



**Texas Education Agency
Policy Committee on Public Education Information
Tuesday, February 2, 2016**

Wm. B. Travis Building, G-100, PDC7
1701 N. Congress Avenue
10:00 a.m. – 2:00 p.m.

Meeting Minutes

Call to Order

Mary Ann Whiteker (Chair)

Mary Ann Whiteker called the PCPEI meeting to order at 10:00 AM.

Roll call of the PCPEI members attending the meeting was taken.

PCPEI Members Present

Mary Ann Whiteker	Paul Clore
Ronny Beard	Cody Carrol
Leticia Gutierrez for Daniel Amador	Danny Lovett
David Harris	Paul Norton and Nanette Power
Scott Niven	Mary Morgan for Clyde Steelman
Terry Driscoll for Berhl Robertson	Wade Wesley
Patty Shafer	Christina Chesshir for Gilbert Trevino
Bernadette Cardenas	Scott Lewis for Janet Spurgin

ITF Member Present

David McKamie

TEA Staff Present

Melody Parrish	Terri Hanson
Bryce Templeton	Leanne Simons
John Reese	Ed Linden
Monica Martinez	Lizette Reynolds

Approve Minutes from the October 27, 2015 PCPEI Meeting

Action Item

Mary Ann Whiteker introduced the PCPEI meeting minutes from the October 27, 2015 PCPEI meeting and asked the committee members for any comments or corrections. Hearing none, Mary Ann called for a motion to accept the meeting minutes as

presented. Paul Clore made a motion to approve the meeting minutes from the October 27, 2015 PCPEI meeting. Cody Carrol seconded the motion and the motion passed unanimously.

ITF Report to PCPEI Committee

Presentation of action item recommendations from the January 12, 2016 ITF Meeting
Action Items

Presented by David McKamie, Information Task Force Vice Chair

David McKamie presented and summarized each of the following ITF business items and recommendations for the PCPEI members.

1. Sunset of Truancy Data Collection Requirements 2016-2017 Action Item

The newly adopted Every Student Succeeds Act (formerly No Child Left Behind Act) has removed the requirement for states to report data related to student “truancy”. The new act requires the reporting of “chronic absenteeism” in lieu of truancy data. For the 2016-2017 school year, the Texas Education Agency is preparing to sunset the truancy data collection requirements in light of the fact that a state or federal reporting requirement related to “truancy” data no longer exists.

Bryce Templeton presented this item to the ITF committee and summarized the recent activity by the federal government to reauthorize the No Child Left Behind Act (NCLB) of 2001 as the Every Student Succeeds Act (ESSA). Bryce Templeton stated that in the absence of the federal requirement for states to report truancy incident data as part of the ESSA that the authority for the Texas Education Agency (TEA) to collect data on student truancy actions has been removed.

Bryce Templeton explained that this elimination of the truancy data reporting through the PEIMS submissions has little impact on school districts and charter schools. These entities are still required by statute to process truancy actions against students that acquire 10 unexcused absences in a six month period. The schools will still need to track this information locally for local enforcement of the truancy laws, but will not need to continue reporting this data to the TEA.

Bryce Templeton also stated that the TEA was not yet ready to pursue data collections related to the truancy prevention measures requirements under HB 2398 due to the Agency still trying to determine the sanction procedures and develop the “best practices” related to truancy prevention per the requirements of the legislation. TEA was preparing to amend the truancy collection system to expand and include the actions related to the truancy preventions required by statute. With the removal of the authority to collect the basic truancy action data, the foundation of this has been removed and the Agency will now need to revisit the requirements of the legislation to determine how the data related to the truancy prevention measures implemented by school districts and charter schools should be collected.

Bryce Templeton stated that at the October 13, 2015 ITF meeting, the ITF approved the creation of a new Student Truancy Extension Complex Type that resulted in the truancy data reporting be isolated from the student disciplinary data reporting. In light of the ESSA, the TEA is asking the ITF to retract the truancy data collection changes that were approved at the October 13, 2015 ITF meeting. The retraction of this approval includes removing the Student Truancy Extension Complex Type and all of the data elements, code tables, and validation rules associated with this complex from the 2016-2017 TSDS Texas Education Data Standards.

ITF Discussion

ITF members discussed the need for schools and PEIMS software vendors to understand that just because TEA may stop collecting truancy data through the PEIMS submissions that schools are still bound by the revised truancy laws enacted under HB 2398 and need to be aware of the requirements related to truancy policy management without the PEIMS system being a reminder through data reporting requirements.

ITF Action

The ITF committee made a recommendation to approve the removal of the Student Truancy Extension Complex Type from the 2016-2017 TSDS Texas Education Data Standards, including not only the complex type, but the data elements, code tables, and data validation rules.

PCPEI Discussion

Paul Clore asked about the 10 day requirement in statute related to a school being required to file a truancy complaint in truancy court. Bryce Templeton stated that at the point a student has acquired 10 unexcused absences, the new statutes allow for the school to either file a truancy complaint in truancy court or continue with the truancy prevention measures in place.

Danny Lovett referenced the minimum attendance law (90% rule) under TEC 25.092 and the relationship to the new federal reporting requirements related to chronic absenteeism. Bryce Templeton explained the difference between the two statutes. Under TEC 28.095, a school has the authority to set policy on how many excused absences will be allowed before a student may be required to make up any classroom seat time. The Chronic Absenteeism rule preliminary guidance has indicated that the chronic absenteeism rate would be computed from all absences; excused and unexcused. TEA will continue to work on this requirement to determine how the reporting can be compliant and to minimize any additional data reporting requirements for school districts.

PCPEI Action

Motion: David Harris made a motion to approve the ITF recommendation to remove the Student Truancy Extension Complex Type from the 2016-2017 TSDS Texas Education Data Standards, including not only the complex type, but the data elements, code tables, and data validation rules. Paul Clore seconded the motion.

Vote: The motion passed unanimously.

2. Sunset of Truancy Data Reporting for the 2015-2016 Summer Collection

Action Item

For purposes of being aggressively pro-active, the Agency is asking the Information Task Force to provide a recommendation on the removal of the Truancy Data Action Reason Codes and Truancy Action Codes from PEIMS code tables C165 and C164.

Bryce Templeton continued the discussion of the removal of the truancy data collection requirements from the 2016-2017 TSDS TEDS and asked the ITF to consider the merits of suspending the collection of the truancy data for the 2015-2016 school year. Bryce referred to Didi Garcia who confirmed that the USDE collected the truancy data for the last time as of the 2014-2015 school year. With the requirements to report truancy data removed from statute, should the TEA not collect the truancy data for the 2015-2016 school year submission 3?

ITF Discussion

The ITF discussed three options for the 2015-2016 school year Submission 3 related to the truancy data collections:

- Option 1
Remove the Truancy Reason Codes (42, 44, 45) and Truancy Action Code (29) from PEIMS code tables C165 Disciplinary Reason Code and C164 Disciplinary Action Code tables.

The ITF members expressed concerns with this option that if TEA disallowed the respective code in the collection that the student information system (SIS) vendors would be responsible for reprogramming the PEIMS extract to omit these codes from the reporting. If even one vendor was unaware or did not act on this change near the end of the school year, a school could be faced with data load errors that they would not be able to correct.

Additionally, if this option were selected, the SIS vendors would have to reprogram not only the Legacy PEIMS extract programs, but also the TSDS PEIMS extract programs.

- Option 2
Allow the Texas public schools to report the truancy data but not load the data to the TEA public database tables.

This option was favorable to the ITF members, but could pose a data problem for the TEA. Under the Freedom of Information Act, the Agency would still be responsible for reporting on this data because it was collected and stored on TEA data systems. Melody Parrish stated that she would contact the TEA legal staff to discuss the feasibility and limitations of this option.

- Option 3
Allow the Texas public schools to report the truancy data and load the data with no intervention by the Agency.

The ITF discussions related to this option resulted in unanimous support due to the fact that the SIS vendors, public schools, and TEA would be least impacted. The argument was presented that the PEIMS Data Standards for the 2015-2016 school

year were approved and included the requirements to report the truancy data. The fact that the federal government changed its statutes during the course of the 2015-2016 school year should not result in negative impacts on the public schools and the SIS vendors.

ITF Recommendation

ITF made a recommendation to approve Option 3 and make no changes to the PEIMS data reporting requirements for the 2015-2016 school year and to wait until the 2016-2017 school year to remove the truancy data reporting requirements from the TSDS PEMS collections.

PCPEI Discussion

Melody Parrish discussed with the PCPEI members the fact that this issue has been discussed with the TEA legal staff at length both before and after the January 12, 2016 ITF meeting. The primary concern is that any data submitted to the Agency is subject to public information request (PIR) and that if the Agency is not authorized to have the data, then this could present a legal issue for the Agency. But this PIR responsibility of the Agency must be balanced with the fact that when the 2015-2016 school year started, the requirements to report the truancy data were valid and legal. It was not until halfway through the school year that the USDE published the reporting requirements changes and that TEA became aware of the change in reporting requirements.

Mary Ann Whiteker stated that she was not comfortable storing locally and then reporting data for which there was not a valid reporting requirement. Mary Ann also stated that she had met with the author of HB 2398 and learned that the criminal truancy labels were to be eliminated.

Terri Hanson differentiated between the state and local data management requirements. It is clear that schools must manage student truancy at the local level and must keep some level of information, but the level of detail that is reported to the PEIMS system no longer seems relevant.

PCPEI discussions ensued around the expunction requirement from HB 2398. Terri Hanson and Melody Parrish summarized the actions of the Agency to date and stated that TEA had responded to the court order received to expunge the truancy data prior to the 2015-2016 school year and clarified that the data collected, if it is collected, in the 2015-2016 school year is not subject to the expunction requirement because effective with the 2015-20016 school year, the act of truancy is no longer considered by statute to be a criminal behavior; truancy is now a civil matter.

Terry Driscoll stated that Lubbock ISD supported the option to no longer collect the truancy data since the data appears to no longer be needed by the Agency for state or federal reporting.

Paul Clore asked if the PCPEI could make a different recommendation than the recommendation sent from the Information Task Force. The TEA PEIMS staff stated that altering the ITF recommendation is within the powers of the PCPEI.

Danny Lovett asked Ronny Beard if the PCPEI were to overturn the ITF recommendation and make a recommendation to not collect the truancy data for the 2015-2016 school year, could ESC 20 be ready by Submission 3 to not extract the truancy data for the PEIMS submission. Ronny stated that he believed that the ESC software could be modified in time to not report the truancy data to TEA. David McKamie stated that he believed if the ITF committee were aware of the discussions at this PCPEI meeting, they would vote for suspending the truancy data reporting for the 2015-2016 school year.

Melody Parrish stated that if the PCPEI votes to suspend the truancy data reporting for the 2015-2016 school year, TEA would send out a "To The Administrator Addressed" letter advising the schools of this decision. Bryce Templeton stated that if the PCPEI voted to suspend the truancy data reporting for the 2015-2016 school year that the TEA PEIMS staff would immediately notify the PEIMS software vendors and publish notice on the TEA PEIMS website pages and data standards documents.

PCPEI Action

Motion: Paul Clore made a motion to overturn the ITF recommendation to collect the truancy data through the 2015-2016 school year and instead suspend the truancy data reporting for the 2015-2016 school year in light of the fact that TEA has received information that the truancy data will not be reported to the USDE after the 2014-2015 school year data reporting cycle. Ronny Beard seconded the motion.

Vote: The motion passed unanimously.

NOTE: After the February 2, 2016 PCPEI meeting, the Agency received updated information from the USDE that the truancy data from the 2015-2016 school year would be reported after all. As a result, the Agency notified the PCPEI of the need to rescind the PCPEI recommendation to suspend the truancy data reporting for the 2015-2016 school year.

3. House Bill 2804 -Texas Accountability System Ratings Indicators

Action Item

House Bill 2804 (84th legislature) modifies the Texas public school accountability ratings system and requires that TEA use additional data, as part of the accountability ratings, that is not currently collected.

Bryce Templeton introduced this item to the ITF committee and covered the following background information related to this data collection proposal.

During the 84th legislative session (2015), House Bill 2804 was passed and modifies the accountability specifications by creating five (5) domains of accountability. The creation of these domains and the criteria for these domains creates the need for new data collections in order for the Texas Education Agency to compute the accountability results required by the legislation. The accountability ratings as specified in this legislation will begin with the ratings issued in the 2017-2018 school year. The data collection changes that affect the accountability calculations are as follows.

The data needed for the first, second, and third domains already exist or can be calculated from data that already exists. No new data is needed for these domains.

In the fourth domain, the following new data items are required:

- TEC 39.053(c)(4)(A)(ix) - The percentage of students who enlist in the armed forces of the United States (after graduation).
- TEC 39.053(c)(4)(A)(x) - The percentage of students who earn an industry certification (before graduation).
- TEC 39.053(c)(4)(B)(ii)(b) – The percentage of students in grades seven and eight who receive instruction in preparing for high school, college, and a career that includes information regarding the creation of a high school personal graduation plan under TEC 28.02121, the distinguished level of achievement described by TEC 28.025(b-15), each endorsement described by TEC 28.025(c-1), college readiness standards, and potential career choices and the education needed to enter those careers.
- TEC 39.053(c)(4)(C) – Any additional indicators of student achievement not associated with performance on standardized assessment instruments determined appropriate for consideration by the commissioner of education in consultation with educators, parents, business and industry representatives, and employers. (These additional indicators have been identified as the remaining student “performance acknowledgements” that are currently part of the Texas Records Exchange System (TREx). These indicators were created by House Bill 5 from the 83rd (2013) legislative session.

In the fifth domain, the following new data items are required:

- TEC 39.053(c)(5) – Three programs or specific categories of performance related to community and student engagement locally selected and evaluated as provided by TEC 39.0546.

TEC 39.0546 - PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT
AS COMPONENT OF OVERALL DISTRICT AND CAMPUS RATING.

(a) For purposes of including the local evaluation of districts and campuses under Section 39.053(c)(5) and assigning an overall rating under Section 39.054, before the beginning of each school year:

(1) Each school district shall:

- (A) select and report to the agency three programs or categories under Section 39.0545(b)(1), as added by Chapter 211 (H.B. 5), Acts of the 83rd Legislature, Regular Session, 2013, under which the district will evaluate district performance;
- (B) Submit to the agency the criteria the district will use to evaluate district performance and assign the district a performance rating; and
- (C) Make the information described by Paragraphs (A) and (B) available on the district's Internet website; and

(2) Each campus shall:

- (A) Select and report to the agency three programs or categories under Section 39.0545(b)(1), as added by Chapter 211 (H.B. 5), Acts of the 83rd Legislature, Regular Session, 2013, under which the campus will evaluate campus performance;
- (B) Submit to the agency the criteria the campus will use to evaluate campus performance and assign the campus a performance rating; and
- (C) Make the information described by Paragraphs (A) and (B) available on the Internet website of the campus.

(b) Based on the evaluation under this section, each school district shall assign the district and each campus shall assign the campus a performance rating of A, B, C, D, or F, for both overall performance and for each program or category evaluated. An overall or a program or category performance rating of A reflects exemplary performance.

An overall or a program or category performance rating of B reflects recognized performance.

An overall or a program or category performance rating of C reflects acceptable performance.

An overall or a program or category performance rating of D or F reflects unacceptable performance.

(c) On or before the date determined by the commissioner by rule, each school district and campus shall report each performance rating to the agency for the

purpose of including the rating in evaluating school district and campus performance and assigning an overall rating under Section 39.054.

The following excerpt of the Texas Education Code describes the requirements related to the development of requirements and reporting of the community and student engagement indicators.

Sec. 39.0545. SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE.

(a) Each school district shall evaluate the district's performance and the performance of each campus in the district in community and student engagement and in compliance as provided by this section and assign the district and each campus a performance rating of exemplary, recognized, acceptable, or unacceptable for both overall performance and each individual evaluation factor listed under Subsection (b). Not later than August 8 of each year, the district shall report each performance rating to the agency and make the performance ratings publicly available as provided by commissioner rule.

(b) For purposes of assigning the performance ratings under Subsection (a), a school district must evaluate:

(1) The following programs or specific categories of performance at each campus:

(A) Fine arts;

(B) Wellness and physical education;

(C) Community and parental involvement, such as:

(i) opportunities for parents to assist students in preparing for assessments under Section 39.023;

(ii) tutoring programs that support students taking assessments under Section 39.023; and

(iii) opportunities for students to participate in community service projects;

(D) the 21st Century Workforce Development program;

(E) the second language acquisition program;

(F) the digital learning environment;

(G) Dropout prevention strategies; and

(H) Educational programs for gifted and talented students; and

(2) The record of the district and each campus regarding compliance with statutory reporting and policy requirements.

(c) A school district shall use criteria developed by a local committee to evaluate:

(1) The performance of the district's campus programs and categories of performance under Subsection (b) (1); and

(2) The record of the district and each campus regarding compliance under Subsection (b)(2).

As a result of the legislation passed, the following data collection requirements are proposed.

- In Submissions 1 and 3, starting with the 2016-2017 school year, the Texas Education Agency must collect from all schools the status of 7th and 8th grade students receiving instruction in preparing for high school, college, and a career that includes information regarding the creation of a high school personal graduation plan under TEC 28.02121, the distinguished level of achievement described by TEC 28.025(b-15), each endorsement described by TEC 28.025(c-1), college readiness standards, and potential career choices and the education needed to enter those careers.
- In submission 3 starting with the 2016-2017 school year, the Texas Education Agency must collect from all schools their choice of three of the eight Community and Student Engagement Indicators and the ratings criteria that the school will use to rate themselves. These three indicators and the actual ratings of A, B, C, D, or F will be reported to TEA before the end of the 2017-2018 school year.
- In submission 1 of the 2017-2018 school year, the Texas Education Agency must collect from all school districts and open enrollment charter schools the following information for graduates:
 - Students who enlisted in the United States Armed Forces after graduation
 - Student who earned a Post-secondary certification prior to graduation from high school
 - Foundation High School Program students who earned a Performance Acknowledgement in:
 - Advanced Placement/International Baccalaureate coursework
 - Bilingualism or Bi-literacy
 - College Readiness
 - Dual Credit Performance

Note for future school year collections starting with the 2017-2018 school year.

Prior to June 1, 2018, the Texas Education Agency must have completed the collection of the same three CASE indicators submitted from the previous summer submission along with the ratings on a scale of A, B, C, D, and F for each local education agency and campus.

ITF Discussion

The ITF members had many questions about the percentage of students in grades seven and eight who receive instruction in preparing for high school, college, and a career that includes information regarding the creation of a high school personal graduation plan under TEC 28.02121, the distinguished level of achievement described by TEC 28.025(b-15), each endorsement described by TEC 28.025(c-1), college readiness standards, and potential career choices and the education needed to enter those careers.

Shannon Housson (Program Director) spoke to this stating it is mandatory for schools to provide this instruction to seventh and eighth graders through either a regular course, CTE course or a new course. Shannon stated that this requirement to provide the described

instruction was actually initiated in SB 18 and HB 2804 simply uses this data as part of the accountability ratings.

Shannon Housson spoke to the percentages that each of the 5 domains contribute to the accountability ratings scores. Shannon stated that Domains 1, 2, and 3 all have to do with the assessment scores and cannot make up more than 55% of the score. Domain 4 contributes a maximum of 35% and Domain 5 contributes a maximum of 10%.

There was additional discussion among the ITF Members concerning mobile students moving in and out the district during the seventh and eighth grades and possibly never receiving this instruction.

There was also additional discussion about course clarification (using an existing course to satisfy this requirement). . Note: The TEA Curriculum Division has no plans to make this instructional requirement a separate identifiable course.

Bryce Templeton stated a data validation 'Warning' could be given if the indicator was not reported for a particular seventh or eighth grade student. Bryce also stated that the most complete data for this indicator would be obtained by asking the schools to report this for both seventh and eighth grade students and in Submissions 1 and 3. With the data collected in this way, Shannon would have every available option to create the required indicator; even to the point of possibly computing the percentage for seventh and eighth grade students separately and then combined to provide the most comprehensive information. Shannon Housson stated that collecting the data is the first step and then the TEA can proceed with the development of the actual indicator through the accountability focus groups.

Bryce Templeton asked the ITF group if 100 characters was long enough to accommodate a District's web address (URL). No one thought that their respective District web sites had a (URL) that long but would double check. NOTE: Since the ITF meeting, one ITF member contacted TEA and stated that they had evidence of a school district web page address exceeding 100 characters. As a result, TEA will expand this field to 200 characters.

The ITF members asked questions about the three CASE rating indicators to be chosen by the district and reported in the 2016-2017 Summer collection to be used in the 2017-2018 accountability ratings. ITF members asked if special instructions could be added to the data elements in the TEDS documentation that explained the reporting. Bryce Templeton said this verbiage would be included in the Data Element definitions. Bryce also said that a 'TAA' letter can be generated and sent out. Shannon also stated that these three self-rated indicators counts towards ten percent of the overall rating.

Peggy Sullivan asked why the self-rating on the three indicators had to be reported by t June 1st. Shannon Housson spoke to this and this was the latest it could be collected to give TEA the time needed to generate the accountability ratings.

Brenda Padalecki summarized for the ITF group that for the 2016-2017 school year summer collection, a school would be required to pick the three rating indicators from the existing eight that the LEA wants to be rated upon. In the 2017-2018 School year, the LEA will need to pick the three to be rated on in the following School Year and the LEA self-score for the three designated in the previous School Year. TEA staff confirmed Brenda's understanding of the data reporting requirements she stated.

ITF members also discussed the reporting of those students who have graduated and enlisted in the Military (fourth domain). Bryce Templeton stated that there will be situations where a school will and will not know this information about a graduate. Schools would be able to start tracking this data for the 2016-2017 graduation class and take the necessary steps to attempt to identify these students after graduation.

ITF Action

ITF made a recommendation to approve the addition of the following data components to the PEIMS collection for the 2016-2017 school year.

1. Related to the requirement of 7th and 8th grade students receiving instruction in preparing for high school, college, and a career, the Texas Education Agency will add a new data element (FHSP-COLLEGE-CAREER-INSTRUCTION-INDICATOR-CODE) to the StudentProgramExtension complex type starting with the 2016-2017 school year fall and summer submissions.

The Texas Education Agency will also add this new data element (FHSP-COLLEGE-CAREER-INSTRUCTION-INDICATOR-CODE) to the Texas Records Exchange System.

2. For the 2016-2017 school year, schools must select, prior to the beginning of the 2017-2018 school year, the three CASE rating categories they want to be rated on for the 2017-2018 accountability ratings. At the end of the 2016-2017 school year, and as part of the Summer collection, TEA will collect the first, second and third CASE choices from each school district, Charter School, and campuses of the same as well as the criteria for the ratings of these choices in the summer Submission. These rating code choices will be tracked to the spring/summer reporting of the 2017-2018 school year in order to obtain the actual ratings for these choices that will be included as part of the 2017-2018 public school accountability ratings.

NOTE: Juvenile Justice Alternative Education Program (JJAEP), Disciplinary Alternative Education Program (DAEP), and juvenile detention center campuses are exempt from this reporting requirement.

A. For the fifth domain:,

- Add the following new LocalEducationAgencyExtension Complex Type data element(s):
CASE = Community and Student Engagement
 - 1) E15AA FIRST-CASE-CHOICE-CODE
 - 2) E15BB SECOND-CASE-CHOICE-CODE
 - 3) E15CC THIRD-CASE-CHOICE-CODE
 - 4) E15DD - CASE-RATINGS-CRITERIA-LINK
- Add a new CASE RATING-CODE code table C210.

B. For the fifth domain:,

- Add the following new SchoolExtension Complex Type data element(s):
CASE = Community and Student Engagement
 - 1) E15AA FIRST-CASE-CHOICE-CODE
 - 2) E15BB SECOND-CASE-CHOICE-CODE
 - 3) E15CC THIRD-CASE-CHOICE-CODE
 - 4) E15DD - CASE-RATINGS-CRITERIA-LINK
- Add new CASE RATING-CODE code table C210.

3. Related to early notice for the 2017-2018 PEIMS data collection requirements.

- Add the MILITARY-ENLISTMENT-INDICATOR-CODE to the Student Leaver Complex.
- Add the following data elements to the StudentGraduationProgramExtension Complex:
 - AP-IB-PERFORMANCE-ACKNOWLEDGMENT,
 - BILINGUALISM-BILITERACY- PERFORMANCE-ACKNOWLEDGMENT
 - CERTIFICATIONS-LICENSURES-POST-SECONDARY-CERTIFICATON PERFORMANCE-ACKNOWLEDGMENT
 - COLLEGE-READINESS-ASSESSMENTS PERFORMANCE-ACKNOWLEDGMENT
 - DUAL-CREDIT PERFORMANCE-ACKNOWLEDGMENT

TEA will publish the particular 2017-2018 reporting requirements with an early notice in the 2016-2017 Texas Student Data System Texas Education Data Standards.

PCPEI Discussion

The PCPEI members discussed the reporting of the MILITARY-ENLISTMENT-INDICATOR-CODE and the CERTIFICATIONS-LICENSURES-POST-SECONDARY-CERTIFICATON PERFORMANCE-ACKNOWLEDGMENT data elements at length. The discussion surrounded the timing of a school knowing the information for a particular student, a student obtaining a post-secondary certification, and then the ability to report the information through the PEIMS submissions.

Since students cannot actually enlist in the United States military forces until after high school graduation, and because enlisting in the military forces requires proof of a high school diploma, PCPEI members were concerned about the reasonable ability for a school to become aware of the fact that a student had enlisted in the military forces.

Bryce Templeton stated that for the Military Enlistment Indicator Code, a school would be able to report this information as part of the graduation data following the school year of graduation up through the Fall Submission and Resubmission giving the schools until about the third week in January following the graduation event to learn and report the data.

Mary Ann Whiteker expressed concern about schools being able to report students who earn a post-secondary certification after graduation. Mary Ann stated that some students pursuing a post-secondary certification during high school do not complete the requirements until after high school graduation and that schools should be able to get credit for these students in the accountability ratings.

Bryce Templeton stated that the post-secondary certification data element is taken from the exact requirements in TReX and that the student's transcript is no longer amended with new school work accomplishments after graduation. Bryce stated that the TEA PEIMS staff would revisit this item with the Performance Reporting staff to see if any modifications could be made to the reporting of this information. Shannon Housson agreed with this action. However, the ability of TEA to extend the reporting of this data beyond the Fall Submission after graduation would not be possible because of the way the graduate data is reported and used by TEA. Once a student is reported as a

graduate, schools are not supposed to report the graduate data again. Doing so results in an over-reported graduate in the PEIMS data.

Melody Parrish asked Mary Ann Whiteker if a district has the ability to track a student to the completion of a post-secondary certification after graduation. Mary Ann stated it may be possible, but that it is more difficult for larger school districts than smaller school districts. Mary Ann also expressed concern about making a decision on this data reporting change for the 2017-2018 school year too early when the Agency may still be attempting to define all of the indicators for Domain 4 related to the “and any other indicators approved by the commissioner of education”. Melody asked Mary Ann if TEA were to remove the “prior to graduation” limitation from the post-secondary certification data element, would the PCPEI be fully supportive of this change. Mary Ann and the other PCPEI members stated that the committee would support this change. Shannon Housson stated that he would be willing to take this change request back to the TEA management to consider. The change would be to allow schools to continue to identify and report students who completed a post-secondary industry certification after graduation to be reported as completing the requirements for the CERTIFICATIONS-LICENSURES-POST-SECONDARY-CERTIFICATON PERFORMANCE-ACKNOWLEDGMENT data element. Mary Ann asked the TEA staff to bring the CERTIFICATIONS-LICENSURES-POST-SECONDARY-CERTIFICATON PERFORMANCE-ACKNOWLEDGMENT data element back to the next PCPEI meeting for continued discussions on the reporting requirements.

Shannon Housson described the percentages that each of the 5 domains in the 2017-2018 accountability ratings system will contribute to a school district or charter school score. Domains 1, 2, and 3 cannot contribute more than 55% of the ratings score. Domain 4 cannot contribute more than 35% of the ratings score. Domain 5 cannot contribute more than 10% of the ratings score. Shannon described how the Domain 5 calculation is punitive if a school does not provide the required information. Because there is only one item in Domain 5, it is punitive for a school if the information is not reported. Domain 4 has multiple items and as such, it is more difficult for a school to score 0% on Domain 4.

PCPEI Action

Motion: 1. **Ronny Beard** made a motion to accept the ITF recommendation to approve the ITF recommendation to add a new data element (FHSP-COLLEGE-CAREER-INSTRUCTION-INDICATOR-CODE) to the StudentProgramExtension complex type starting with the 2016-2017 school year fall and summer submissions and to also add this data element to the TREx data standards for the 2016-2017 school year. Paul Clore seconded the motion.

Vote 1: The motion passed unanimously.

Motion 2: **Danny Lovett** made a motion to approve the ITF recommendation to add the following new LocalEducationAgencyExtension Complex Type data element(s):

- 1) E15AA FIRST-CASE-CHOICE-CODE (CASE = Community and Student Engagement)
- 2) E15BB SECOND-CASE-CHOICE-CODE

- 3) E15CC THIRD-CASE-CHOICE-CODE
- 4) E15DD - CASE-RATINGS-CRITERIA-LINK
- 5) Add a new CASE RATING-CODE code table C210

To Submission 3 for the 2016-2017 school year;

And as early notice for the 2017-2018 PEIMS data collection requirements publish the following data collection requirements.

- Add the MILITARY-ENLISTMENT-INDICATOR-CODE to the Student Leaver Complex.
- Add the following data elements to the StudentGraduationProgramExtension Complex:
 - AP-IB-PERFORMANCE-ACKNOWLEDGMENT,
 - BILINGUALISM-BILITERACY- PERFORMANCE-ACKNOWLEDGMENT
 - CERTIFICATIONS-LICENSURES-POST-SECONDARY-CERTIFICATON PERFORMANCE-ACKNOWLEDGMENT
 - COLLEGE-READINESS-ASSESSMENTS PERFORMANCE-ACKNOWLEDGMENT
 - DUAL-CREDIT PERFORMANCE-ACKNOWLEDGMENT

The PCPEI is approving these changes with the caveat that TEA will bring the CERTIFICATIONS-LICENSURES-POST-SECONDARY-CERTIFICATON PERFORMANCE-ACKNOWLEDGMENT data element back to the May 17, 2016 PCPEI meeting for further discussions related to the ability of schools to continue to identify and report the certifications and licensures achieved after high school graduation but before the following school year Fall submission and resubmission due dates.

TEA will publish these particular 2017-2018 reporting requirements with an early notice in the 2016-2017 Texas Student Data System Texas Education Data Standards no later than July 1, 2016.

Paul Clore seconded the motion.

Vote 2: The motion passed unanimously.

4. High Quality Pre-Kindergarten Program

Action Item

House Bill 4 (84th legislature) creates the High Quality Pre-Kindergarten program and establishes funding for the same. The Texas Education Agency is required to expand the collection of data related to pre-kindergarten students and pre-kindergarten programs in order to fulfill the requirements of these statutes.

Ed Linden presented this item to the ITF and summarized the following requirements:

The TSDS Early Childhood Data System (ECDS) project is a Texas Student Data System (TSDS) initiative.

For the 2012-2013, 2013-2014 and 2014-2015 school years, the ECDS Pre-Kindergarten data collection utilized MS Excel spreadsheets to gather student demographic data. TEA developed a conversion tool that allowed Public and Private Pre-K programs to convert the data to the required xml format. The converter tool was an interim solution to allow vendors time to create an xml extraction process.

Legislation excerpt

House Bill (HB) 4 was passed by the 84th Texas Legislature, 2015, and signed into law by Governor Abbott on May 28, 2015. HB 4 establishes additional state support for high-quality prekindergarten programs including authorization for a grant program and expansion of early childhood education reporting requirements for all Texas public schools. Grant applications are expected to be posted in spring 2016 and funding made available in summer 2016 for use by districts in implementing high-quality prekindergarten programs in the 2016-2017 school year. Additional funding will be made available in fall 2016 to support 2016-2017 implementation.

In preparation for awarding high-quality prekindergarten grants, TEA must complete the following tasks:

- Review and update the 2008 Prekindergarten Guidelines
- Identify model family engagement strategies
- Establish a list of commissioner approved prekindergarten assessment instruments
- Determine high-quality prekindergarten teacher qualification requirements
- Develop additional prekindergarten professional development opportunities
- Adopt commissioner's rules for the implementation of the high-quality grant program established in HB 4

This process will include a variety of opportunities in fall 2015 for stakeholders to provide input on the various components listed above. We will provide updates and details regarding opportunities for stakeholder input as additional information becomes available.

Please be sure to sign up for the Early Childhood Education listserv at <https://public.govdelivery.com/accounts/TXTEA/subscriber/new> for the most up-to-date information.

HB 4 also adds certain new prekindergarten reporting requirements for all public school districts and open-enrollment charter schools. In addition to implementation of the high-quality grant program, the statewide data collection required by HB 4 will begin in the 2016-2017 school year

TEA is proposing the following changes to the 2016-2017 Texas Education Data Standards for the ECDS – Public Pre-K collection:

PRE-K ECDS SUMMARY:

- Transitioning from ECDS Spreadsheets to PEIMS Submission 3 extract to collect Pre-K Demographic and Special Program information
 - Public Pre-K programs will no longer submit data through the ECDS spreadsheet
 - This will prevent double collection of ECDS Demographic and Special Programs Data from both TSDS and PEIMS
 - Utilize Existing PEIMS data elements for Pre-K ECDS demographic reporting

NEW PRE-K ECDS ITEMS REPORTED IN PEIMS:

- Public Pre-K programs must provide the following information in their Pre-K ECDS information for PEIMS Submission 3:
 - **PK-SCHOOL-TYPE:** indicates the PK program that is offered at the campus. (Collected at the section level Ex: Public Pre-K)
 - **STUDENT-INSTRUCTION-TYPE:** indicates the PK student type of instruction (Collected at the section level Ex: Full Day)

EXISTING PEIMS ITEMS NOW REPORTED FOR PRE-K ECDS:

- House Bill 4 mandates collection of Pre-K Demographic and Special Program information through the PEIMS submission 3 collection.
 - **PRIMARY-PK-FUNDING-SOURCE:** indicates the primary source of funding for a Pre-kindergarten student
 - Staff and Class information to link existing PEIMS elements now reported for Pre-K and to obtain Pre-K class size and ratio of instructional staff to students:
 - Pre-K students will need to be scheduled into a Pre-K homeroom attached to Service ID 0101000
 - **PASS/FAIL-CREDIT-INDICATOR-CODE:** indicates the outcome for a course taken by a particular student and will be reported as 0 for Pre-K Students
 - Calculation of Instructional Days for Pre-K students in Pre-K Program (PK-SCHOOL-TYPE):
 - Will use class link information and PK-SCHOOL-TYPE to calculate the number of instructional days in a Pre-K program
 - Pre-K students with less than 80 instructional days in a particular Pre-K program will not be considered when calculating the data on the ECDS Assessment Pre-K Sources report
 - LEAs that do not want to participate in providing their Pre-K readiness reporting results at the Campus, LEA, or ESC levels, can report a Pre-K School Type of "None"

BRAND NEW PRE-K ECDS ITEMS REPORTED IN PEIMS:

- New PEIMS submission 3 Data elements will be collected for the Pre-K ECDS collection to fulfill the following legislative requirement:
 - **PK-CURRICULA:** used in the district's Pre-K program classes (Collected at Course/Section Level)

NON-HIGH QUALITY PREKINDERGARTEN GRANT PROGRAM ITEMS:

- BOY and EOY Assessments for all LEAs that administer a Commissioner approved Pre-K Assessment:
 - Student Assessment Data and Assessment Meta Data .xml information will be provided by the assessment vendor
 - Public Pre-K programs where assessment vendors are unable to provide assessment information in .xml format, have the option to use the ECDS worksheet and Converter Tool up until the end of the 2016-17 School Year.

HIGH QUALITY PREKINDERGARTEN GRANT PROGRAM ITEMS:

- For those Public Pre-K programs that are approved for the High Quality Pre-Kindergarten Grant Program, the following NEW data elements will be collected in PEIMS submission 3:
 - **PK-TEACHING-REQUIREMENT:**
 - Collected at the Teacher Level
 - Will need an additional early childhood education credential documented in HB4 in addition to their regular teaching credential. **(New Data Element and New Code Table)**
 - **HIGH-QUALITY-PK-PROGRAM-INDICATOR:**
 - Collected at the Course/Section Level
 - New Data element to indicate participation in the High Quality Prekindergarten program (Code Table C088)

MISC PUBLIC PRE-K ITEMS:

- Business Validations will be added to the ECDS Application to verify that the Pre-K data has the correct values and codes when pulled from the ODS and before being added to the ECDS Data mart.

ITF Discussion

ITF members asked about the demographic requirements for the Pre-Kindergarten (PK) students. Terri Hanson stated that the PK demographics would be mandatory.

ITF members asked about the availability of funding related to the High Quality PK grant and program. Howard Morrison stated that the funding would potentially be available in late spring 2016.

Dennis Telas asked about the class size computations. Howard Morrison stated that one teacher for 22 students would be computed as 22:1. Two teachers for 22 students would be computed as 11:1.

Keitha Ivey raised the question about the PK classroom aides and if they would be reported and included in the class size computations. Howard Morrison stated that they would be included. This fact raised a concern about how the PK classroom aides could be reported given the restrictions on the Classroom Link data reporting in Submission 3. Bryce Templeton suggested that TEA could add the 033 Role ID (Instructional Aide) to the list of acceptable Role IDs for the summer collection and then check to see that the Instructional

Aides were only reported with the PK Course/Service ID (01001000). TEA could also add a new code to the Class Role data element code table to identify the PK Classroom Aide (04 – Pre-Kindergarten Classroom Aide). The use of this new Class Role code would also be tied to the PK Course/Service ID 01001000. The ITF committee concurred with TEA that this change would be a viable solution to reporting the PK classroom aides in the summer submission Classroom Link data collection.

The details of this revision are as follows:

- Add ROLE-ID of 033 to the Summer Classroom Link data collection: “PK Classroom Aide”
 - Include for PEIMS Submission 3 only
 - Exclude for PEIMS Submission 1

- Add CLASS-ROLE of 04 to Code table C180: “PK Classroom Aide”
 - Include for PEIMS Submission 3 only
 - Exclude for PEIMS Submission 1

ITF members also suggested that a data table containing the approved High Quality Pre-Kindergarten programs be added to the TSDS PEIMS application for purposes of validating the schools that report high quality Prekindergarten programs. TEA staff indicated that this was a possibility and that TEA would explore the feasibility of such a validation.

Additional ITF discussion focused on the PK Curricula Code table and the “Other” code. ITF members suggested that the “Other” code be renumbered from 08 to 99. TEA agreed to make the following adjustment to the data reporting requirements.

- Update C215 Code Table to designate PK CURRICULA CODE of “Other” to be “99-Other” instead of “08-Other”.

ITF committee members discussed the fact that under this proposal, LEAs would be scheduling PK and KG students next month for the 2016-2017 school year. When would the above changes need to be included in TEDS? Does TEA need to communicate to LEAs regarding the ROLE ID and CLASS ROLE changes above? Bryce Templeton stated that the PEIMS software vendors would be invited to TEA on March 31, 2016 for a training update to the 2016-2017 Texas Education Data Standards.

ITF Action

ITF made a recommendation to approve the data reporting changes to the 2016-2017 school year TSDS Texas Education Data Standards regarding the Pre-Kindergarten program including:

- Begin collecting PK-SCHOOL-TYPE and STUDENT-INSTRUCTION-TYPE in PEIMS Submission 3.
- Begin collecting classroom link data for the PK grade level in PEIMS Submission 3.
- Allow staff with Instructional Aide Role ID 033 to be reported with the course section that they are serving and be reported with the PK Service ID 01001000 in the Classroom Link data.
- Add a new Class Role 04 – Pre-Kindergarten Classroom Aide to the Class Role data element code table C180.
- Add the PK-CURRICULA data element and code table (C215) as amended to change 08 – Other to 99 - Other to the SectionExtensionComplexType.

- Add the HIGH-QUALITY-PK-PROGRAM-INDICATOR to the SectionExtensionComplexType and utilize PEIMS code table C088 to report the data (High Quality Program only)
- Add the PK-TEACHER-REQUIREMENT to the StaffExtensionComplexType along with a new code table C216. (High Quality Program only).
- Begin collecting BOY and EOY Prekindergarten Assessment results for all LEAs that administer a Commissioner approved Pre-K Assessment.

Additionally, ITF made a recommendation to approve data reporting changes to the 2016-2017 school year TSDS Texas Education Data Standards regarding the collection in Kindergarten Assessments including:

- Use the existing PEIMS Submission 3 collection of Demographic and Special Program for the Kindergarten ECDS collection.
- Move the collection of Kindergarten Assessment data to coincide with the Prekindergarten assessment data collection; March – July, 2017.
- Begin collecting classroom link data for the KG grade level in PEIMS Submission 3.

PCPEI Discussion

Mary Ann Whiteker asked to clarify that the PreKindergarten and Kindergarten grade levels would not be reporting the Pass-Fail Indicator Code for the course sections reported by a school. Bryce Templeton confirmed this fact for Mary Ann. Bryce stated that the data reporting system would not allow a Pass-Fail Indicator Code other than 00 – Not Applicable whenever the course section contained a PreKindergarten or Kindergarten Service ID (Course ID).

Terry Driscoll asked how schools were supposed to report the PK-SCHOOL-TYPE data element for Headstart PK and the Public PK when the different program students may be combined in a single classroom. Terri Hanson stated that the school would need to schedule these different PK populations in different course sections in order to distinguish the programs in the data reporting. Terry Driscoll then asked about the minimum reporting requirements for the High Quality PK Program. Terri Hanson stated that the HIGH-QUALITY-PK-PROGRAM_INDICATOR and the PK-TEACHER-REQUIREMENT are the only two elements that are specific to the High Quality PK Program.

PCPEI Action

Motion: **Patty Shafer made a motion to approve the ITF recommendation to approve the data reporting changes to the 2016-2017 school year TSDS Texas Education Data Standards regarding the Pre-Kindergarten program including:**

- Begin collecting PK-SCHOOL-TYPE and STUDENT-INSTRUCTION-TYPE in PEIMS Submission 3.
- Begin collecting classroom link data for the PK grade level in PEIMS Submission 3.
- Allow staff with Instructional Aide Role ID 033 to be reported with the course section that they are serving and be reported with the PK Service ID 01001000 in the Classroom Link data.
- Add a new Class Role 04 – Pre-Kindergarten Classroom Aide to the Class Role data element code table C180.
- Add the PK-CURRICULA data element and code table (C215) as amended to change 08 – Other to 99 - Other to the SectionExtensionComplexType.
- Add the HIGH-QUALITY-PK-PROGRAM-INDICATOR to the SectionExtensionComplexType and utilize PEIMS code table C088 to report the data (High Quality Program only)
- Add the PK-TEACHER-REQUIREMENT to the StaffExtensionComplexType along with a new code table C216. (High Quality Program only).
- Begin collecting BOY and EOY Prekindergarten Assessment results for all LEAs that administer a Commissioner approved Pre-K Assessment.
- Use the existing PEIMS Submission 3 collection of Demographic and Special Program for the Kindergarten ECDS collection.
- Move the collection of Kindergarten Assessment data to coincide with the Prekindergarten assessment data collection; March – July, 2017.
- Begin collecting classroom link data for the KG grade level in PEIMS Submission 3.

Paul Norton seconded the motion.

Vote: The motion passed unanimously.

Post Early Childhood Data System Changes Vote Discussions

Melody Parrish stated that Commissioner Mike Morath is interested in collecting additional PreKindergarten assessment data; more than just the assessments that are on the commissioner's approved list. Additionally, there may be additional Early Childhood Learning elements that may be needed to better assess the success and performance of the PreKindergarten programs. The commissioner is interested in adding PreKindergarten experts to the Information Task Force committee or for the Policy Committee on Public Education Information to add a PreKindergarten expert panel.

Monica Martinez stated that the underlying question behind this effort is "Is the data collected for the High Quality PreKindergarten programs sufficient for determining the effectiveness of the program for Kindergarten readiness." Lizette

Reynolds added that the commissioner is concerned about the being able to know effectiveness of the High Quality PreKindergarten program in order to be able to face program opposition in the next legislative session.

Ronny Beard stated that the Information Task Force is not the right organization to petition these additional Prekindergarten data requirements. The ITF members are technical data reporting and management specialist, but are not early learning program specialist. PCPEI is also not the right committee either. The PCPEI should authorize the creation of another sub-committee made up of early learning specialist to assist the Agency in identifying additional indicators to accomplish the objective of the commissioner.

Mary Ann Whiteker stated that the data collected needs to be able to clearly distinguish between the High Quality PreKindergarten programs from the programs that are not designated as High Quality PreKindergarten programs. Mary Ann stated that the PCPEI should appoint an AdHoc committee and allow each ESC to nominate 2 early education teachers to serve on this committee.

Ronny Beard made a motion to appoint an Ad Hoc committee to study the existing early learning data elements and then recommend additional data elements to address the High Quality PreKindergarten program indicator needs and that these persons will be nominated by the executive directors from each of the 20 education service centers. Each ESC will nominate 2 persons with one being the member and the other being the alternate member to serve in the absence of the member. Cody Carrol seconded the motion. Danny Lovett stated that 40 persons was too many people for this sub-committee. It was clarified that only 20 persons should be attending this meeting at any given meeting. The alternates should only attend in the absence of the appointed member. The motion passed unanimously.

Melody Parrish stated that she would take the next steps to organize and convene a meeting of a group of PreKindergarten specialist and would be soliciting nominations from each ESC Executive Director. The ESC Executive Director PCPEI members concurred will provide nominations upon request.

Wade Wesley asked Monica Martinez if the High Quality PreKindergarten Grant funding would be retroactive to the beginning of the school year. Monica stated that the grant would not be retroactive because the High Quality PreKindergarten program was not defined at the beginning of the school year.

3. Information Task Force Membership for Houston ISD Action Item

Bryce Templeton presented this item to the committee and stated that Cathleen Freeman was also no longer able to participate in the ITF proceedings for Houston ISD. Pablo Martinez has been serving as the alternate for this vacancy. Houston ISD is nominating Nancy Cintron to replace Cathleen Freeman as the Houston ISD ITF member. Pablo Martinez is nominated to serve as the alternate ITF member for Nancy Cintron.

Danny Lovett made a motion to approve the Houston ISD Information Task Force member to be Nancy Cintron and for Pablo Martinez to serve as the alternate for Nancy. Patty Shafer seconded the motion and the motion passed unanimously.

4. Open Forum

The PCPEI members did discuss any topics for this agenda item.

5. Next PCPEI meeting

The PCPEI committee will select May 9, 2016 or May 16, 2016.

The PCPEI members were not in favor of the May 9, 2016 proposed meeting date due to a conflict with other obligations and decided that the next PCPEI meeting will be on May 17, 2017.

Melody Parrish stated that Commissioner Mike Morath had intended to attend the February 2, 2016 PCPEI meeting, but had a schedule conflict preventing him from attending. Commissioner Morath plans to attend the May 17, 2016 PCPEI meeting and the May 17 PCPEI meeting will be held at the TEA offices.

6. Adjournment

Mary Ann Whiteker adjourned the February 2, 2016 PCPEI meeting at 12:55 PM.