48011-0025 (Deleted)
- 48011-0026 (Deleted)

Paul Clore seconded the motion.

Vote:

The motion passed unanimously.

5. SB 622 – New Expenditure Code   **Action Item**

During the 85th Legislative Session, the Texas Legislature passed Senate Bill 622. This bill requires political subdivisions (including school districts) to reflect in their proposed budget, a line item specifically for expenditures incurred to publish all statutorily required public notices in the newspaper by the political subdivision or their representatives. Examples of statutorily required public notices include but are not limited to: items related to school board elections, specific test administration dates, notices of budget and tax rate meetings, tax rate information and notices of public hearings. This legislation does not apply to open enrollment charter schools since they are not defined as political subdivisions.

ITF Discussion:

Melissa Lemons presented the SB 622 – New Expenditure Code proposal to the ITF committee. Melissa summarized the legislative requirement for political subdivisions, including school districts, to reflect in their proposed budget, a line item specifically for expenditures incurred to publish all statutorily required public notices in the newspaper. Examples of statutorily required public notices include but are not limited to: items related to school board elections, specific test administration dates, notices of budget and tax rate meetings, tax rate information and notices of public hearings. This legislation does not apply to open enrollment charter schools since they are not defined as political subdivisions.

Therefore, the TEA is proposing the following changes for the 2019-2020 school year:

    1. Add Object Code 6491 to the C159 OBJECT-CODE code table to be applicable for Actual Financial data reporting in the PEIMS Mid-Year Collection.

    2. Add validation rules to ensure a high-quality data collection of the new Object Code in the Actual Financial data collection.

- 20032-new1
- 20032-new2

Melissa stated that expenses related to the new Object Code 6491 should be tracked during the 2018-2019 school year so that LEAs can report these expenditures in the 2019-2020 TSDS PEIMS Collection of Actual Financial data. Melissa then referred the committee to the associated To the Administrator Addressed notice that was published on the TEA website on May 1, 2018.

Dianne Borreson asked why the legislature is requiring this data. David Marx responded that the reason for this reporting requirement is unclear.

ITF Action:

    The ITF committee made a recommendation to approve the Texas Education Data Standards (TEDS) and Texas Student Data System (TSDS) changes proposed in the SB 622 – New Expenditure Code proposal for the 2019-2020 school year which includes:

1. Add Object Code 6491 to the C159 OBJECT-CODE code table to be applicable for Actual Financial data reporting in PEIMS Mid-Year Collection.

2. Add validation rules to ensure a high-quality data collection of the new Object Code in the Actual Financial data collection.

- 20032-new1
- 20032-new2

PCPEI Discussion:

Bryce Templeton presented the SB 622 – New Expenditure Codes proposal to the PCPEI members along with the recommendation made by the ITF committee.

With no questions Lisa Garcia requested a motion to take action on the proposal.

PCPEI Action:

Motion:

Patti Blue made a motion to approve the recommendation made by the ITF committee which is: To approve the Texas Education Data Standards (TEDS) and Texas Student Data System (TSDS) changes proposed for the SB 622 – New Expenditure Code for the 2019-2020 school year which includes:

1. Add Object Code 6491 to the C159 OBJECT-CODE code table to be applicable for Actual Financial data reporting in PEIMS Mid-Year Collection.

2. Add validation rules to ensure a high-quality data collection of the new Object Code in the Actual Financial data collection.

- 20032-new1
- 20032-new2

Danny Lovett seconded the motion.

Vote:

The motion passed unanimously.

6. Language Codes   Action Item

The Home Language Survey requirements have been revised in TAC 89.1215 to require that Texas public schools only administer the survey to students in prekindergarten through grade 12. Previously, TAC 89.1215 included language that the Home Language Survey be administered to all students but has been revised to exclude Early Education (EE) students. The TSDS Texas Education Data Standards also need to be revised to align with the TAC. This data collection revision will be effective in the 2019-2020 school year.

Note: Although the TAC 89.1215 has been revised and is published as current rule effective in the 2018-2019 school year, school districts and charter schools will be required to report a HOME-LANGUAGE-CODE and STUDENT-LANGUAGE-CODE in the 2018-2019 school year for all EE students. The change in requirements was not able to be processed through the data governance process in time for the 2018-2019 school year. As a result, schools will have to determine a HOME-LANGUAGE-CODE and STUDENT-LANGUAGE-CODE for each new student enrolled in grade level EE for the 2018-2019 school year.

ITF Discussion:

Melissa Lemons presented the Language Codes proposal to the ITF committee. TAC 89.1215 was revised to require that only students in prekindergarten through grade 12 be administered the Home Language Survey therefore excluding Early Education (EE) students. With this change, TEDS need to be revised in order to align with current TAC.

TEA is proposing the following changes for the 2019-2020 school year:

1. Update and add business validation rules to exclude grade level EE students from the reporting of HOME-LANGUAGE-CODE and STUDENT-LANGUAGE-CODE in PEIMS Submission 1.

    a. Update 40100-0130 to remove HOME-LANGUAGE-CODE and STUDENT-LANGUAGE-CODE as required data elements for enrolled students in all grades.

    b. Add 40100-new1 to make HOME-LANGUAGE-CODE and STUDENT-LANGUAGE-CODE required data elements for all enrolled students in grades PK through 12.

    c. Add 40100-new2 to prevent HOME-LANGUAGE-CODE and STUDENT-LANGUAGE-CODE from being reported for any students in grade EE.

Once Melissa was finished with the summation of the proposed changes, Barbara Kennedy explained that some new program developments at TEA may require this to be revisited and asked that this proposal be tabled until then.

ITF Action:

The ITF committee made a recommendation to table the Language Codes proposal until a future date when the item is brought back to the ITF committee by TEA.

PCPEI Discussion:

Bryce Templeton presented the Language Codes proposal to the PCPEI members along with the recommendation made by the ITF committee. Bryce stated that no action was required on this proposal but the PCPEI might want to endorse the ITF committee's recommendation to review this item again at a future ITF meeting.

With no questions Lisa Garcia requested a motion to take action on the ITF committee's recommendation.

PCPEI Action:

Motion:

Danny Lovett made a motion to approve the ITF recommendation to table the Language Codes proposal until a future date when the item is brought back to the ITF committee by TEA.

Charlotte Baker seconded the motion.

Vote:

The motion passed unanimously.

7. CTE Programs of Study   **Action Item**

Public school Career and Technology Education (CTE) programs that are misaligned to labor market demand create multiple problems for Texas students.

1. Students take secondary and post-secondary coursework that lead to low-paying and/or limited job opportunities. These students are then ill-prepared for in-demand jobs and do not fare well in the job market.

2. Students accrue a high amount of student loan debt while in pursuit of low-paying and/or low-demand careers. In turn, this saddles students with years of debt they struggle to pay off.

The Texas economy also suffers at the hand of misaligned labor market demands.

1. High-paying and/or high-demand jobs go unfilled as students are not trained to fill these positions.

2. Employers struggle with an insufficient pipeline of talent and therefore must seek employees outside the state of Texas.

To address these issues, the College, Career, and Military Preparation (CCMP) Division will define a list of state and regional programs of study that local education agencies (LEAs) can offer in their CTE programs based on the current job market demands.

A program of study is defined as a comprehensive, structured approach for delivering academic and career and technical education to prepare a student for postsecondary education and career success. LEAs will be able to apply for approval of additional regional programs of study based on unique regional job market demands. This list of state and regional programs of study will be reviewed by the CCMP Division every two years.

Effective in the 2019-2020 school year, for an LEA to be eligible to receive Carl D. Perkins funding, an LEA must offer at least one program of study. However, an LEA should report all programs of study that are offered to students in the LEA.

Overview:

The TEA CCMP Division proposes to add organization level data elements in the Texas Student Data System (TSDS) PEIMS application for the 2019-2020 school year. These additions are necessary for the TEA CCMP Division to administer the federal Carl D. Perkins Career and Technical Education (CTE) program.

The addition of the new element will assist the TEA CCMP Division in:

1. Identifying the number of programs of study being offered at each LEA;

2. Aligning the programs of study an LEA can offer based on current job market demands;

3. Correlating LEA programs of study information to student participation using course completion data;

4. Comparing the pipeline of students completing programs of study against the current job market; and

5. Computing and distributing the Perkins funding based on programs of study provided by an LEA.

ITF Discussion:

Melissa Lemons presented the CTE Programs of Study proposal to the ITF committee. Melissa explained that a collection of organization level data regarding programs of study will help the Career, College, and Military Prep (CCMP) division in reviewing what is offered by LEAs, if LEAs are misaligned with job market demands, cross-comparing programs of study with course completion data, and computing Carl D. Perkins funding. Melissa then stated that in the 2019-2020 school year, the CCMP division will begin determining Carl D. Perkins funding eligibility based on whether an LEA offers at least one program of study.

TEA is proposing the following changes for the 2019-2020 school year:

1. Add a new TX-ProgramsOfStudy sub-complex type to the LocalEducationAgencyExtension complex type to be reported in the PEIMS Fall Collection.

2. Add new data element PROGRAM-OF-STUDY to the sub-complex type TX-ProgramsOfStudy on the LocalEducationAgencyExtension complex type.

3. Add a new PROGRAM-OF-STUDY-CODE Code Table.

4. Add new TSDS-PEIMS Report to support the new data element:

- PDM1-XXX-XXX Career and Technical Education Programs of Study

5. Add new TSDS-PEIMS Data Validation Rule to support the new data element.

Melissa stated that the TX-ProgramsOfStudy complex type will be added to the LocalEducationAgencyExtension complex type and will only be reported if the LEA is offering any CTE programs of study. She explained that within the complex type TX-ProgramsOfStudy, data element PROGRAM-OF-STUDY will be reported for each program of study the LEA offers. Melissa read the definition of a program of study as being a comprehensive, structured approach for delivering academic and career and technical education to prepare a student for postsecondary education and career success.

Melissa directed the committee members to review the proposed PROGRAM-OF-STUDY-CODE code table showing that this table will include two additional columns, state, and region. She stated that a program of study will be defined as either state or region and will never be defined as both. State programs of study will be open to any LEA. Region programs of study will require an application and will be based on local job market demand (i.e. Logging and Forestry). If a region program of study is approved, then it may be offered by any LEA within that region.

Nancy Dunnam asked when the code table would be available for publication. Melissa responded that the program area had estimated that the list would be available in December and presented to the ITF committee at the December meeting. *Note that during the meeting the program area modified this statement and said that the list would likely not be approved until January 2019.*

A committee member asked how the programs of study are being set up. Ryan Merritt, Director of CTE, responded that currently the CCMP is in the process of reviewing statewide job trend data and will be finalizing the statewide programs of study by January 2019 but that the Commissioner will have final approval. Additionally, LEAs will have the opportunity to apply for regional programs of study. Adrian Garcia asked if the regional programs of study are defined by Education Service Center (ESC) regions or Texas Workforce Commission regions. Ryan said that this has not yet been determined. Ryan stated that the Commissioner is expected to approve the programs of study in January with the first year being an opt-in year with full implementation expected in 2020-2021.

Nancy Dunnam asked the committee if this should be delayed until the programs of study are defined. Adrian Garcia stated that the implementation would not change based on the code table. Bryce Templeton stated that TEA cannot publish a data element without a code table if the element requires a code table. Bryce Templeton stated that the ITF could vote on the proposal with the caveat that the data element cannot be published in TEDS until the code table is presented and approved through the data governance process. Terri Hanson stressed to the CCMP division the importance of having the finalized list ready for the Final TEDS publication.

ITF Action:

The ITF committee made a recommendation to approve the Texas Education Data Standards (TEDS) and Texas Student Data System (TSDS) changes proposed changes in the CTE Programs of Study proposal with the caveat that the PROGRAM-OF-STUDY-CODE data element not be published until the code table is approved:

1. Add a new TX-ProgramsOfStudy sub-complex type to the LocalEducationAgencyExtension complex type to be reported in the PEIMS Fall Collection.

2. Add new data element PROGRAM-OF-STUDY to the sub-complex type TX-ProgramsOfStudy on the LocalEducationAgencyExtension complex type.

3. Add a new PROGRAM-OF-STUDY-CODE Code Table. *(to be revisited)*

4. Add new TSDS-PEIMS Report to support the new data element:

- PDM1-XXX-XXX Career and Technical Education Programs of Study

5. Add new TSDS-PEIMS Data Validation Rule to support the new data element.

PCPEI Discussion:

Bryce Templeton presented the Career and Technical Education (CTE) Programs of Study proposal to the PCPEI members along with the recommendation made by the ITF committee.

Paul Clore stated that the Texas Workforce Commission publishes high-demand jobs by region and when applying for many of their grants, they are required to go to that source in order to correlate the application to those high-demand jobs. He asked if TEA will be reaching out and including those, stating that it would be simpler for LEAs to pull from the Texas Workforce Commission website.

Heather Justice pointed out that the ITF proposal infers that the computation of how funding is done for Carl D. Perkins is changing, but it is not. Instead, the CCMP is looking to collect the programs of study an LEA is offering. Heather also clarified that in order to be eligible for Carl D. Perkins funding, an LEA must offer at least one program of study.

John Allen asked if LEAs have an understanding of the criteria for the programs of study. Heather Justice responded that for Perkins V, the College, Career, Military Preparation Division is required to indicate down to the program of study but currently can only see as far as a cluster of courses. The indicator is needed to tell what is offered.

John Allen asked how an LEA requests that a program of study be added to the list. Heather stated that the LEA would need to apply through the CCMP division.

Danny Lovett commented that the process needs to be outlined and published once it is established.

Cody Newcomb asked if the programs of study are required prior to receiving Carl D. Perkins funding or in addition to receiving the funding. Heather Justice stated that the LEA is required to have at least one program of study.

Danny Lovett asked that since the Commissioner's list is not going to be finalized until January, are LEAs aware that they should be looking at regional job trends now to determine whether they will need to apply for a region level program of study. Heather stated that LEAs are aware, but the process is still currently in development.

Paul Clore stated that many of the in-demand jobs change more rapidly than the core curriculum. Another challenge is that some of those programs are the most expensive to implement because of the capital investment required. Since House Bill 5 does not offer funding for these programs, there is little support for LEAs to offer them. Heather Justice responded that Perkins funding is available for equipment purchases for some programs. She also stated that job trend data changes every two years and her division will continue to keep an eye on job trends.

Lisa Garcia advised that it may be prudent to table the discussion on this item until the code table can be approved by the ITF committee.

Heather Justice stated that Perkins V has an implementation date of 2020.

Terri Hanson stated that TEA has an obligation to give LEAs and vendors proper notice of upcoming changes. If the proposal is not approved today, the associated changes will not be published in the preliminary publication of the Texas Education Data Standards (TEDS) which will be released in December 2018. Terri stressed that the code table needs to be approved through the data governance process and ready for the March 1, 2019 TEDS Final publication.

Paul Clore suggested that TEA make the clarification to the Commissioner so that he is aware of the importance of the code table being approved in a timely manner.

Terri Hanson stated that she will work with Melody Parrish and Heather Justice to get the code table defined. Terri stated that there is no meeting scheduled in January, but one might be scheduled in order to address any concerns and get the code table through the data governance process.

With no other questions, Lisa Garcia requested a motion to take action on the proposal.

PCPEI Action:

Motion:

Danny Lovett made a motion to approve the Texas Education Data Standards (TEDS) and Texas Student Data System (TSDS) changes proposed changes for the CTE Programs of Study with the caveat that the PROGRAM-OF-STUDY-CODE data element not be published until the code table is approved:

1. Add a new TX-ProgramsOfStudy sub-complex type to the LocalEducationAgencyExtension complex type to be reported in the PEIMS Fall Collection.

2. Add new data element PROGRAM-OF-STUDY to the sub-complex type TX-ProgramsOfStudy on the LocalEducationAgencyExtension complex type.

3. Add a new PROGRAM-OF-STUDY-CODE Code Table. *(to be revisited)*

4. Add new TSDS-PEIMS Report to support the new data element:

- PDM1-XXX-XXX Career and Technical Education Programs of Study

5. Add new TSDS-PEIMS Data Validation Rule to support the new data element.

Cody Newcomb seconded the motion.

Vote:

The motion passed unanimously.

ITF Committee Member Changes   **Action Item**

Melissa Lemons informed the committee of the membership changes.

   Alison Gilliam has replaced Janét Spurgin on the ITF Committee.

   John Newcom has been named as the alternate for Nancy Smith.

   Jay Young has been named as the alternate for Jennifer Carver.

ITF Discussion:

Pablo Martinez asked that Irma Hasnain replace Nancy Cintron as his alternate on the committee as well.
Melissa advised the committee that she would update the membership roster and will send it out once available.

ITF Action:

PCPEI Discussion:

Bryce Templeton presented the ITF Committee Member Changes to the PCPEI members.

With no questions Lisa Garcia requested a motion.

PCPEI Action:

Motion:

Andrew Kim made a motion to approve the addition of the following members to the ITF committee:

- Alison Gilliam has replaced Janét Spurgin on the ITF Committee.

- John Newcom has been named as the alternate for Nancy Smith.

- Jay Young has been named as the alternate for Jennifer Carver.

- Irma Hasnain has been named as the alternate for Pablo Martinez.

Marcos Zorola seconded the motion.

Vote:

The motion passed unanimously.

Other Business   **Discussion Item**

ITF Discussion:

ITF Action:

PCPEI Discussion:

Andrew Kim asked for an update on the Dual Language Immersion Program proposal that was brought before the committee in May. Bryce Templeton stated that TEA is planning to present a proposal to the ITF committee in November.

Andrew Kim asked if the Dual Language Immersion Program would be retroactive. Bryce stated that it is not retroactive but that the LEAs should begin tracking the information for the school year in which the bill passed.

Paul Clore mentioned that TEA should try to plan the PCPEI meeting around the TASA/TASB conferences. The TASA/TASB conference ends on January 30, 2019. The committee agreed that moving the PCPEI meeting from January 15, 2019 to January 30, 2019 (afternoon) would assist the committee.

PCPEI Action:

      Motion:

      Vote: