



**Information Task Force (ITF) Report to the
Policy Committee on Public Education Information (PCPEI)
For the November 13, 2018, December 11, 2018, and January 15, 2019 ITF Meetings**

Part A: November 13, 2018

1. Campus Enrollment Type for the 2019-2020

Action Item

The Texas Education Agency (TEA) proposes to add a new data element, Campus Enrollment Type, to use as part of the criteria when assigning campuses to comparison groups to determine distinction designations.

Michele Elledge presented the Campus Enrollment Type proposal. She explained that campuses which receive an accountability rating of 'Met Standard' are eligible to earn distinction designations. The distinction designations awarded in 2018 were reviewed. Michele further explained that to earn a distinction designation, a high school or K-12 campus must be in the top quartile of its comparison group for at least 33% of the indicators for the specific distinction designation. Middle schools and elementary schools must be in the top quartile of their comparison group for at least 50% the indicators.

Michele reviewed the example provided in the proposal which illustrated the process followed for determining whether or not a campus earns a distinction designation. Michele continued to explain that to determine comparison groups, campuses are identified by school type (i.e. elementary school, middle school, elementary/secondary (also referred to as K-12), and high school), then grouped with 40 other schools from anywhere in Texas that are most similar in the following areas: Grade levels served, Size, Mobility rate, Percentage of English Learners, Percentage of students served by special education and Percentage of students enrolled in an Early College High School program.

Michele stated that the Accountability Technical Advisory Committee and the Policy Advisory Committee along with other stakeholder groups and the Commissioner of Education have determined the need to add an additional criterion, campus enrollment type, as a factor to consider when assigning campuses to comparison groups. She reviewed the defined campus enrollment types. Michele cited Texas Education Code 39.203 which addresses the awarding of distinction designations and Texas Education Code 39.204 which addresses distinction designation criteria committees and pointed out that 39.204 (e)(B), indicates that the student enrollment of a campus should be considered when developing the criteria for distinction designations.

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

1. Add CAMPUS-ENROLLMENT-TYPE-CODE data element to the SchoolExtension Complex Type. The CAMPUS-ENROLLMENT-TYPE-CODE will be mandatory in the PEIMS Fall Submission beginning in the 2019-2020 school year.
2. Add guidance to Section 2.1 / 8.2.1 to further explain the CAMPUS-ENROLLMENT-TYPE-CODE data element.
3. Add CAMPUS-ENROLLMENT-TYPE-CODE code table to Section 4 / 8.4.
 - 01 – Zoned Enrollment School (no transfers accepted)
 - 02 – Zoned Enrollment School (transfers accepted)
 - 03 – Open Enrollment School
 - 04 – Selective Enrollment School

- 05 – Blended Enrollment School
 - 06 – ISS/DAEP/JJAEP School
4. Add a new LEA level report which will show the CAMPUS-ENROLLMENT-TYPE-CODE selected for each campus in the LEA.
 5. Update Business Validation Rule(s) to support the CAMPUS-ENROLLMENT-TYPE-CODE data element.
 - 10020-000E – Added CAMPUS-ENROLLMENT-TYPE-CODE to the field validation rule.

ITF Discussion:

Nancy Dunnam opened the floor to questions regarding the proposal.

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

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

With no other questions, Nancy called for a motion.

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 Enrollment Type proposal for the 2019-2020 school year which includes:

1. Add CAMPUS-ENROLLMENT-TYPE-CODE data element to the SchoolExtension Complex Type. The CAMPUS-ENROLLMENT-TYPE-CODE will be mandatory in the PEIMS Fall Submission beginning in the 2019-2020 school year.
2. Add guidance to Section 2.1 / 8.2.1 to further explain the CAMPUS-ENROLLMENT-TYPE-CODE data element.
3. Add CAMPUS-ENROLLMENT-TYPE-CODE code table to Section 4 / 8.4.
 - 01 – Zoned Enrollment School (no transfers accepted)
 - 02 – Zoned Enrollment School (transfers accepted)
 - 03 – Open Enrollment School
 - 04 – Selective Enrollment School
 - 05 – Blended Enrollment School
 - 06 – ISS/DAEP/JJAEP School
4. Add a new LEA level report which will show the CAMPUS-ENROLLMENT-TYPE-CODE selected for each campus in the LEA.
5. Update Business Validation Rule(s) to support the CAMPUS-ENROLLMENT-TYPE-CODE data element.
 - 10020-000E – Added CAMPUS-ENROLLMENT-TYPE-CODE to the field validation rule.

PCPEI Discussion:

PCPEI Action:

Motion:

Vote:

2. Disciplinary Action Reason Code Table (C165) Revisions for the 2019-2020 School Year Action Item

Due to federal reporting requirement changes, states are no longer required to report data related to Disciplinary Action Reason Code 33 – Tobacco and 34 – School Related Gang Violence.

Melissa Lemons presented the Disciplinary Action Reason Code Table (C165) Revisions proposal to the ITF committee. Melissa stated that TEA began collecting Disciplinary Action Reason Codes 33 (Tobacco) and 34 (School Related Gang Violence) in the 1999-2000 school year to comply with federal reporting requirements. She added that there are no associated state reporting requirements. Due to recent federal reporting requirement changes, these two codes are no longer reported to the federal government and will be removed for the 2019-2020 school year.

Melissa reviewed the changes to TEDS that TEA is proposing for the 2019-2020 school year as follows:

1. Update the C165 – DISCIPLINARY-ACTION-REASON-CODE code table
 - Revise code 21 – Violation of Student Code Of Conduct Not Included Under TEC §§37.002(b), 37.006, or 37.007 (does not include student code of conduct violations covered in reason codes 33 and 34) by removing the parenthetical statement.
 - Delete code 33 - Possessed, Purchased, Used, or Accepted a Cigarette Or Tobacco Product As defined in the Health and Safety Code, Section 3.01, Chapter 161.25
 - Delete code 34 - School-Related Gang Violence
 - Action by three or more persons having a common identifying sign or symbol or an identifiable sign or symbol or an identifiable leadership who associate in the commission of criminal activities under Penal Code §71.01
2. Update Business Validation Rule(s) to remove the 33 – Tobacco and 34 – School Related Gang Violence codes
 - 44425-0037
 - 44425-0050
 - 44425-0055

ITF Discussion:

Nancy Dunnam opened the floor to questions regarding the proposal.

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

With no other questions, Nancy called for a motion.

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 Disciplinary Action Reason Code Table (C165) Revisions proposal for the 2019-2020 school year which includes:

1. Update the C165 – DISCIPLINARY-ACTION-REASON-CODE code table
 - Revise code 21 – Violation Of Student Code Of Conduct Not Included Under TEC §§37.002(b), 37.006, or 37.007 (does not include student code of conduct violations covered in reason codes 33 and 34) by removing the parenthetical statement.
 - Delete code 33 - Possessed, Purchased, Used, or Accepted a Cigarette Or Tobacco Product As defined in the Health and Safety Code, Section 3.01, Chapter 161.25
 - Delete code 34 - School-Related Gang Violence
 - Action by three or more persons having a common identifying sign or symbol or an identifiable sign or symbol or an identifiable leadership who associate in the commission of criminal activities under Penal Code §71.01

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

- 44425-0037
- 44425-0050
- 44425-0055

PCPEI Discussion:

PCPEI Action:

Motion:

Vote:

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

The Texas Education Agency (TEA) proposes to standardize the First Name, Middle Name, and Last Name data element lengths across all TSDS applications.

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

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

- TEDS: Reduce length of First Name (E0703) from the current length of 75 characters to 60 characters.
- TEDS: Reduce length of Middle Name (E0704) from the current length of 75 characters to 60 characters.
- TEDS: Reduce length of Last Name (E0705) from the current length of 75 characters to 60 characters.
- Unique ID: Restrict the Unique ID application First Name, Middle Name and Last Name fields to 60 characters.

ITF Discussion:

Nancy Dunnam opened the floor to questions regarding the proposal.

With no questions, Nancy called for a motion.

ITF Action:

The ITF committee made a recommendation to approve the following changes proposed in the Name Fields Length Changes proposal for the 2019-2020 school year:

- **TEDS: Reduce length of First Name (E0703) from the current length of 75 characters to 60 characters.**
- **TEDS: Reduce length of Middle Name (E0704) from the current length of 75 characters to 60 characters.**
- **TEDS: Reduce length of Last Name (E0705) from the current length of 75 characters to 60 characters.**
- **Unique ID: Restrict the Unique ID application First Name, Middle Name and Last Name fields to 60 characters.**

PCPEI Discussion:**PCPEI Action:****Motion:**

Vote:

4. DC154 Assessment Title Code Table Revisions for the 2019-2020 School Year Action Item

In order to align with the Commissioner Approved Prekindergarten and Kindergarten Assessment Instruments, the Assessment Title Code table (DC154) needs to be updated to remove the invalid assessments.

Ed Linden presented the DC154 Assessment Title Code Table Revisions to the committee. He began by stating that the Commissioner Approved Prekindergarten and Kindergarten Assessment Instruments enables LEAs to select instruments that are valid and reliable based on scientific research and measure each domain of development. He continued that there is an overlap of school years for the assessments, therefore some of the assessments are no longer valid and need to be removed from the ASSESSMENT-TITLE-CODE (DC154) code table.

Therefore, the Texas Education Agency (TEA) is proposing the following changes for the 2019-2020 school year:

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

- 05 BOY KG easyCBM-LTR NAMES
- 06 BOY KG easyCBM-LTR SOUNDS
- 07 BOY KG IDEL-Fluidez en Nombrar Letras (FNL)
- 08 BOY KG IDEL-Fluidez en la Segmentacion de Fonemas (FSF)
- 19 BOY KG PALS Summed Score
- 22 BOY KG Tejas LEE Results Seccion 1
- 24 BOY KG Tejas LEE Results Seccion 3
- 26 BOY KG Tejas LEE Results Seccion 6
- 27 BOY KG Tejas LEE Results Seccion 7
- 28 BOY KG Tejas LEE Results Seccion 8
- 29 BOY KG Tejas LEE Results Seccion 9
- 30 BOY KG Tejas LEE Results Seccion 10
- 36 BOY KG PAPI For Same/Different Score
- 37 BOY KG PAPI For Rhyming Words Score
- 38 BOY KG PAPI For Beginning Sounds Score
- 39 BOY KG PAPI For Ending Sounds Score
- 40 BOY KG PAPI For Letter ID (upper) Score
- 41 BOY KG PAPI For Letter ID (lower) Score
- 42 BOY KG PAPI-S For Same/Different Score
- 43 BOY KG PAPI-S For Rhyming Words Score
- 44 BOY KG PAPI-S For Beginning Sounds Score
- 45 BOY KG PAPI-S For Ending Sounds Score
- 46 BOY KG PAPI-S For Letter ID (upper) Score
- 47 BOY KG PAPI-S For Letter ID (lower) Score
- 48 BOY KG WJ-III-Total Reading

ITF Discussion:

Nancy Dunnam opened the floor to questions regarding the proposal.

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

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

With no other questions, Nancy called for a motion.

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 DC154 Assessment Title Code Table Revisions proposal for the 2019-2020 school year which includes:

Removing the following assessments from the DC154 - ASSESSMENT-TITLE-CODE code table

- 05 BOY KG easyCBM-LTR NAMES
- 06 BOY KG easyCBM-LTR SOUNDS
- 07 BOY KG IDEL-Fluidez en Nombrar Letras (FNL)
- 08 BOY KG IDEL-Fluidez en la Segmentacion de Fonemas (FSF)
- 19 BOY KG PALS Summed Score
- 22 BOY KG Tejas LEE Results Seccion 1
- 24 BOY KG Tejas LEE Results Seccion 3
- 26 BOY KG Tejas LEE Results Seccion 6
- 27 BOY KG Tejas LEE Results Seccion 7
- 28 BOY KG Tejas LEE Results Seccion 8
- 29 BOY KG Tejas LEE Results Seccion 9
- 30 BOY KG Tejas LEE Results Seccion 10
- 36 BOY KG PAPI For Same/Different Score
- 37 BOY KG PAPI For Rhyming Words Score
- 38 BOY KG PAPI For Beginning Sounds Score
- 39 BOY KG PAPI For Ending Sounds Score
- 40 BOY KG PAPI For Letter ID (upper) Score
- 41 BOY KG PAPI For Letter ID (lower) Score
- 42 BOY KG PAPI-S For Same/Different Score
- 43 BOY KG PAPI-S For Rhyming Words Score

- 44 BOY KG PAPI-S For Beginning Sounds Score
- 45 BOY KG PAPI-S For Ending Sounds Score
- 46 BOY KG PAPI-S For Letter ID (upper) Score
- 47 BOY KG PAPI-S For Letter ID (lower) Score
- 48 BOY KG WJ-III-Total Reading

PCPEI Discussion:

PCPEI Action:

Motion:

Vote:

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

Action Item

The Texas Education Agency (TEA) proposes to add data elements, Subject Area (E1186) and Course Description (E1187), to the InterchangeStudentTranscriptExtension to resolve an issue with missing course description and subject area information in the studentGPS® Dashboards Student Transcript view.

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

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

- Add the existing data element E1186 SUBJECT-AREA to the CourseTranscriptExtension Complex Type as mandatory in the InterchangeStudentTranscriptExtension for Dashboards.
- Add the existing data element E1187 COURSE-DESCRIPTION to the CourseTranscriptExtension complex type in the InterchangeStudentTranscriptExtension as mandatory for Dashboards.
- Add guidance in TEDS Section 2.1 and 2.4 related to E1186 SUBJECT-AREA and E1187 COURSE-DESCRIPTION.

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

ITF Discussion:

Nancy Dunnam opened the floor to questions regarding the proposal.

Jay Young asked for clarification as to how the proposed data elements could be mandatory but not have a validation rule impact. Connor Briggs responded that if the mandatory data elements SUBJECT-AREA and COURSE-DESCRIPTION are not included in the file, the file would fail the file manager validation.

With no other questions, Nancy called for a motion.

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 Transcript Changes for Dashboards proposal for the 2019-2020 school year which includes:

- Add the existing data element E1186 SUBJECT-AREA to the CourseTranscriptExtension Complex Type as mandatory in the InterchangeStudentTranscriptExtension for Dashboards.
- Add the existing data element E1187 COURSE-DESCRIPTION to the CourseTranscriptExtension complex type in the InterchangeStudentTranscriptExtension as mandatory for Dashboards.
- Add guidance in TEDS Section 2.1 and 2.4 related to E1186 SUBJECT-AREA and E1187 COURSE-DESCRIPTION.

PCPEI Discussion:

PCPEI Action:

Motion:

Vote:

6. Economically Disadvantaged NSLP Guidance Updates for the 2019-2020 School Year Discussion Item

The Texas Education Agency (TEA) collaborated with the Texas Department of Agriculture (TDA) to create an informational table to convey the relationship between the Economic Disadvantage Code table (C054) and the NSLP Type Code table (C212). TEA is requesting that the Information Task Force (ITF) review and provide input for the table that will be added to the 2019-2020 Texas Education Data Standards (TEDS).

Melissa Lemons presented the Economically Disadvantaged National School Lunch Program (NSLP) Guidance Updates to the committee. Melissa stated that TEA worked closely with the Texas Department of Agriculture (TDA) to develop this table. With this discussion item, TEA is seeking feedback regarding the proposed ECONOMIC-DISADVANTAGE-CODE guidance updates to be published in TEDS Section 2.4.

ITF Discussion:

Nancy Dunnam opened the floor to questions regarding the proposal.

Nancy Dunnam asked how direct certified students should be coded for the ECONOMIC-DISADVANTAGE-CODE. Melissa Lemons directed the committee to review the proposed table to determine the answer. (See Exhibit 1.) Melissa explained that the first thing to determine is which NSLP program the campus is using to determine student eligibility for the NSLP (i.e. Traditional Claiming, Provision 2, or Community Eligibility Provision (CEP)); these are displayed across the top of the table. Once the reader finds the claiming method, they can read down the columns to find the description that matches the situation and then read to the leftmost column to find the associated ECONOMIC-DISADVANTAGE-CODE. A student on the direct certification list would be reported with an Economic-Disadvantage-Code of either '01 – Free' or '02 – Reduced-priced' depending on the category the student is located.

Nancy Dunnam stated that the conflict she faces in her region comes from the Child Nutrition department. She asked if the information provided in TEDS will be disbursed to everyone. Melissa Lemons responded that the guidance provided in TEDS should be used to determine how to code a student with the ECONOMIC-DISADVANTAGE-CODE beginning in the 2019-2020 school year. Nancy clarified that the Child Nutrition department has indicated that prekindergarten students should be coded as '99 – Other Economic Disadvantage' and not '01- Free' or '02-Reduced-price'. Melissa responded that for the 2018-2019 school year, LEAs should code their students as the guidance suggests in Section 2.4/8.2.4.

Keitha Ivey stated that the chart refers to the official Free and Reduced-price Meal Application, which her district has told her she is unable to use for her prekindergarten students since they are automatically entitled to a free lunch. She stated that her district created a locally developed form and asked if it is interchangeable between the official Free and Reduced-price Meal Application. Bryce Templeton responded that it is important to keep in mind that two separate things are being determined with regards to the ECONOMIC-DISADVANTAGE-CODE:

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

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

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

Keith Ivey said that her district's food service staff have stated that the official Free and Reduced-price Meal Application cannot be collected for prekindergarten students because they are already eligible for free meals. Bryce Templeton responded that prekindergarten students can and should fill out the official Free and Reduced-price Meal Application because not filling out the form could penalize the school district on the e-rate discount.

The e-rate discount calculation is based on the economic disadvantage codes 01 and 02. Nancy Dunnam added that this disconnect is happening all over the state of Texas. Keitha stated that her food service staff indicated that the Texas Department of Agriculture advised her district that they were not allowed to use the official Free and Reduced-price Meal Application.

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

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

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

Peggy Sullivan asked if the 2018-2019 school year direct certification lists already include students who are eligible for reduced-price meals. Melissa Lemons responded that direct certification lists for Medicaid Reduced-price meals are already in use for the 2018-2019 school year but that the guidance currently in TEDS should be used for the remainder of the school year. Bryce Templeton added that for the 2018-2019 school year, TEA is advising students on any direct certification list be coded a '01 – Free'. For the 2019-2020 school year, students on a direct certification list will be coded either a '01- Free' or '02-Reduced-price'.

Bryce Templeton restated that the TEDS group would reach out to the TDA regarding prekindergarten students. Nancy Dunnam suggested that ITF committee members contact Bryce Templeton or Melissa Lemons via email with any questions they would like included.

ITF Action:

Discussion item therefore no action was necessary.

PCPEI Discussion:

PCPEI Action:

Motion:

Vote:

Part B: December 11, 2018

1. Residential Facility (RF) Tracker Supplemental Changes for the 2019-2020 School Year Action Item

The Texas Education Agency (TEA) is proposing to remove the NUMBER-PERSONS-RESIDING data element from the ResidentialFacilityExtension Complex Type.

The Residential Facility (RF) Tracker proposal was presented and approved at the August 21, 2018 ITF meeting and included the NUMBER-PERSONS-RESIDING (E1628) data element. The NUMBER-PERSONS-RESIDING (E1628) was added to the ResidentialFacilityExtension Complex Type in the 2019-2020 Texas Education Data Standards (TEDS).

Kathy Adaky presented the Residential Facility (RF) Tracker Supplemental Changes proposal to the ITF committee. Kathy stated that after further discussion with the Special Education Division, regarding the NUMBER-PERSONS-RESIDING (E1628), the definition must be refined to exclude residents who are not students. The definition presented in the original RF Tracker proposal presented on August 21, 2018 was as follows:

NUMBER-PERSONS-RESIDING indicates the number of persons residing at the residential facility.

This definition is currently in the Texas Education Data Standards (TEDS) preliminary publication.

The Special Education Division indicated that the NUMBER-PERSONS-RESIDING definition should be:

NUMBER-PERSONS-RESIDING indicates the average number of students with disabilities residing in the residential facility that the local education agency (LEA) has served over the prior three years.

Kathy stated that the average number of students with disabilities residing in a residential facility that the LEAs served for the prior three years can be calculated using legacy Student Residential Facility Monitoring data and eventually the TSDS RF Tracker data and therefore the NUMBER-PERSONS-RESIDING (E1628) will not be submitted by the LEA. Kathy explained that for each year the number of students residing in the residential facility served by the LEA will be calculated to provide an unduplicated count of students. Kathy stated that for the 2017, 2018, and 2019 school year, TEA will store the unduplicated count of students for the legacy Student Residential Facility Monitoring data in the RF Tracker data mart for each school year by LEA by residential facility. In order to calculate the average, TEA will look at the prior three years of residential facility data. If there is not data for one of the three years, 0 will be used for that year when calculating the average.

Kathy then stated that, though the NUMBER-PERSONS-RESIDING (E1628) will not be reported, the ResidentialFacilityExtension Complex Type will still be submitted to capture the basic organization information associated with the residential facility (RESIDENTIAL-FACILITY-ID (E1627) and DISTRICT-ID (E0212)).

Therefore, TEA proposes the deletion of the NUMBER-PERSONS-RESIDING (E1628) from the ResidentialFacilityExtension Complex Type for the 2019-2020 school year.

ITF Discussion:

There were no questions regarding the proposed changes to the ResidentialFacilityExtension Complex Type therefore Nancy Dunnam requested for the ITF committee to make a motion.

ITF Action:

The ITF committee made a recommendation to approve the Texas Education Data Standards (TEDS) and Texas Student Data System (TSDS) change proposed in the Residential Facility (RF) Tracker Supplemental Changes proposal for the 2019-2020 school year which is the deletion of data element NUMBER-PERSONS-RESIDING (E1628) from the ResidentialFacilityExtension Complex Type.

PCPEI Discussion:

PCPEI Action:

Motion:

Vote:

2. Classroom Roster Collection Changes for the 2019-2020 School Year**Action Item**

TEA is proposing to change the method of how classroom link data is collected by adding a new TSDS Core Collection, the TSDS Classroom Roster Collection, to be submitted by local education agencies (LEAs) two times per year.

Michele Elledge presented the Classroom Roster Collection proposal to the ITF committee. Michele explained House Bill 3 (HB 3) and Senate Bill 174 (SB 174) were among the bills signed into law during the 81st legislative session that impacted the data that local education agencies (LEAs) must submit through the Public Education Information Management System (PEIMS). HB3 relates to public school accountability, curriculum and promotion requirements and Senate Bill 174 (SB 174) relates to accountability of institutions of higher education, including educator preparation programs, and online institution resumes for public institutions of higher education. HB 3 required the establishment and maintenance of a student assessment portal (TEC 32.258) and SB 174 required the collection of student achievement data associated with teachers in their first three years following certification (TEC 21.045 (a) (3)). As a result of this legislation, the data collected significantly increased.

Michele Elledge continued, beginning in the 2010-2011 school year, LEAs were required to submit detailed information about course offerings, teacher demographics, teacher class assignments, student demographics, and student class enrollment. The collection of teacher assignment and student class enrollment information enabled TEA to establish the teacher/student class link. Currently, this data is collected for all courses taught within a school year for grades 1-12 and includes course attempt and completion data. Michele pointed out that prior to the 2010-2011 school year, course completion data was only collected for students in grades 9-12.

Michele Elledge explained that TEA completed a sunset review of the classroom roster data to affirm the current use of the data. After meetings with various program areas it was discovered that, while in the past the collected data was usable, the current assessment vendor is unable to use the collected data due to the timeframe in which it is collected (PEIMS Summer Submission).

Michele Elledge stated that TEA is proposing to change the timing, content, and structure of the collection of classroom roster information by adding a new TSDS Core Collection, the TSDS Classroom Roster Collection. The TSDS Classroom Roster Collection would be submitted by the LEAs twice a year (fall and winter). The TSDS Classroom Roster Fall Submission would be due on approximately October 15 each year and would include information as-of the last Friday in September. The TSDS Classroom Roster Winter Submission would be due on approximately March 15 each year and would include information as of the last Friday in February each year.

Michele Elledge stated that collecting the class roster information in advance of and close to the time in which assessments are administered would enable TEA to provide the assessment vendor the information required to link a student's assessment results to the teacher who provided the associated instruction and enable the vendor to return assessment results to TEA at the class roster level. In addition, in the student assessment portal, teachers would be able to see the assessment results of their students.

Michele Elledge explained that changing the timing of when classroom roster data is collected would:

- Provide real-time assessment performance results which are beneficial to educators,
- Reduce the collection of course completion data in the PEIMS Summer Submission to high school courses and Texas Virtual School Network (TxVSN) courses only,
- Eliminate the collection of StaffExtension and TeacherSectionAssociationExtension data from the PEIMS Summer Submission, and
- Eliminate the collection of course attempts that are not completed.

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

Create a new TSDS Classroom Roster Collection to be submitted two times per year. The following complexes must be loaded into TSDS for the Classroom Roster Fall Submission and the Classroom Roster Winter Submission:

Organization Data (Submitted through InterchangeEducationOrganizationExtension)

1. Use LocalEducationAgencyExtension Complex Type to collect the following elements in both the Classroom Roster Fall Submission and the Classroom Roster Winter Submission:
 - E0212 DISTRICT-ID
 - E0213 DISTRICT-NAME
2. Use SchoolExtension Complex Type to collect the following elements in both the Classroom Roster Fall Submission and the Classroom Roster Winter Submission:
 - E0266 CAMPUS-ID
 - E0267 CAMPUS-NAME

Campus Course Section data (submitted through InterchangeMasterSchedule)

1. Use CourseOffering Complex Type to collect the following elements in both the Classroom Roster Fall Submission and the Classroom Roster Winter Submission:
 - E0266 CAMPUS-ID
 - E0724 SERVICE-ID
2. Use the SectionExtension Complex Type to collect the following elements in both the Classroom Roster Fall Submission and the Classroom Roster Winter Submission:
 - E1056 CLASS-ID NUMBER
 - E1074 CLASS-PERIOD
 - E0266 CAMPUS-ID
 - E0747 POPULATION-SERVED-CODE
 - E0948 COURSE-SEQUENCE-CODE
 - E1072 NON-CAMPUS-BASED-INSTRUCTION-CODE

Staff data (submitted through InterchangeStaffAssociationExtension)

1. Eliminate the StaffExtension Complex Type from the PEIMS Summer Submission.
2. Use the StaffExtension Complex Type to collect the following elements in both the Classroom Roster Fall Submission and the Classroom Roster Winter Submission:
 - E1524 TX-UNIQUE-STAFF-ID
 - E0505 STAFF-ID
 - E0703 FIRST-NAME
 - E0704 MIDDLE-NAME
 - E0705 LAST-NAME
 - E0006 DATE-OF-BIRTH
 - E0212 DISTRICT-ID
 - 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
 - E1073 STAFF-TYPE-CODE
 - E0730 HIGHEST-DEGREE-LEVEL-CODE
 - E0161 YEARS-EXPERIENCE-IN-DISTRICT
 - E0130 TOTAL-YEARS-PROF-EXPERIENCE
3. Eliminate the TeacherSectionAssociationExtension Complex Type from the PEIMS Summer Submission.
4. Use TeacherSectionAssociationExtension Complex Type to collect the following elements in both the Classroom Roster Fall Submission and the Classroom Roster Winter Submission:

- E1524 TX-UNIQUE-STAFF-ID
 - E0266 CAMPUS-ID
 - E1056 CLASS-ID-NUMBER
 - E1065 ASSIGNMENT-BEGIN-DATE
 - E1066 ASSIGNMENT-END-DATE
 - E1067 CLASS-ROLE
 - E0948 COURSE-SEQUENCE-CODE
 - E0721 ROLE-ID
5. Eliminate the StaffEducationOrgEmploymentAssociationExtension Complex Type from the PEIMS Summer Submission.

Student Data

1. Use StudentExtension Complex Type to collect the following elements in both the Classroom Roster Fall Submission and the Classroom Roster Winter Submission:
 - E1523 TX-UNIQUE-STUDENT-ID
 - E0001 STUDENT-ID
 - E0923 LOCAL-STUDENT-ID
 - E0703 FIRST-NAME
 - E0704 MIDDLE-NAME
 - E0705 LAST-NAME
 - E0006 DATE-OF-BIRTH
 - E0212 DISTRICT-ID
 - 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
2. Use StudentSectionAssociation Complex Type to collect the following elements in both the Classroom Roster Fall Submission and the Classroom Roster Winter Submission:
 - E1523 TX-UNIQUE-STUDENT-ID
 - E0266 CAMPUS-ID
 - E1056 CLASS-ID-NUMBER
 - E1069 STUDENT-BEGIN-DATE
 - E1070 STUDENT-END-DATE
 - E0948 COURSE-SEQUENCE-CODE

Update the guidance found in Section 2 – Data Submission Requirements of the Texas Education Data Standards.

Move existing classroom link reports to the Classroom Roster Fall Submission and Classroom Roster Winter Submission.

Add, update, and delete data validation rules.

ITF Discussion:

Nancy Dunnam opened the floor to questions.

Jay Young asked how these proposed changes will impact the Early Childhood Data System (ECDS) collection. Michele Elledge said that TEA is currently working on an ECDS proposal that will be presented at the January 15, 2019 ITF meeting. She added that the proposal recommends making ECDS a separate TSDS collection.

Terri Hanson stated that the Classroom Roster Collection consists of two submissions: Classroom Roster Fall Submission and Classroom Roster Winter Submission. The data collected in these two submissions are “as-of” a specific date.

Jay Young asked if the dates for the Classroom Roster Fall Submission and the Classroom Roster Winter Submission were snapshot dates. Michele Elledge responded that the Classroom Roster Fall Submission, should provide information on what classes a teacher is teaching (i.e. teacher class assignments) and in what classes students are enrolled (i.e. student class enrollments) of as of the last Friday in September. The Classroom Roster Winter Submission should provide information on what classes a teacher is teaching (i.e. teacher class assignments) and in what classes students are enrolled (i.e. student class enrollments) as of as of the last Friday in February.

Nancy Dunnam stated that the proposal presented will have a monumental impact on Region 18 since they do the majority of this work for their LEAs.

Dara Fuller stated that adding more collections is challenging for smaller LEAs due to a lack of resources. She went on to say that smaller LEAs have a difficult time meeting their current PEIMS and ECDS data submission deadlines and adding more collections will add to this challenge. Pablo Martinez echoed her concerns and stated that even larger LEAs have difficulty meeting data submission requirements. Peggy Sullivan agreed with the concerns Dara and Pablo expressed.

Nancy Dunnam asked about the cost benefit of the Classroom Roster Collection. Michele Elledge replied that the collection will assist in providing real-time assessment results at a classroom level. Assessment results at this level are not currently available due to the timing of when the data is currently collected. Terri Hanson added that it is TEA's responsibility analyze the intent of legislation against how the data is being collected to ensure that data collection aligns with the legislative mandate. Currently the class roster information collected by TEA is not available for use until the year after the assessment results have been released. This delay does not meet the intent of TEC 32.258 which requires that the assessment portal have readily accessible individual assessment data to assist in improving student performance. Terri added that the amount of classroom link data being collected in the PEIMS Summer Submission is a burden on LEAs and does not provide the class roster information in the timeframe required to associate assessment results at a classroom level in order to populate the student assessment portal. Therefore, TEA proposes to change the timing of the collection of classroom roster data. She also stated that LEAs will no longer have to report any staff data in the PEIMS Summer Submission.

Peggy Sullivan asked if the assessment portal was only for districts using the studentGPS@Dashboards. Jamie Crowe, Performance Reporting, stated that the assessment portal is for all LEAs.

Terri Hanson requested that the ITF vendor committee members address how they see the proposed changes working in their student information systems (SIS). Jay Young, TCC, stated that he discussed the proposal with Jennifer Carver and they both agreed that they do not foresee an issue since the functionality to extract this information is already available in their system. Jay did express a concern about the number of new collections (RF Tracker, SPPI-14, and ELO) coming in for the 2019-2020 school year along with the upcoming legislative session and how this creates a lot of work for the same school year.

Terri Hanson stated that TEA works to ensure we are only collecting and using data as the legislation requires. Therefore, TEA completes sunset reviews in order to affirm the usage of data collected and the continued need to collect it. During the sunset review of the classroom roster data collection, the process revealed that the current collection of classroom roster data does not enable TEA to meet the requirements of the associated legislation.

Nancy Dunnam added that an LEA implementation cost analysis is not currently reflected in ITF proposals and would like for TEA to consider adding an outline of the programming impacts both in time and cost in future ITF proposals.

Peggy Sullivan reiterated Dara Fuller's point that a new data collection has a large impact on smaller LEAs. Those LEAs often have one person doing all of the work, including the programming and training. A new data collection is very difficult in those LEAs.

Terri Hanson replied that since TSDS was rolled out several years ago TEA has continued its efforts to convey to all LEA leadership that the TSDS work is not limited to the PEIMS coordinator role. More existing collections are going to switch to TSDS and any new required data collections will be analyzed for implementation as a TSDS collection. Ultimately there will be benefits from one system for all data collections. Unfortunately, we are not at the point yet where everyone can see the benefit of the data warehouse, and there is strain on the PEIMS coordinator.

Keitha Ivey expressed her concern which is that her district tends to assign all new collections to the PEIMS coordinator. Bryce Templeton responded that the culture needs to change but it has to begin at the local level. For instance, SPPI-14 has been handled by someone in the district as it is not a new collection so to reassign the SPPI-14 responsibility to the PEIMS coordinator is not a good management decision.

Terri Hanson asked the committee what TEA can do to help with the concerns voiced by the ITF committee. Terri asked Nancy Dunnam to write up the concerns of the ITF committee regarding the burden placed on the LEAs for inclusion in the December 11, 2018 ITF Meeting Minutes. Nancy Dunnam requested that ITF committee members submit their concerns to her and she will put a document together that can then be shared with TEA and PCPEI.

Dianne Borreson requested that a document be created that shows all the current collections and how the data collected is being used. She added that a diagram could be helpful in explaining to upper management the effort involved in meeting the data submission requirements for PEIMS and TSDS collections.

Leanne Simons stated that a communication could be created to reflect the changes for the 2019-2020 school year but that it is also important to create a visual for where TEA is going with TSDS beyond the 2019-2020 school year. After the upcoming legislative session, it is possible that more collections will be added to TSDS, so it is important to remind people of the vision for TSDS.

Terri Hanson stated to the committee that TEA will create two new diagrams. The first diagram will address the 2019-2020 school year and the second diagram will address TSDS beyond the 2019-2020 school year. She added that it is also important to get the conversation started again regarding the original vision and goals of TSDS.

Peggy Sullivan asked if the idea of adding specific roles for each data collection needs to be revisited. The addition of specific roles for each collection would make it clear that the effort to meet all of the data submission requirements is not only a PEIMS coordinator function. By designating roles for each collection, this could possibly help in the communication of the effort required to complete collections. Leanne Simons said that currently the vision is to have three or four core roles that only have access to specific applications based on permissions and privileges. She will discuss the idea of adding specific roles for each collection with her group.

Terri Hanson added that more communication and direction around TEAL access, roles, and application use will be distributed. Also, TEA will host training on PEIMS and TSDS collections in the Spring (March 26-28, 2019). This will provide an opportunity for those outside the PEIMS coordinator role to attend.

Nancy Dunnam stated that LEAs typically limit the access to student data. Terri Hanson explained that those currently responsible for reporting RF Tracker and SPPI-14 data have access to student data in the legacy systems. The move from the stand-alone systems to TSDS is new but the data is the same. Nancy Dunnam stated that if the RF Tracker and SPPI-14 reporting comes out of TSDS, then the PEIMS coordinator will be assigned the responsibility.

Bryce Templeton stated the data submission requirements from PEIMS and TSDS collections, alone provide enough evidence to take to the superintendents to request additional staff. TSDS is going to continue to grow which will require the addition of more staff.

Terri Hanson explained that the ultimate goal is to not have 160 different applications but one standardized single collection point for all data from LEAs. As different collections need data, it would be available from the data warehouse, minimizing redundant submissions of data. This will ultimately lessen the burden on the LEA.

Nancy Dunnam said that the committee understands the goal of consolidating the 160 different applications into TSDS but requests that TEA remind those asking for the changes that there is a cost to implement changes. She added that there is also the concern of data quality when strict deadlines are employed. These deadlines limit the LEA's ability to verify data. Dara Fuller added that, with regards to the Classroom Roster Collection, there is not an opportunity to resubmit the data if errors are found. Brenda Padalecki added that on the last Friday of September courses are still being levelled which is another issue.

There were no additional questions or feedback presented to TEA regarding the proposed changes therefore Nancy Dunnam appealed to the ITF committee to make a motion.

ITF Action:

The ITF committee made a recommendation to approve the following changes for the 2019-2020 school year with the caveat that the ITF committee have the opportunity to submit comments and

documentation regarding the burden on the PEIMS coordinator when new TSDS collections are added (*Note: TEA will attach the concerns to the December 11, 2018 Meeting Minutes once the concerns are submitted by the ITF chair*):

Create a new TSDS Classroom Roster Collection to be submitted two times per year. The following complexes must be loaded into TSDS for the Classroom Roster Fall Submission and the Classroom Roster Winter Submission:

Organization Data (Submitted through InterchangeEducationOrganizationExtension)

1. Use LocalEducationAgencyExtension Complex Type to collect the following elements in both the Classroom Roster Fall Submission and the Classroom Roster Winter Submission:
 - E0212 DISTRICT-ID
 - E0213 DISTRICT-NAME
2. Use SchoolExtension Complex Type to collect the following elements in both the Classroom Roster Fall Submission and the Classroom Roster Winter Submission:
 - E0266 CAMPUS-ID
 - E0267 CAMPUS-NAME

Campus Course Section data (submitted through InterchangeMasterSchedule)

1. Use CourseOffering Complex Type to collect the following elements in both the Classroom Roster Fall Submission and the Classroom Roster Winter Submission:
 - E0266 CAMPUS-ID
 - E0724 SERVICE-ID (*not currently collected in TSDS*)
2. Use the SectionExtension Complex Type to collect the following elements in both the Classroom Roster Fall Submission and the Classroom Roster Winter Submission:
 - E1056 CLASS-ID NUMBER
 - E1074 CLASS-PERIOD
 - E0266 CAMPUS-ID
 - E0747 POPULATION-SERVED-CODE
 - E0948 COURSE-SEQUENCE-CODE
 - E1072 NON-CAMPUS-BASED-INSTRUCTION-CODE

Staff data (submitted through InterchangeStaffAssociationExtension)

1. Eliminate the StaffExtension Complex Type from the PEIMS Summer Submission.
2. Use the StaffExtension Complex Type to collect the following elements in both the Classroom Roster Fall Submission and the Classroom Roster Winter Submission:
 - E1524 TX-UNIQUE-STAFF-ID
 - E0505 STAFF-ID
 - E0703 FIRST-NAME
 - E0704 MIDDLE-NAME
 - E0705 LAST-NAME
 - E0006 DATE-OF-BIRTH
 - E0212 DISTRICT-ID
 - 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

- E1073 STAFF-TYPE-CODE
 - E0730 HIGHEST-DEGREE-LEVEL-CODE
 - E0161 YEARS-EXPERIENCE-IN-DISTRICT
 - E0130 TOTAL-YEARS-PROF-EXPERIENCE
3. Eliminate the of the TeacherSectionAssociationExtension Complex Type from the PEIMS Summer Submission.
 4. Use TeacherSectionAssociationExtension Complex Type to collect the following elements in both the Classroom Roster Fall Submission and the Classroom Roster Winter Submission:
 - E1524 TX-UNIQUE-STAFF-ID
 - E0266 CAMPUS-ID
 - E1056 CLASS-ID-NUMBER
 - E1065 ASSIGNMENT-BEGIN-DATE
 - E1066 ASSIGNMENT-END-DATE
 - E1067 CLASS-ROLE
 - E0948 COURSE-SEQUENCE-CODE
 - E0721 ROLE-ID
 5. Eliminate the StaffEducationOrgEmploymentAssociationExtension Complex Type from the PEIMS Summer Submission.

Student Data

1. Use StudentExtension Complex Type to collect the following elements in both the Classroom Roster Fall Submission and the Classroom Roster Winter Submission:
 - E1523 TX-UNIQUE-STUDENT-ID
 - E0001 STUDENT-ID
 - E0923 LOCAL-STUDENT-ID
 - E0703 FIRST-NAME
 - E0704 MIDDLE-NAME
 - E0705 LAST-NAME
 - E0006 DATE-OF-BIRTH
 - E0212 DISTRICT-ID
 - 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
2. Use StudentSectionAssociation Complex Type to collect the following elements in both the Classroom Roster Fall Submission and the Classroom Roster Winter Submission:
 - E1523 TX-UNIQUE-STUDENT-ID
 - E0266 CAMPUS-ID
 - E1056 CLASS-ID-NUMBER
 - E1069 STUDENT-BEGIN-DATE
 - E1070 STUDENT-END-DATE
 - E0948 COURSE-SEQUENCE-CODE

Update the guidance found in Section 2 – Data Submission Requirements of the Texas Education Data Standards.

Move existing classroom link reports to the Classroom Roster Fall Submission and Classroom Roster Winter Submission.

Add, update, and delete data validation rules.

PCPEI Discussion:

PCPEI Action:

Motion:

Vote:

Part C: January 15, 2019

1. Language Programs Revisions for the 2019-2020 School Year

Action Item

19 Texas Administrative Code (TAC) §89, Subchapter BB was amended to be effective on July 15, 2018. Texas Education Code (TEC) §29, Subchapter B has not been amended. The changes found in 19 TAC §89 Subchapter BB impact multiple data elements and code tables.

In order to align with the amended 19 TAC §89, Subchapter BB, TEA proposes to update information relating to multiple data elements and code tables.

Melissa Lemons presented the Language Programs Revisions proposal to the ITF committee. Melissa explained that 19 TAC §89, (Adaptations for Special Populations) Subchapter BB (Commissioner's Rules Concerning State Plan for Educating English Learners) was recently amended to introduce new terminology. The introduction of this new terminology prompted TEA to review Texas Education Data Standards (TEDS) to determine what changes need to be made in order to align with TAC. Melissa stated that the majority of the changes found in the Language Programs Revisions proposal are in response to the definition updates found in 19 TAC §89.1203 but can be seen throughout 19 TAC §89, Subchapter BB. 19 TAC §89.1203 interchangeably uses limited English proficient (LEP) with English learner (EL) and non-LEP with English proficient (EP). Additionally, the term 'exit' has been redefined to be when a student is no longer classified as LEP/EL while 'reclassification' was added to mean the process for ELs who have met the criteria to be identified as non-LEP/EP.

Part A: Limited English Proficient (LEP) Indicator Code and LEP Indicator Code Table

Melissa Lemons began with the LEP-INDICATOR-CODE (0790) data element and associated code tables for both TSDS PEIMS and TREx. Melissa explained that the LEP-INDICATOR-CODE (E0790 (PEIMS)/TE057 (TREx)) data elements currently use the term 'limited English proficient (LEP)'. This aligns with the current language found in TEC §29 Subchapter B but does not align with the changes found in 19 TAC §89, Subchapter BB, and particularly 19 TAC §89.1220. Therefore, TEA proposes to incorporate 'English learner (EL)' so that both TEC and TAC are represented. Melissa showed the committee the proposed guidance which includes the new terminology and a thorough explanation of 'reclassification'.

Regarding the LEP-INDICATOR-CODE (C061/TC15) code table, Melissa explained that the code table has multiple changes due to the revisions to TAC §89, Subchapter BB. For codes 0,1, F, S, 3, and 4, the terms have been updated to reflect the changes found in 19 TAC §89.1220. TEA proposes to update the LEP-INDICATOR-CODE code table terms as follows:

- LEP/English learner (EL)
- Non-LEP/English proficient (EP)
- Exit has been replaced with Reclassification.

Melissa stated that currently when a student has completed their fourth year of monitoring, the student is no longer identified as LEP/EL. She explained that the addition of a new code to identify students who were ever identified as LEP/EL would benefit the LEAs in the following ways:

- Provide transparency in identifying students who were ever identified as LEP/English learner (EL).
- Track long-term student outcomes for this population.
- Evaluate the quality and effectiveness of the LEP/English learner program services they provide.
- Analyze data to make programmatic adjustments to better serve students currently identified as LEP/English learner (EL) as well as Former LEP/EL students.

Melissa introduced the new 'Former LEP/EL Student (code 5)' code as being used to indicate that the student was previously identified as LEP/EL, has met the reclassification criteria, and has completed four years of monitoring.

TEA proposed the following changes to the LEP-INDICATOR-CODE (E0790/TE057) and the associated code tables for the 2019-2020 school year:

1. Update the LEP-INDICATOR-CODE (E0790) data element to include terminology used in 19 TAC §89.1203:

- LEP/English learner (EL).
2. Update the LEP-INDICATOR-CODE (E0790) reporting guidance in TEDS.
 3. Update LEP-INDICATOR-CODE (C061) code table in PEIMS to include terminology used in 19 TAC §89.1203:
 - LEP/English learner (EL)
 - Non-LEP/English proficient (EP)
 - Exited to Reclassified.
 - 3a. Add new code Former LEP/English learner (EL) Student (effective after fourth year of monitoring) (code 5) to code table.
 4. Update LEP-INDICATOR-CODE (TE057) data element definition in TREx Data Standards to include terminology used in 19 TAC §89.1203:
 - LEP/English learner (EL).
 5. Update LEP-INDICATOR-CODE (TC15) code table in the TREx Data Standards to include terminology used in 19 TAC §89.1203:
 - LEP/English learner (EL)
 - Non-LEP/English proficient (EP)
 - Exited to Reclassified.
 - 5a. Add new code Former LEP/English learner (EL) Student (effective after fourth year of monitoring) (code 5) to code table.

Part B: Parental Permission Code Table

Melissa Lemons continued on to the changes required for the PARENTAL-PERMISSION-CODE (C093) code table due to the amended 19 TAC §89, Subchapter BB and specifically 19 TAC §89.1203, §89.1207, §89.1210, and §89.1240.

Melissa explained that the PARENTAL-PERMISSION-CODE (C093) code table is no longer in alignment with 19 TAC §89, Subchapter BB and therefore TEA proposes to update the terminology used in the PARENTAL-PERMISSION-CODE (C093) code table as follows:

- LEP/English learner (EL)
- Non-LEP/English proficient (EP)
- Exited to Reclassified.

Melissa pointed out that codes 'B' and 'F' are obsolete because the codes specify a grade level range which is no longer valid. Currently code 'B' is associated with grade levels PK-8 while code 'F' is associated with grade levels 9-12. Melissa explained that code 'K' has been added to replace the obsolete codes beginning in the 2019-2020 school year.

Melissa indicated to the committee that codes 'E' and 'J' have been updated to include 'alternative language program' which aligns with 19 TAC §89.1207. Melissa then explained that an LEA may apply for an alternative language waiver if the LEA is unable to provide a bilingual or English as a second language (ESL) program due to an insufficient number of appropriately certified teachers.

Melissa showed the committee the proposed guidance mainly to point out that the retired codes 'B' and 'F' and the new code 'K' are addressed in TEDS.

TEA proposed the following changes to the PARENTAL-PERMISSION-CODE (C093) code table for the 2019-2020 school year:

1. Update PARENTAL-PERMISSION-CODE (C093) code table to introduce new terminology used in 19 TAC §89.1203, §89.1210, and §89.1240:
 - LEP/English learner (EL)

- Non-LEP/English proficient (EP)
 - Exited to Reclassified.
- 1a. Update PARENTAL-PERMISSION-CODEs (code E, code J) to introduce a new terminology used in 19 TAC §89.1207:
 - Alternative language code.
 - 1b. Retire obsolete PARENTAL-PERMISSION-CODEs (code B, code F).
 - 1c. Add new PARENTAL-PERMISSION-CODE (code K).
2. Update PARENTAL-PERMISSION-CODE (E0896) reporting guidance in TEDS.

Part C: ESL, Bilingual, and Alternative Language Programs

Melissa Lemons explained that the BILINGUAL-PROGRAM-TYPE-CODE (E1042) and ESL-PROGRAM-TYPE-CODE (E1043) data elements and associated code tables are no longer in alignment with 19 TAC §89, Subchapter BB, and more specifically 19 TAC §89.1203 and §89.1210. Currently, the BILINGUAL-PROGRAM-TYPE-CODE (E1042) and the ESL-PROGRAM-TYPE-CODE (E1043) data elements use 'limited English proficient (LEP)' in the definition which aligns with TEC §29, Subchapter B but not with 19 TAC §89, Subchapter BB. Additionally, the BILINGUAL-PROGRAM-TYPE-CODE (C175) code table and the ESL-PROGRAM-TYPE-CODE (C176) code table currently do not align with the language found in 19 TAC §89.1210. Melissa showed the committee the proposed guidance which updates the definitions of the BILINGUAL-PROGRAM-TYPE-CODE (E1042) and ESL-PROGRAM-TYPE-CODE (E1043) to include 'English learner (EL)'.

Melissa continued, stating that currently there is not a way of reporting a student who is participating in an alternative language program as supported by 19 TAC §89.1207. The ALTERNATIVE-LANGUAGE-PROGRAM data element will allow the student to be reported accurately if they are participating in an alternative language program. The ALTERNATIVE-LANGUAGE-PROGRAM code table consists of three codes.

- 00 – Student does not participate in the alternative language program
- 01 – Alternative Bilingual Language Program
- 02 – Alternative ESL Language Program

Melissa showed the committee the associated guidance that will be added to TEDS.

Melissa explained that the TReX equivalent data elements and code tables will be updated as well to be in alignment with 19 TAC §89, Subchapter BB. The BILINGUAL-INDICATOR (TE009) and the ESL-INDICATOR (TE037) which will be updated to include 'English learner (EL)'. The BILINGUAL-PROGRAM-TYPE-CODE (TC26) and the ESL-PROGRAM-TYPE-CODE (TC28) code tables will be updated to align with 19 TAC §89.1210. Additionally, the ALTERNATIVE-LANGUAGE-PROGRAM-CODE will be added to TReX along with the corresponding code table.

TEA proposed the following changes to the ESL, Bilingual, and Alternative Language Programs for the 2019-2020 school year:

1. Update BILINGUAL-PROGRAM-TYPE-CODE (E1042) data element definition to include terminology used in 19 TAC §89.1203:
 - LEP/English learner (EL).
- 1a. Update BILINGUAL-PROGRAM-TYPE-CODE (E1042) reporting guidance in TEDS.
2. Update BILINGUAL-PROGRAM-TYPE-CODE (C175) code table to introduce new terminology used in TAC §89.1210:
 - LEP/English learner (EL)
 - Exited to Reclassified.
3. Update E1043 ESL-PROGRAM-TYPE-CODE data element definition to include terminology used in TAC §89.1203:
 - LEP/English learner (EL).

- 3a. Update ESL-PROGRAM-TYPE-CODE (E1043) guidance in TEDS.
4. Update ESL-PROGRAM-TYPE-CODE (C176) code table to introduce new terminology used in TAC §89.1210:
 - LEP/English learner (EL).
5. Add new ALTERNATIVE-LANGUAGE-PROGRAM-CODE data element to be reported in PEIMS Fall Submission on the StudentProgramExtension Complex Type.
 - 5a. Add ALTERNATIVE-LANGUAGE-PROGRAM-CODE reporting guidance to TEDS.
6. Add new ALTERNATIVE-LANGUAGE-PROGRAM code table to TEDS.
7. Update TSDS Reports to include alternative language program.
8. Update BILINGUAL-INDICATOR (TE009) data element definition in TREx Data Standards to include terminology used in 19 TAC §89.1203:
 - LEP/English learner (EL).
9. Update the BILINGUAL-PROGRAM-TYPE-CODE (TC26) code table in the TREx Data Standards to include terminology used in 19 TAC §89.1203:
 - LEP/English learner (EL)
 - Exited to Reclassified.
10. Update the ESL-INDICATOR (TE037) data element definition in TREx Data Standards to include terminology used in 19 TAC §89.1203:
 - LEP/English learner (EL).
11. Update the ESL-PROGRAM-TYPE-CODE (TC28) code table in the TREx Data Standards to include terminology used in TAC §89.1210:
 - LEP/English learner (EL).
12. Add ALTERNATIVE-LANGUAGE-PROGRAM-CODE data element to the TREx Data Standards.
13. Add ALTERNATIVE-LANGUAGE-PROGRAM code table to the TREx Data Standards.

Part D: Business Validation Rules

Melissa Lemons discussed the various business validation rules that are impacted by the amendments to 19 TAC §89, Subchapter BB. Melissa pointed out that the majority of the business validation rule changes were primarily to update language. There were a few rules that she explained in more detail.

- 40110-000J - This rule has been updated to include ALTERNATIVE-LANGUAGE-PROGRAM and is a fatal. The reason for the addition is due to the fact that the ALTERNATIVE-LANGUAGE-PROGRAM data element is mandatory in the StudentProgramExtension complex type.
- 40110-0007 – This rule has been updated to include ALTERNATIVE-LANGUAGE-PROGRAM.
- 40110-0010 – This rule has been updated to include ALTERNATIVE-LANGUAGE-PROGRAM.
- 40110-0012 - This rule has been updated to include ALTERNATIVE-LANGUAGE-PROGRAM.
- 40110-0014 – This rule has been updated to remove PARENTAL-PERMISSION-CODEs 'B', 'E', 'F', and 'J' and to include PARENTAL-PERMISSION-CODE 'K'.
- 40110-0015 – This rule has been deleted since code 'B' is no longer a valid PARENTAL-PERMISSION-CODE.
- 40110-0016 – This rule has been updated to include ALTERNATIVE-LANGUAGE-PROGRAM.
- 40110-0018 – This rule has been deleted since code 'F' is no longer a valid PARENTAL-PERMISSION-CODE.
- 40110-new1 – This rule has been added to support the ALTERNATIVE-LANGUAGE-PROGRAM-CODE 'E'.

- 40110-new2 – This rule has been added to support the ALTERNATIVE-LANGUAGE-PROGRAM-CODE 'J'.

TEA proposed the following changes to the Business Validation Rules for the 2019-2020 school year:

1. Update business validation rules to be in alignment with 19 TAC §89, Subchapter BB. This includes updating terminology found in the business validation rules and including the new ALTERNATIVE-LANGUAGE-PROGRAM-CODE in specific business validation rules.
2. Delete business validation rules associated with PARENTAL-PERMISSION-CODEs 'B' and 'F' as they are no longer valid codes in the PARENTAL-PERMISSION-CODE code table.
3. Add business validation rules to support PARENTAL-PERMISSION-CODEs 'E' and 'J' and the new code table ALTERNATIVE-LANGUAGE-PROGRAM-CODE.

ITF Discussion:

Dara Fuller opened the floor to discussion.

Jay Young asked if the 'Former LEP/EL Student' code would be retroactive or if it would only apply to those students currently (2018-2019 school year) coded as a '4' for the following year (2019-2020 school year). Barbara Kennedy, Bilingual-ESL Education Division, responded that the 'Former LEP/EL Student' code would not be retroactive but would apply to those students who are currently (2018-2019) a '4' for the following (2019-2020) school year. Dara Fuller asked if it would be an issue if an LEA did retroactively code students as 'Former LEP/EL Student.' Barbara said that it would be an issue because the numbers would be noticeably different, not to mention the amount of effort it would take to retroactively associate the new code with each previously identified LEP/EL student.

Jay Young asked if there would be a problem coding a student as 'Former LEP/EL Student' if the student was coded as a '4' in the prior year at another LEA. Carli Thomas, Bilingual-ESL Education Division, responded that there would not be an issue with coding a transferred student as a 'Former LEP/EL Student' when they were previously coded a '4' in the previous year at another LEA.

Debbie Largent asked, regarding PARENTAL-PERMISSION-CODE 'G,' if it was acceptable for a reclassified non-LEP/EP student to be approved placement in a bilingual or ESL program. Carli Thomas responded that a reclassified student could be in a bilingual or ESL program. Carli explained that this would most likely occur when a student is in a dual language program, where the nature of the program is to continue in order to gain biliteracy and bilingualism.

Debbie Largent added that other PARENTAL-PERMISSION-CODEs seem to indicate that the student could not go back into a bilingual or ESL program. Carli Thomas explained that once a student has met the reclassification criteria, there is no longer Bilingual Education Allotment (BEA) funding available for the student but the student may still be coded if they are being served in a language program. Barbara Kennedy added that one of the main objectives for the distinction between 'exited' and 'reclassified' was to separate the funding from the participation in services since reclassification no longer equates to exiting. Carli stated that PARENTAL-PERMISSION-CODE 'G' is tied to the parent's permission for the student to continue in a bilingual or ESL program and can be used with LEP-INDICATOR-CODEs 'F', 'S', '3', '4', and '5'.

Carli gave the following example to assist the committee in understanding the connection between the PARENTAL-PERMISSION-CODE and the LEP-INDICATOR-CODE.

Example: A student is identified as being in their first year of monitoring (LEP-INDICATOR-CODE 'F'). The student's parent/guardian grants permission for them to continue to participate in a bilingual or ESL program. The LEA would report the student with PARENTAL-PERMISSION-CODE 'G' because the parent/guardian approved placement of the non-LEP/EP student in a bilingual or ESL program.

Carli Thomas explained that codes '3' and 'G' are not the same. Code '3' indicates that the student was never identified as an English learner (EL) whose parent/guardian has requested placement of the student in a bilingual or ESL program while code 'G' indicates that the student was previously identified as an English learner (EL) and is still participating in a bilingual or ESL program.

Michele Elledge asked if a student who has finished their fourth year of monitoring (LEP-INDICATOR-CODE '4') but is still participating in a bilingual or ESL program could be reported with the LEP-INDICATOR-CODE '5'.

Carli Thomas confirmed that the student would be reported as such. Michele suggested that a table be added to the TEDS guidance illustrating the various valid combinations.

Carli Thomas asked if business validation rule 40110-new1 would prevent an LEA from reporting a student as participating in a bilingual or ESL program if they were identified with the PARENTAL-PERMISSION-CODE 'K'. Bryce Templeton stated that the business validation rule is specific to the PARENTAL-PERMISSION-CODE 'E'. Jeanine Helms stated that additional rule analysis may be required to address the question. Carli stated that a student who is identified with the PARENTAL-PERMISSION-CODE '3' or 'G' could still be participating in an alternative language program. Jeanine responded that the rules should verify all the relationships between the PARENTAL-PERMISSION-CODE and the language programs, but she will double-check them all to make sure there are no gaps. Bryce stated that a chart, as suggested earlier by Michele Elledge, will assist with mapping the various relationships and verifying the rules.

With no other questions, Dara Fuller asked that the ITF make a motion.

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 Language Programs Revisions proposal for the 2019-2020 school year which includes:

Part A: Limited English Proficient (LEP) Indicator Code and LEP Indicator Code Table:

1. Update the LEP-INDICATOR-CODE (E0790) data element to include terminology used in 19 TAC §89.1203:
 - LEP/English learner (EL).
2. Update the LEP-INDICATOR-CODE (E0790) reporting guidance in TEDS.
3. Update LEP-INDICATOR-CODE (C061) code table in PEIMS to include terminology used in 19 TAC §89.1203:
 - LEP/English learner (EL)
 - Non-LEP/English proficient (EP)
 - Exited to Reclassified.
- 3a. Add new code Former LEP/English learner (EL) Student (effective after fourth year of monitoring) (code 5) to code table.
4. Update LEP-INDICATOR-CODE (TE057) data element definition in TREx Data Standards to include terminology used in 19 TAC §89.1203:
 - LEP/English learner (EL).
5. Update LEP-INDICATOR-CODE (TC15) code table in the TREx Data Standards to include terminology used in 19 TAC §89.1203:
 - LEP/English learner (EL)
 - Non-LEP/English proficient (EP)
 - Exited to Reclassified.
- 5a. Add new code Former LEP/English learner (EL) Student (effective after fourth year of monitoring) (code 5) to code table.

Part B: Parental Permission Code Table

1. Update PARENTAL-PERMISSION-CODE (C093) code table to introduce new terminology used in 19 TAC §89.1203, §89.1210, and §89.1240:
 - LEP/English learner (EL)
 - Non-LEP/English proficient (EP)
 - Exited to Reclassified.

1a. Update PARENTAL-PERMISSION-CODEs (code E, code J) to introduce a new terminology used in 19 TAC §89.1207:

- **Alternative language code.**

1b. Retire obsolete PARENTAL-PERMISSION-CODEs (code B, code F).

1c. Add new PARENTAL-PERMISSION-CODE (code K).

2. Update PARENTAL-PERMISSION-CODE (E0896) reporting guidance in TEDS.

Part C: ESL, Bilingual, and Alternative Language Programs

1. Update BILINGUAL-PROGRAM-TYPE-CODE (E1042) data element definition to include terminology used in 19 TAC §89.1203:

- **LEP/English learner (EL).**

1a. Update BILINGUAL-PROGRAM-TYPE-CODE (E1042) reporting guidance in TEDS.

2. Update BILINGUAL-PROGRAM-TYPE-CODE (C175) code table to introduce new terminology used in TAC §89.1210:

- **LEP/English learner (EL)**
- **Exited to Reclassified.**

3. Update E1043 ESL-PROGRAM-TYPE-CODE data element definition to include terminology used in TAC §89.1203:

- **LEP/English learner (EL).**

3a. Update ESL-PROGRAM-TYPE-CODE (E1043) guidance in TEDS.

4. Update ESL-PROGRAM-TYPE-CODE (C176) code table to introduce new terminology used in TAC §89.1210:

- **LEP/English learner (EL).**

5. Add new ALTERNATIVE-LANGUAGE-PROGRAM-CODE data element to be reported in PEIMS Fall Submission on the StudentProgramExtension Complex Type.

5a. Add ALTERNATIVE-LANGUAGE-PROGRAM-CODE reporting guidance to TEDS.

6. Add new ALTERNATIVE-LANGUAGE-PROGRAM code table to TEDS.

7. Update TSDS Reports to include alternative language program.

8. Update BILINGUAL-INDICATOR (TE009) data element definition in TREx Data Standards to include terminology used in 19 TAC §89.1203:

- **LEP/English learner (EL).**

9. Update the BILINGUAL-PROGRAM-TYPE-CODE (TC26) code table in the TREx Data Standards to include terminology used in 19 TAC §89.1203:

- **LEP/English learner (EL)**
- **Exited to Reclassified.**

10. Update the ESL-INDICATOR (TE037) data element definition in TREx Data Standards to include terminology used in 19 TAC §89.1203:

- **LEP/English learner (EL).**

11. Update the ESL-PROGRAM-TYPE-CODE (TC28) code table in the TREx Data Standards to include terminology used in TAC §89.1210:

- **LEP/English learner (EL).**

12. Add ALTERNATIVE-LANGUAGE-PROGRAM-CODE data element to the TREx Data Standards.

13. Add ALTERNATIVE-LANGUAGE-PROGRAM code table to the TReX Data Standards.

Part D: Business Validation Rules

1. Update the following business validation rules:

- 40110-000J
- 40100-0109
- 40100-0112
- 40100-0116
- 40100-0142
- 40100-0143
- 40100-0152
- 40100-0155
- 40110-0007
- 40110-0010
- 40110-0012
- 40110-0013
- 40110-0014
- 40110-0016
- 40110-0017
- 40110-0066
- 40110-0195
- 42400-0066
- 42401-0005
- 42401-0006
- 42500-0038
- 42500-0039

2. Delete the following business validation rules:

- 40110-0015
- 40110-0018

3. Add the following business validation rules:

- 40110-new1
- 40110-new2

PCPEI Discussion:

PCPEI Action:

Motion:

Vote:

2. Home Language Survey Revisions for the 2019-2020 School Year

Action Item

TEA proposes to add the STUDENT-LANGUAGE-CODE to TREx in order to accurately enroll and report students through the PEIMS system. Additionally, TEA proposes to update the HOME-LANGUAGE-CODE and STUDENT-LANGAUGE-CODE definitions to align with 19 TAC §89.1215. Lastly, TEA proposes to add a new data element to TREx, HOME-LANGUAGE-SURVEY-DATE-ADMINISTERED, so that LEAs can convey when the home language survey was administered to a new student enrolling in a Texas public school for the first time.

Melissa Lemons presented the Home Language Survey Revisions proposal. Melissa explained that in the 2017-2018 school year the STUDENT-LANGUAGE-CODE (E1590) was added to be reported through PEIMS but at that time was not added to TREx. Therefore, TEA proposes that the STUDENT-LANGUAGE-CODE be added to TREx. This addition, Melissa explained, will require that the HOME-LANGUAGE-CODE (TE048) XML Name be updated to 'HomeLanguage' as it is currently 'language' which will be too ambiguous with the addition of the STUDENT-LANGUAGE-CODE. Melissa added that in order to align with 19 TAC §89.1215, the definition for HOME-LANGUAGE-CODE (TE048) has been updated as well.

Melissa Lemons stated that currently TREx does not capture the date when the original Home Language Survey is administered. Therefore, TEA proposes to add the HOME-LANGUAGE-SURVEY-DATE-ADMINISTERED data element to TREx. This will allow the LEA to report the original Home Language Survey date.

Melissa Lemons explained that the HOME-LANGUAGE-CODE (E0895) and STUDENT-LANGUAGE-CODE (E1590) definitions will be updated in TEDS as well in order to align with 19 TAC §89.1215.

TEA proposed the following changes for the 2019-2020 school year:

1. Add data element STUDENT-LANGUAGE-CODE to TREx.
2. Add data element HOME-LANGUAGE-SURVEY-DATE-ADMINISTERED to TREx.
3. Update the XML name and definition of data element HOME-LANGUAGE-CODE (TE048) in TREx.
4. Update data element HOME-LANGUAGE-CODE (E0895) definition for PEIMS.
5. Update data element STUDENT-LANGUAGE-CODE (E1590) definition for PEIMS.

ITF Discussion:

Dara Fuller opened the floor to discussion regarding the Home Language Survey Revisions proposal.

Jay Young asked if, for the HOME-LANGUAGE-SURVEY-DATE-ADMINISTERED data element, what TEA would expect to see there. Carli Thomas responded that the Home Language Survey should only be administered once, and so TEA would expect to see the initial Home Language Survey date. Jay asked if every TREx file is expected to include the HOME-LANGUAGE-SURVEY-DATE-ADMINISTERED. Melissa Lemons responded that the field is optional so if the LEA does not know the initial Home Language Survey date, then the LEA has the option of not including the information. Carli added that the Language Proficiency Assessment Committee (LPAC) must go by the initial date when the Home Language Survey was administered, so hopefully having the HOME-LANGUAGE-SURVEY-DATE-ADMINISTERED field in TREx will assist LEAs with identifying when the survey was administered for the student when they first enrolled in school.

With no other questions, Dara Fuller called for a motion.

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 Home Language Survey Revisions proposal for the 2019-2020 school year which includes:

1. **Add data element STUDENT-LANGUAGE-CODE to TREx.**
2. **Add data element HOME-LANGUAGE-SURVEY-DATE-ADMINISTERED to TREx.**
3. **Update the XML name and definition of data element HOME-LANGUAGE-CODE (TE048) in TREx.**
4. **Update data element HOME-LANGUAGE-CODE (E0895) definition for PEIMS.**
5. **Update data element STUDENT-LANGUAGE-CODE (E1590) definition for PEIMS.**

PCPEI Discussion:

PCPEI Action:

Motion:

Vote:

3. Dual Language Immersion Program (TREx) for the 2019-2020 School Year

Action Item

The dual language immersion program allows a student to receive one of the two credits for the language other than English (LOTE) required for graduation. TEA previously presented the Dual Language Immersion proposal as a discussion item in order to gather feedback from the ITF committee regarding what information would be needed for a sending/receiving school. Based on the feedback received, TEA has developed a proposal for how Dual Language Immersion program participation information will be transmitted in TREx.

Melissa Lemons presented the Dual Language Immersion Program proposal to the committee. She explained that this proposal was originally presented as a discussion item on April 10, 2018, at which time the committee provided feedback regarding what information would be required in order for an LEA to effectively determine whether a student should receive a credit due to their participation in a Dual Language Immersion Program.

Melissa explained that a new complex type would be added to TREx in order to support the new data elements. Within the complex type will be multiple data elements. The DUAL-LANGUAGE-IMMERSION-YEAR will capture the dual language immersion program year (first through fifth). Melissa explained that a student must be in a dual language program for five consecutive years and therefore this data element will capture which year the student is in. Melissa stated that there is an associated code table, DUAL-LANGUAGE-IMMERSION-YEAR.

The DUAL-LANGUAGE-IMMERSION-LANGUAGE-CODE will allow an LEA to indicate the language other than English the student is studying under the dual language immersion program. Melissa pointed out that there will be a dedicated code table DUAL-LANGUAGE-IMMERSION-LANGUAGE-CODE that includes only languages TEA has certifications for.

The DUAL-LANGUAGE-IMMERSION-ASSESSMENT-MET-DATE field will indicate the date the student achieved proficiency in both English and a language other than English. Melissa pointed out that this correlates with TAC §74.12(F) which requires that a student achieve proficiency in English and a language other than English.

Melissa continued, the DUAL-LANGUAGE-IMMERSION-COMPLETION-INDICATOR-CODE will indicate that a student has met the requirements outlined in TAC §74.12(F).

The DUAL-LANGUAGE-IMMERSION-COMPLETION-SCHOOL-YEAR will indicate the year in which the student completed the five-year dual language immersion program.

TEA proposed the following changes for the 2019-2020 school year:

1. Add new complex type DualLanguageImmersionType to TREx.
2. Add new TREx data elements within the new DualLanguageImmersionType complex type:
 - Add new data element DUAL-LANGUAGE-IMMERSION-YEAR (TE1XA)
 - Add new data element DUAL-LANGUAGE-IMMERSION-LANGUAGE-CODE (TE1XB)
 - Add new data element DUAL-LANGUAGE-IMMERSION-ASSESSMENT-MET-DATE (TE1XC)
 - Add new data element DUAL-LANGUAGE-IMMERSION-COMPLETION-INDICATOR-CODE (TE1XD)
 - Add new data element DUAL-LANGUAGE-IMMERSION-COMPLETION-SCHOOL-YEAR (TE1XE).
3. Add new TREx code tables to support the new data elements:
 - Add new code table DUAL-LANGUAGE-IMMERSION-YEAR (TCX1)
 - Add new code table DUAL-LANGUAGE-IMMERSION-LANGUAGE-CODE (TCX2)

ITF Discussion:

Dara Fuller opened the floor to questions regarding the Dual Language Immersion Program proposal.

Jay Young asked if the student moved from one LEA that offered a dual language immersion program to another LEA that offered the same dual language immersion program, if when looking at consecutive years, that would be applicable. Jessica Snyder, Curriculum Division, responded that this is one of the reasons TEA wants to gather this information through TREx. If the sending LEA transmits information indicating that the student was

in a dual language immersion program, then the receiving LEA has that information and helps to show that there is a continuation of the program.

Jay Young elaborated with an example. If the student was in a dual language immersion program in the 2018-2019 school year, then transferred to another LEA in the 2019-2020 school year to a non-dual language immersion program school, then back to the previous LEA that has a dual language immersion program in the 2019-2020 school year, is the consecutive years lost for the student? Jessica Snyder responded that the legislation does not go into that kind of specificity and therefore would depend on whether the LEA is inputting the information and transmitting it through TREx.

Dara Fuller asked how long the dual language immersion program information should be transmitted through TREx. If eventually, these data elements would fall off and no longer be sent. Terri Hanson stated that once the credit is transcribed, it is no longer necessary to send these data elements through TREx. Jessica Snyder stated that the dual language immersion program data elements are not on the transcript but instead they are on the student record. The transcript will simply indicate what course the student received credit for. Dara Fuller said that since there are no business validation rules for TREx, it will not matter if an LEA continues to send the dual language immersion program data elements.

Debbie Largent asked if there would be a designation on the course transcript to show why the language other than English credit was received. Jessica Snyder stated that the credit will look like any other credit on the course transcript. She suggested that the LEA could look at their records to see if the student had successfully completed the dual language immersion program. Debbie requested that a note be added to the transcript to show why the language other than English credit was received. Jessica Snyder responded that it is possible that a special explanation code be added that would display on the course transcript.

Dara Fuller asked if the course transcript would show the grade level in which the language other than English credit was earned. Jessica Snyder responded that LEAs are not required to indicate the school year in which the credit was earned on the transcript, but LEAs may elect to include that information.

Barbara Kennedy asked if a prekindergarten student could participate in the dual language immersion program. Jessica Snyder confirmed that a prekindergarten student could participate in the program. Barbara Kennedy elaborated further by asking if a three-year old prekindergarten student could potentially receive a dual language immersion program credit after five consecutive years in the program. Jessica Snyder stated that it is possible that a three-year old prekindergarten student participates in five consecutive years in the dual language immersion program receive credit. Jessica noted that it would require that the student meet the criteria outlined in TAC §74.12(F).

Barbara Kennedy asked about the DUAL-LANGUAGE-IMMERSION-LANGUAGE-CODE table and whether a language that is not on the list is eligible to be used for the dual language immersion program. Jessica Snyder responded that the current list is based off the languages TEA has certifications for and corresponds with the SERVICE-IDs currently found in the C022 code table. Jessica mentioned that there is a SERVICE-ID for 'Other' but that is not an option in the TREx DUAL-LANGAUGE-IMMERSION-LANGUAGE-CODE code table. Terri Hanson added that the addition of 'Other' would be ambiguous and could cause issues with determining consecutive years.

Jay Young stated that the DUAL-LANGUAGE-IMMERSION-LANGUAGE-CODE table numbering is not aligned with the LANGUAGE-CODE table. Jessica Snyder confirmed that the languages found in the DUAL-LANGUAGE-IMMERSION-LANGUAGE-CODE table are the languages that TEA has certifications for.

Dara Fuller pointed out that there is a skip between code 15 and code 18 that will need to be fixed. Melissa Lemons stated that it will be correct in TREx.

Adrian Garcia asked if the dual language immersion program is associated with the Home Language Survey or the bilingual or ESL programs. Barbara Kennedy stated that there could be a connection but not necessarily. Dual language immersion programs could have no English learners (ELs) enrolled.

With no other questions, Dara Fuller called for a motion.

ITF Action:

The ITF committee made a recommendation to approve the Texas Record Exchange changes proposed in the Dual Language Immersion Program proposal for the 2019-2020 school year which includes:

1. Add new complex type DualLanguageImmersionType to TReX.
2. Add new TReX data elements within the new DualLanguageImmersionType complex type:
 - Add new data element DUAL-LANGUAGE-IMMERSION-YEAR (TE1XA)
 - Add new data element DUAL-LANGUAGE-IMMERSION-LANGUAGE-CODE (TE1XB)
 - Add new data element DUAL-LANGUAGE-IMMERSION-ASSESSMENT-MET-DATE (TE1XC)
 - Add new data element DUAL-LANGUAGE-IMMERSION-COMPLETION-INDICATOR-CODE (TE1XD)
 - Add new data element DUAL-LANGUAGE-IMMERSION-COMPLETION-SCHOOL-YEAR (TE1XE).
3. Add new TReX code tables to support the new data elements:
 - Add new code table DUAL-LANGUAGE-IMMERSION-YEAR (TCX1)
 - Add new code table DUAL-LANGUAGE-IMMERSION-LANGUAGE-CODE (TCX2).

PCPEI Discussion:

PCPEI Action:

Motion:

Vote:

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

As a follow up item to the Programs of Study ITF proposal which was originally presented at the September 18, 2018 ITF meeting, the College, Career, and Military Preparation (CCMP) Division has developed a list of approved state and regional programs of study that LEAs can offer in their CTE programs. This proposal focuses on required revisions to TEDS as a result of these approved programs of study.

Melissa Lemons presented the Programs of Study proposal to the committee focusing primarily on the code table. Melissa reminded the ITF committee that the Programs of Study proposal was passed by the ITF committee at the September 18, 2018 meeting with the caveat that the PROGRAM-OF-STUDY-CODE data element not be published until the code table was reviewed and approved. Melissa explained that the 2019-2020 school year will be an opt-in year for LEAs with full implementation in the 2020-2021 school year. Melissa stated that the proposed code table will go through public comment from January to February and is subject to change based on the outcome of the public comment period. Melissa pointed out that the coding jumps from 43 to 45 but will be correct in TEDS.

TEA proposed the following changes for the 2019-2020 school year:

1. Approve the new PROGRAM-OF-STUDY-CODE Code Table.

ITF Discussion:

Dara Fuller opened the floor to questions regarding the Programs of Study proposal.

Linda Roska asked how a Program of Study will be connected with a student. Terri Hanson responded that at this time the data will be collected at the LEA level. Ryan Merritt, Director of Career, College, and Military Prep, stated that implementing Programs of Study at the LEA level is intended to be an initial step and that in the future, TEA will collect information at the student level.

With no other questions Dara Fuller called for a motion.

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 Programs of Study proposal for the 2019-2020 school year which includes:

1. Approve the new PROGRAM-OF-STUDY-CODE Code Table.

PCPEI Discussion:**PCPEI Action:**

Motion:

Vote:

5. Organization Data from AskTED Proposal for the 2019-2020 School Year**Action Item**

TEA proposes to reduce the data collection burden on ESCs and LEAs by discontinuing the collection of organization name, category, address, telephone, identification system type campus information, LEA, and ESC information from the TSDS and PEIMS Collections and instead, reference/use information stored in AskTED.

Michele Elledge presented the Organization Data from AskTED ITF proposal to the committee. Michele explained that ESCs and LEAs maintain their organization information in AskTED and currently are required to submit the same information for PEIMS and TSDS Collections. Previously, the ORG database was unable to store relevant historical information but beginning in the 2019-2020 school year, effective dates will be in the ORG database. This update to the ORG database presents an opportunity to reduce the information LEAs must submit. Michele added that this change will incentivize LEAs to keep their AskTED information up to date.

TEA proposed the following changes for the 2019-2020 school year:

1. Remove data elements already stored in AskTED from the following complex types:
 - EducationServiceCenter Complex Type
 - LocalEducationAgencyExtension Complex Type
 - SchoolExtension Complex Type.
2. Update guidance in the Texas Education Data Standards (TEDS) Data Submission Requirements.
3. Update TSDS reports to support the changes in this proposal.
4. Update Data Validation Rules to support the changes in this proposal.

ITF Discussion:

Dara Fuller opened the floor to questions regarding the Organization Data Elements proposal. With no questions, Dara Fuller called for a motion.

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 Organization Data from AskTED proposal for the 2019-2020 school year which includes:

1. Remove data elements already stored in AskTED from the following complex types:
 - EducationServiceCenter Complex Type
 - LocalEducationAgencyExtension Complex Type
 - SchoolExtension Complex Type.
2. Update guidance in the Texas Education Data Standards (TEDS) Data Submission Requirements.
3. Update TSDS reports to support the changes in this proposal.
4. Update Data Validation Rules to support the changes in this proposal.

PCPEI Discussion:**PCPEI Action:****Motion:**

Vote:

6. Early Childhood Data System (ECDS) Proposal for the 2019-2020 School Year**Action Item**

As a result of the TSDS Classroom Roster Collection proposal which was approved at the December 11, 2018 ITF meeting, TEA proposes to modify the existing TSDS ECDS Collection.

Michele Elledge presented the Early Childhood Data System Collection proposal to the committee. Michele stated that currently, ECDS reporting is completed by LEAs submitting some data elements through a TSDS collection and other data elements in the PEIMS Summer Submission. However, as a result of the approval of the TSDS Classroom Roster Collection which will start in the 2019-2020 school year, some of the data elements that ECDS needs will no longer be available in the PEIMS Summer Submission therefore, the existing TSDS ECDS Collection needs to be modified.

Michele began by reviewing each complex type that would be collected for ECDS, focusing on the changes to the current ECDS collection.

The following are the changes to the ECDS Pre-Kindergarten submission:

LocalEducationAgencyExtension

- FAMILY-ENGAGEMENT-PLAN-LINK (E1583) *(new to TSDS Collection)*

CourseOffering

- SERVICE-ID (E0724) *(new to TSDS Collection)*

SectionExtension

- CLASS-ID-NUMBER (E1056) *(new to TSDS Collection)*
- COURSE-SEQUENCE-CODE (E0948) *(new to TSDS Collection)*
- PK-CURRICULA (E1579) *(new to TSDS Collection)*
- HIGH-QUALITY-PK-PROGRAM-INDICATOR (1580) *(new to TSDS Collection)*
- STUDENT-INSTRUCTION (E1558) *(new to TSDS Collection)*
- PK-SCHOOL-TYPE (E1555) *(new to TSDS Collection)*
- PROGRAM-EVALUATION-TYPE (E1626) *(new to TSDS Collection)*

StaffExtension

- SEX (E1325) *(existing element replacing PEIMS Summer Submission element)*
- DATE-OF-BIRTH (E0006) *(new to TSDS Collection)*
- HISPANIC-LATINO-ETHNICITY (E1375) *(existing element replacing PEIMS Summer Submission element)*
- RACIAL-CATEGORY (E1343) *(existing element replacing PEIMS Summer Submission element)*

TeacherSectionAssociationExtension

- CLASS-ID-NUMBER (E1056) *(new to TSDS Collection)*
- CLASSROOM-POSITION (E1454)

(Note: PEIMS data element CLASS-ROLE (E1067) is replaced by the reporting of CLASSROOM-POSITION)

- COURSE-SEQUENCE-CODE (E0948) *(new to TSDS Collection)*

StudentExtension

- HISPANIC-LATINO-ETHNICITY (E1375) *(existing element replacing PEIMS Summer Submission element)*
- RACIAL-CATEGORY (E1343) *(existing element replacing PEIMS Summer Submission element)*

- ECONOMIC-DISADVANTAGE (E1343) *(existing element replacing PEIMS Summer Submission element)*
- LIMITED-ENGLISH-PROFICIENCY (E1390) *(existing element replacing PEIMS Summer Submission element)*

StudentSchoolAssociationExtension

- ENTRY-GRADE-LEVEL-TYPE (E1517) *(existing element replacing PEIMS Summer Submission element)*
- PK-PROGRAM-TYPE-CODE (E1078) *(new to TSDS Collection)*
- PRIMARY-PK—FUNDING-SOURCE (E1079) *(new to TSDS Collection)*
- SECONDARY-PK-FUNDING-SOURCE (E1080) *(new to TSDS Collection)*
- ~~E0975-INSTRUCTIONAL-TRACK-INDICATOR-CODE~~

(Note: E0975 INSTRUCTIONAL-TRACK-INDICATOR-CODE is no longer needed. When the prior three data elements listed (E1078 PK-PROGRAM-TYPE, E1079 PRIMARY-PK-FUNDING-SOURCE and E1080 SECONDARY-PK-FUNDING SOURCE) were collected on the BasicReportingPeriodAttendanceExtension, INSTRUCTIONAL-TRACK-INDICATOR-CODE was needed.)

StudentSectionAssociation

- CLASS-ID-NUMBER (E1056) *(new to TSDS Collection)*
- COURSE-SEQUENCE-CODE (E0944) *(new to TSDS Collection)*

StudentProgramAssociation

- PROGRAM-TYPE (E1337)

(Note: PEIMS data element SPECIAL-INDICATOR-CODE (E0794) is replaced by the reporting of PROGRAM-TYPE with code 33 (Special Education) from the PROGRAM-TYPE code table DC096.)

The following are the changes to the ECDS Kindergarten Submission:

CourseOffering Complex Type:

- SERVICE-ID (E0724) *(new to TSDS Collection)*

SectionExtension

- CLASS-ID-NUMBER (E1056) *(new to TSDS Collection)*
- COURSE-SEQUENCE-CODE (E0948) *(new to TSDS Collection)*

StaffExtension

- SEX (E1325) *(existing element replacing PEIMS Summer Submission element)*
- DATE-OF-BIRTH (E0006) *(new to TSDS Collection)*
- HISPANIC-LATINO-ETHNICITY (E1375) *(existing element replacing PEIMS Summer Submission element)*
- RACIAL-CATEGORY (E1343) *(existing element replacing PEIMS Summer Submission element)*

TeacherSectionAssociationExtension

- CLASS-ID-NUMBER (E1056) *(new to TSDS Collection)*
- CLASSROOM-POSITION (E1454)

(Note: PEIMS data element CLASS-ROLE (E1067) code 01 (Teacher of Record) is replaced by the reporting of CLASSROOM-POSITION code 01 (Teacher of Record) from the DC143 CLASSROOM-POSITION-TYPE code table.)

- COURSE-SEQUENCE-CODE (E0948) *(new to TSDS Collection)*

StudentExtension

- HISPANIC-LATINO-ETHNICITY (E1375) *(existing element replacing PEIMS Summer Submission element)*
- RACIAL-CATEGORY (E1343) *(existing element replacing PEIMS Summer Submission element)*
- ECONOMIC-DISADVANTAGE (E1343) *(existing element replacing PEIMS Summer Submission element)*
- LIMITED-ENGLISH-PROFICIENCY (E1390) *(existing element replacing PEIMS Summer Submission element)*

StudentSchoolAssociationExtension

- ENTRY-GRADE-LEVEL-TYPE (E1517) *(existing element replacing PEIMS Summer Submission element)*

StudentSectionAssociation

- CLASS-ID-NUMBER (E1056) *(new to TSDS Collection)*
- COURSE-SEQUENCE-CODE (E0944) *(new to TSDS Collection)*

StudentProgramAssociation

- PROGRAM-TYPE (E1337)

(Note: PEIMS data element SPECIAL-INDICATOR-CODE (E0794) is replaced by the reporting of PROGRAM-TYPE with code 33 (Special Education) from the PROGRAM-TYPE code table DC096.)

Michele Elledge stated that the PEIMS Summer Submission would be modified to eliminate the following elements:

LocalEducationAgencyExtension eliminates the collection of:

- E1583 FAMILY-ENGAGEMENT-PLAN-LINK

SectionExtension eliminates the collection of:

- E1579 PK-CURRICULA
- E1580 HIGH-QUALITY-PK-PROGRAM INDICATOR
- E1558 STUDENT-INSTRUCTION
- E1555 PK-SCHOOL-TYPE
- E1626 PROGRAM-EVALUATION-TYPE

Michele reviewed the proposed TEDS guidance changes in which references to ECDS data elements from the PEIMS Summer Submission will be removed. Michele stated that Section 10 – TSDS Core Collection would be updated once the proposed changes were approved through the data governance process.

Michele explained that the GRADE-LEVEL-TYPE (DC063) code table requires an update as there are invalid grade levels represented in the table.

The following codes will be removed:

- 01 – Adult Education
- 08 – Grade 13
- 09 – Infant/Toddler

- 12 – Other
- 13 – Postsecondary
- 20 – Transitional Kindergarten
- 22 - Ungraded

Michele explained the need for the addition of 'PK Classroom Aide (code 05)' to the CLASSROOM-POSITION-TYPE. Since the CLASSROOM-POSITION (E1454) data element will be used for the TSDS ECDS Collection instead of the CLASS-ROLE (E1067), it was necessary to add the additional code.

TEA proposed the following changes for the 2019-2020 school year:

1. Modify the existing TSDS Early Childhood Data System Collection to include data elements from the following complexes in the TSDS Collection:
 - LocalEducationAgencyExtension
 - CourseOffering
 - SectionExtension
 - StaffExtension
 - TeacherSectionAssociationExtension
 - StudentExtension
 - StudentSchoolAssociationExtension
 - StudentSectionAssociation
 - StudentProgramAssociation.
2. Modify the PEIMS Summer Submission by removing ECDS specific data elements from the following complex types:
 - LocalEducationAgencyExtension
 - SectionExtension.
3. Update guidance in the Texas Education Data Standards (TEDS) Data Submission Requirements Section 2.1.
4. Update Section 10 TSDS Core Collections ECDS documentation.
5. Add a code to code table DC143 CLASSROOM-POSITION-TYPE for PK Classroom Aide.
6. Modify the GRADE-LEVEL-TYPE code table (DC063) to remove codes that are not valid for TSDS reporting purposes.
7. Update existing ECDS KG and public PK reports to reflect the changes in this proposal.
8. Add, update, and remove associated data validation rules to reflect the changes in this proposal.

ITF Discussion:

Dara Fuller opened the floor to questions regarding the Early Childhood Data System Collection proposal. With no questions, Dara Fuller called for a motion.

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 Early Childhood Data System Collection proposal for the 2019-2020 school year which includes:

1. **Modify the existing TSDS Early Childhood Data System Collection to include data elements from the following complexes in the TSDS Collection:**

The following are the changes to the ECDS Pre-Kindergarten submission:

- **LocalEducationAgencyExtension**
 - **FAMILY-ENGAGEMENT-PLAN-LINK (E1583)** *(new to TSDS Collection)*
- **CourseOffering**
 - **SERVICE-ID (E0724)** *(new to TSDS Collection)*
- **SectionExtension**
 - **CLASS-ID-NUMBER (E1056)** *(new to TSDS Collection)*
 - **COURSE-SEQUENCE-CODE (E0948)** *(new to TSDS Collection)*
 - **PK-CURRICULA (E1579)** *(new to TSDS Collection)*
 - **HIGH-QUALITY-PK-PROGRAM-INDICATOR (1580)** *(new to TSDS Collection)*
 - **STUDENT-INSTRUCTION (E1558)** *(new to TSDS Collection)*
 - **PK-SCHOOL-TYPE (E1555)** *(new to TSDS Collection)*
 - **PROGRAM-EVALUATION-TYPE (E1626)** *(new to TSDS Collection)*
- **StaffExtension**
 - **SEX (E1325)** *(existing element replacing PEIMS Summer Submission element)*
 - **DATE-OF-BIRTH (E0006)** *(new to TSDS Collection)*
 - **HISPANIC-LATINO-ETHNICITY (E1375)** *(existing element replacing PEIMS Summer Submission element)*
 - **RACIAL-CATEGORY (E1343)** *(existing element replacing PEIMS Summer Submission element)*
- **TeacherSectionAssociationExtension**
 - **CLASS-ID-NUMBER (E1056)** *(new to TSDS Collection)*
 - **CLASSROOM-POSITION (E1454)**
 - **(Note: PEIMS data element CLASS-ROLE (E1067) is replaced by the reporting of CLASSROOM-POSITION)**
 - **COURSE-SEQUENCE-CODE (E0948)** *(new to TSDS Collection)*
- **StudentExtension**
 - **HISPANIC-LATINO-ETHNICITY (E1375)** *(existing element replacing PEIMS Summer Submission element)*
 - **RACIAL-CATEGORY (E1343)** *(existing element replacing PEIMS Summer Submission element)*
 - **ECONOMIC-DISADVANTAGE (E1343)** *(existing element replacing PEIMS Summer Submission element)*
 - **LIMITED-ENGLISH-PROFICIENCY (E1390)** *(existing element replacing PEIMS Summer Submission element)*
- **StudentSchoolAssociationExtension**
 - **ENTRY-GRADE-LEVEL-TYPE (E1517)** *(existing element replacing PEIMS Summer Submission element)*
 - **PK-PROGRAM-TYPE-CODE (E1078)** *(new to TSDS Collection)*
 - **PRIMARY-PK—FUNDING-SOURCE (E1079)** *(new to TSDS Collection)*
 - **SECONDARY-PK-FUNDING-SOURCE (E1080)** *(new to TSDS Collection)*

~~○ E0975 INSTRUCTIONAL-TRACK-INDICATOR-CODE~~

(Note: E0975 INSTRUCTIONAL-TRACK-INDICATOR-CODE is no longer needed. When the prior three data elements listed (E1078 PK-PROGRAM-TYPE, E1079 PRIMARY-PK-FUNDING-SOURCE and E1080 SECONDARY-PK-FUNDING SOURCE) were collected on the BasicReportingPeriodAttendanceExtension, INSTRUCTIONAL-TRACK-INDICATOR-CODE was needed.)

- StudentSectionAssociation
 - CLASS-ID-NUMBER (E1056) *(new to TSDS Collection)*
 - COURSE-SEQUENCE-CODE (E0944) *(new to TSDS Collection)*
- StudentProgramAssociation
 - PROGRAM-TYPE (E1337)

(Note: PEIMS data element SPECIAL-INDICATOR-CODE (E0794) is replaced by the reporting of PROGRAM-TYPE with code 33 (Special Education) from the PROGRAM-TYPE code table DC096.)

The following are the changes to the ECDS Kindergarten Submission:

- CourseOffering Complex Type:
 - SERVICE-ID (E0724) *(new to TSDS Collection)*
- SectionExtension
 - CLASS-ID-NUMBER (E1056) *(new to TSDS Collection)*
 - COURSE-SEQUENCE-CODE (E0948) *(new to TSDS Collection)*
- StaffExtension
 - SEX (E1325) *(existing element replacing PEIMS Summer Submission element)*
 - DATE-OF-BIRTH (E0006) *(new to TSDS Collection)*
 - HISPANIC-LATINO-ETHNICITY (E1375) *(existing element replacing PEIMS Summer Submission element)*
 - RACIAL-CATEGORY (E1343) *(existing element replacing PEIMS Summer Submission element)*
- TeacherSectionAssociationExtension
 - CLASS-ID-NUMBER (E1056) *(new to TSDS Collection)*
 - CLASSROOM-POSITION (E1454)

(Note: PEIMS data element CLASS-ROLE (E1067) code 01 (Teacher of Record) is replaced by the reporting of CLASSROOM-POSITION code 01 (Teacher of Record) from the DC143 CLASSROOM-POSITION-TYPE code table.)

 - COURSE-SEQUENCE-CODE (E0948) *(new to TSDS Collection)*
- StudentExtension
 - HISPANIC-LATINO-ETHNICITY (E1375) *(existing element replacing PEIMS Summer Submission element)*
 - RACIAL-CATEGORY (E1343) *(existing element replacing PEIMS Summer Submission element)*
 - ECONOMIC-DISADVANTAGE (E1343) *(existing element replacing PEIMS Summer Submission element)*
 - LIMITED-ENGLISH-PROFICIENCY (E1390) *(existing element replacing PEIMS Summer Submission element)*

- **StudentSchoolAssociationExtension**
 - **ENTRY-GRADE-LEVEL-TYPE (E1517)** (*existing element replacing PEIMS Summer Submission element*)
 - **StudentSectionAssociation**
 - **CLASS-ID-NUMBER (E1056)** (*new to TSDS Collection*)
 - **COURSE-SEQUENCE-CODE (E0944)** (*new to TSDS Collection*)
 - **StudentProgramAssociation**
 - **PROGRAM-TYPE (E1337)**

(Note: PEIMS data element SPECIAL-INDICATOR-CODE (E0794) is replaced by the reporting of PROGRAM-TYPE with code 33 (Special Education) from the PROGRAM-TYPE code table DC096.)
2. **Modify the PEIMS Summer Submission by removing ECDS specific data elements from the following complex types:**
 - **LocalEducationAgencyExtension** eliminate the collection of:
 - **E1583 FAMILY-ENGAGEMENT-PLAN-LINK**
 - **SectionExtension** eliminate the collection of:
 - **E1579 PK-CURRICULA**
 - **E1580 HIGH-QUALITY-PK-PROGRAM INDICATOR**
 - **E1558 STUDENT-INSTRUCTION**
 - **E1555 PK-SCHOOL-TYPE**
 - **E1626 PROGRAM-EVALUATION-TYPE**
 3. **Update guidance in the Texas Education Data Standards (TEDS) Data Submission Requirements Section 2.1.**
 4. **Update Section 10 TSDS Core Collections ECDS documentation.**
 5. **Add a code to code table DC143 CLASSROOM-POSITION-TYPE for PK Classroom Aide.**
 6. **Modify the GRADE-LEVEL-TYPE code table (DC063) to remove codes that are not valid for TSDS reporting purposes.**
 - **01 – Adult Education**
 - **08 – Grade 13**
 - **09 – Infant/Toddler**
 - **12 – Other**
 - **13 – Postsecondary**
 - **20 – Transitional Kindergarten**
 - **22 - Ungraded**
 7. **Update existing ECDS KG and public PK reports to reflect the changes in this proposal.**
 8. **Add, update, and remove associated data validation rules to reflect the changes in this proposal.**

PCPEI Discussion:

PCPEI Action:

Motion:

Vote:

7. Classroom Roster Supplemental**Discussion Item**

In the original Classroom Roster ITF proposal, some PEIMS data elements were proposed to be collected. TEA has identified that TSDS data elements should be used in place of the PEIMS data elements.

Michele Elledge presented the Classroom Roster Supplemental Discussion Item to the committee. Michele explained that when the Classroom Roster ITF proposal was originally presented on December 11, 2018, it incorrectly showed that some PEIMS data elements would be collected. She stated that this discussion item was developed to show the TSDS data elements that will be collected in place of the PEIMS data elements that were presented on the original proposal. She reviewed corrections on the following complex types:

SectionExtension:

- POPULATION-SERVCE-CODE (E0747) has been replaced with POPULATION-SERVED (E1362)

StaffExtension:

- GENERATION-CODE (E0706) has been replaced with GENERATION-CODE-SUFFIX (E1303)
- SEX-CODE (E0004) has been replaced with SEX (E1325)
- HISPANIC-LATINO-CODE (E1064) has been replaced with HISPANIC-LATINO-ETHNICITY (E1375)
- AMERICAN-INDIAN-ALASKA-NATIVE-CODE (E1059) has been removed
- ASIAN-CODE (E1060) has been removed
- BLACK-AFRICAN-AMERICAN-CODE (E1061) has been removed
- NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE (E1062) has been removed
- WHITE-CODE (E1063) has been removed
- RACIAL-CATEGORY (E1343) has been added
- HIGHEST-DEGRE-LEVEL-CODE (E0730) has been replaced with HIGHEST-LEVE-OF-EDUCATION-COMPLETED (E1460)
- YEARS-EXPERIENCE-IN-DISTRICT (E0161) has been removed
- TOTAL-YEARS-PROF-EXPERIENCE (E0130) has been removed
- YEARS-OF-PRIOR-TEACHING-EXPERIENCE (E1377) has been added

TeacherSectionAssociationExtension:

- CLASS-ROLE (E1067) has been replaced with CLASSROOM-POSITION (E1454)

StudentExtension:

- GENERATION-CODE (E0706) has been replaced with GENERATION-CODE-SUFFIX (E1303)
- SEX-CODE (E0004) has been replaced with SEX (E1325)
- HISPANIC-LATINO-CODE (E1064) has been replaced with HISPANIC-LATINO-ETHNICITY (E1375)
- AMERICAN-INDIAN-ALASKA-NATIVE-CODE (E1059) has been removed
- ASIAN-CODE (E1060) has been removed
- BLACK-AFRICAN-AMERICAN-CODE (E1061) has been removed
- NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE (E1062) has been removed
- WHITE-CODE (E1063) has been removed
- RACIAL-CATEGORY (E1343) has been added

ITF Discussion:

Dara Fuller opened the floor to questions regarding the Classroom Roster Supplemental Discussion Item.

Bryce Templeton stated that the program area is using the YEARS-OF-PRIOR-TEACHING-EXPERIENCE (E1377) instead of the PEIMS elements YEARS-EXPERIENCE-IN-DISTRICT (E0161) and TOTAL-YEARS-PROF-EXPERIENCE (E0130) in order to identify teachers with less than four years of teaching experience. This information assists the program area with evaluating teacher preparation programs.

Dara Fuller asked if the YEARS-OF-PRIOR-TEACHING-EXPERIENCE is the same as TOTAL-YEARS-PROF-EXPERIENCE. Michele Elledge responded that the total years could include experience in another profession or role. Dara then asked if this information is only being collected for teachers. She elaborated, that from a vendor perspective, she was trying to determine if the same field could be used in the student information software to extract the data. Michele responded that yes, the information being collected is for teachers.

John Newcom stated that the proposed timelines leave little room for the vendor to make corrections if issues arise. Since the as-of dates and the deadline dates are only a few weeks apart, if an issue comes up, the vendor is left with a short window of opportunity to make any necessary changes. Terri Hanson responded that the committee is currently working on a document to submit to PCPEI to voice these types of concerns. Terri continued, TEA will offer support where we can, and LEAs are welcome to test their submissions in a training environment. The timelines though, are determined by the Commissioner of Education, and as we move towards a one data collection more of these types of timelines will be added.

ITF Action:

Discussion item therefore no action was necessary.

PCPEI Discussion:

PCPEI Action:

Motion:

Vote:

ITF Committee Member Changes

Discussion Item

ITF Discussion:

Melissa Lemons, for Peggy Sullivan, recommended Sean Brinkman as her alternate.

ITF Action:

Discussion item therefore no action was necessary.

PCPEI Discussion:

PCPEI Action:

Motion:

Vote: