



**Texas Education Agency (TEA)
Information Task Force (ITF)
Tuesday, January 15, 2019**

Wm. B. Travis Building, PDC3
1701 N. Congress Avenue
10:00 a.m. – 2:00 p.m.

Meeting Minutes

Call Meeting to Order

Dara Fuller

Dara Fuller chaired the ITF meeting in the absence of Nancy Dunnam and David McKamie. Dara called the ITF meeting to order at 10:05 a.m.

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

ITF Members Present:

Dara Fuller

ITF Members Present via GoToMeeting:

Linda Raney (alternate), Dianne Borreson, Jay Young (alternate), Adrian Garcia, Keitha Ivey, D'Lynne Johnson, Debby Wilburn (alternate), Debbie Largent, Pablo Martinez, David Marx, Kim O'Leary, Brenda Padalecki, Linda Roska, and John Newcom

TEA Staff Present:

Terri Hanson (TEA ITS-BMD), Bryce Templeton (TEA ITS-BMD), Scott Johnson (TEA ITS-BMD), Michele Elledge (TEA ITS-BMD), Candice DeSantis (TEA ITS-BMD), Ed Linden (TEA ITS-BMD), Melissa Lemons (TEA ITS-BMD), Jessica Snyder (TEA Curriculum), Barbara Kennedy (TEA Bilingual-ESL Education), Carli Thomas (TEA Bilingual-ESL Education), Steve Smith (College, Career, and Military Prep), and Ryan Merritt (College, Career, and Military Prep)

TEA Staff Present via GoToMeeting:

Jeanine Helms (TEA ITS-BMD), Connor Briggs (TEA ITS-BMD), and Nicole Schuessler (TEA ITS-BMD)

Approve Meeting Minutes from the December 11, 2018 ITF Meeting

Action Item

Dara Fuller asked for a motion to approve the meeting minutes from the December 11, 2018 meeting. Debbie Largent made a motion to approve the December 11, 2018 meeting minutes as presented. Dianne Borreson seconded the motion.

The motion passed unanimously.

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.

ITF Discussion:

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.

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:

Adrian Garcia made a motion to approve the following changes for the 2019-2020 school year:

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

Brenda Padalecki seconded the motion.

The motion passed unanimously.

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.

ITF Discussion:

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.

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:

Debbie Largent made a motion to approve 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.

**Dianne Borreson seconded the motion.
The motion passed unanimously.**

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

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.

ITF Discussion:

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)

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:

Jay Young made a motion to approve 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).**

Dianne Borreson seconded the motion.

The motion passed unanimously.

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.

ITF Discussion:

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.

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:

Debbie Largent made a motion to approve the following changes for the 2019-2020 school year:

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

Adrian Garcia seconded the motion.

The motion passed unanimously.

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.

ITF Discussion:

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.

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

ITF Action:

Adrian Garcia made a motion to approve 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.**

Brenda Padalecki seconded the motion.

The motion passed unanimously.

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.

ITF Discussion:

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.

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:

Debbie Largent made a motion to approve 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:**

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.

Jay Young seconded the motion.

The motion passed unanimously.

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.

ITF Discussion:

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

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.

Other Business

Discussion Item

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

Brenda Padalecki wanted to thank everyone who had worked on adding the middle school T-STEM campuses into the table. For Northeast ISD, it alleviated 300+ fatalities from her PEIMS Fall Resubmission.

Adjournment

Discussion Item

Dara Fuller asked the committee to make a motion to adjourn the meeting.

Debbie Largent made a motion to adjourn the ITF meeting.

Adrian Garcia seconded the motion.

The motion passed unanimously.

Meeting ended at 12:05 p.m. on January 15, 2019.