

<p><b>Members:</b>  Nancy Dunnam, Chair  David McKamie, Vice Chair  Dianne Borreson  Jennifer Carver  Dara Fuller  Adrian Garcia  Keitha Ivey  Debbie Largent  Kim O'Leary  Pablo Martinez  David Marx  Brenda Padalecki  Linda Roska  Nancy Smith  Janet Spurgin  Peggy Sullivan  Dennis Telas  Yolanda Walker</p>	<h1 style="margin: 0;">Texas Education Agency</h1> <h2 style="margin: 0;">Information Task Force (ITF)</h2> <h3 style="margin: 0;">Meeting Minutes</h3> <h4 style="margin: 0;">April 10, 2018</h4> <div style="text-align: right; margin-top: 20px;">  <p><b>10:00 AM to 2:00 PM</b>  William B Travis Bldg.  1701 N. Congress Ave.  Austin, Texas 78701  <b>GoToMeeting Hosted from</b>  <b>PDC-9</b></p> </div>	
<p><b>Members Attending via GoToMeeting:</b></p>	<p>Nancy Dunnam, David McKamie, Dianne Borreson, Pablo Martinez Sr., Yolanda Walker, Dara Fuller, Adrian Garcia, Dennis Telas, Keitha Ivey, Jennifer Carver, Kim O'Leary, Brenda Padalecki, Linda Roska, Peggy Sullivan, and David Marx</p>	
<p><b>Members Attending:</b></p>	<p>None</p>	
<p><b>Alternates Attending via GoToMeeting:</b></p>	<p>David Taylor (Alt for Nancy Dunnam), Dana Braun (Alt with Dianne Borreson, Nancy Cintron (Alt with Pablo Martinez Sr.), Chanda Williams (Alt with Yolanda Williams), and Scott Lewis (Alt for Janet Spurgin)</p>	
<p><b>Others Attending via GoToMeeting</b></p>	<p>Jeanine Helms (TEA ITS BMD), Nina Taylor (TEA Research and Analysis), Michelle Jordan (Skyward), and LaTamara Blue (Skyward)</p>	
<p><b>Others Attending:</b></p>	<p>Terri Hanson (TEA ITS BMD), Scott Johnson (TEA ITS BMD), Bryce Templeton (TEA ITS BMD), Julie Shields (TEA ITS), John Reese (TEA ITS BMD), Melissa Lemons (TEA ITS BMD), Candice DeSantis (TEA ITS BMD), Ed Linden (TEA ITS BMD), Kathy Adaky (TEA ITS BMD), Nicole Schuessler (TEA ITS BMD), Howard Morrison (Early Childhood Education), Jacquie Porter (Early Childhood Education), Stacy Avery (TEA CCMP), Christine McCormick (State Programs), Alison Reis-Khanna (Program Area Resource), Kristin Nafziger (Program Area Resource), and Nora Rainey (State Funding)</p>	
<p><b>Call the Meeting to Order:</b> <span style="float: right;"><b>Nancy Dunnam, Chair</b></span></p> <p>Nancy Dunnam called the April 10, 2018 ITF meeting to order at 10:06 AM.  Melissa Lemons called the roll.</p>		
<p><b>Approval of the December 12, 2017 ITF Meeting Minutes</b></p> <p>Nancy Dunnam introduced the meeting minutes from the December 12, 2017 ITF meeting and asked the committee members for any comments or corrections. No changes or corrections were submitted for the meeting minutes.</p> <p><b>Jennifer Carver made a motion to approve the December 12, 2017 ITF meeting minutes as presented. Adrian Garcia seconded the motion. The motion passed unanimously.</b></p>		<p><b>Action Item</b></p>

<b>HB 3706 Dropout Recovery Online Program</b>	<b>Action Item</b>
<p>House Bill 3706 (85<sup>th</sup>) amends TEC 29.081 to specify that a dropout recovery education program can be offered either on site at a school campus or through an internet based online program.</p> <p>TEC 29.081(f) (existing subsection) specifies that the commissioner shall include students in attendance in a program under Subsection (e) in the computation of the district's average daily attendance (ADA) for funding purposes. The legislation expanding the dropout recovery programs to include online programs creates the need to ensure that all Texas public school students that participate in a dropout recovery program specified under TEC 29.081(a) on-campus or online are able to generate funding for the LEA where they are enrolled.</p> <p>The TEA School Finance staff have determined that the best way to fund the online dropout recovery programs is to use the attendance accounting rules that are authorized by TEC 29.0822 (Optional Flexible School Day Program - OFSDP). The OFSDP allows for the funding of students based on school day minutes' present and allows funding based on a 45-minute minimum threshold on a given school day. The OFSDP program is also primarily designed for at-risk students to allow for flexibility of daily attendance to ensure opportunities for student success.</p> <p>Additionally, the legislature, under TEC 29.959, has authorized the creation and operation of an open enrollment charter school that serves adult students ages 26-50 and has authorized the funding of the charter school based on student attendance.</p> <p>Given these statutory obligations, it is necessary for TEA to implement revisions to the TSDS PEIMS data collection requirements to ensure the capacity of the TEA to fund the online dropout recovery programs regardless of the basic eligibility of the students. While most LEAs are subject to the strict guidelines of student age eligibility of students being less than 26 years of age on September 1 of a given school year, the Excel Academy charter school is legislated to serve and be funded for students age 26-50 who would be ineligible for ADA funding at any other LEA.</p> <p>Melissa Lemons presented the HB 3706 Dropout Recovery Online Program proposal.  .....</p> <p>To implement HB 3706, the NON-CAMPUS-BASED-INSTRUCTION-CODE (C182) code table will be updated to include "Optional Flexible School Day Online Dropout Recovery Program" (Code 11). This new code will identify course sections that are offered/taught through an online dropout recovery program. The FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE (C177) code table will also be updated to include "OFSDP Online Dropout Recovery Program" (Code 4); this new code will be used in the Summer Submission (Submission 3) only.</p> <p>To support the code table changes to FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE (C177), a validation rule has been updated.</p> <ul style="list-style-type: none"> <li>• 42500-0036 has been updated to include FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE 4-OFSDP Online Dropout Recovery Program. (Special Warning) <ul style="list-style-type: none"> <li>○ For a particular CAMPUS-ID-OF-ENROLLMENT, if there are any students where FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE is "1" or "4" and there is not at least one Course Transcript with a matching TX-UNIQUE-STUDENT-ID, then a special warning message showing the total number of students in this category will be issued asking for verification.</li> </ul> </li> </ul> <p>Two new validation rules have also been proposed to support the changes required through HB 3706.</p> <ul style="list-style-type: none"> <li>• 42500-new1 has been added to support FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE 4-OFSDP Online Dropout Recovery Program. (Fatal) <ul style="list-style-type: none"> <li>○ If FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE is "4", then there must be at</li> </ul> </li> </ul>	

least one Course Transcript with a matching TX-UNIQUE-STUDENT-ID for a course section with NON-CAMPUS-BASED-INSTRUCTION-CODE of "11".

- 43415-new1 has been added to support NON-CAMPUS-BASED-INSTRUCTION-CODE 11 - Optional Flexible School Day Online Dropout Recovery Program. (Fatal)
  - If NON-CAMPUS-BASED-INSTRUCTION-CODE is "11", then there must be at least some Flexible Attendance data with a matching TX-UNIQUE-STUDENT-ID and FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE of "4".

Multiple TSDS PEIMS reports are impacted by the update to FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE and the NON-CAMPUS-BASED-INSTRUCTION-CODE code table changes.

Where the following seven (7) Summer PEIMS reports display a code and/or translation from the C177 FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE code table, they will display new code 4 OFSDP Online Dropout Recovery when that value is reported.

- PDM3-120-014 - Flexible Attendance Data
- PDM3-130-011 - Flex Attendance – Superintendent’s Report of Student Attendance
- PDM3-130-012 - Flex Attendance – Superintendent’s Report of Career & Technical Education Eligible Days
- PDM3-130-013 - Flex Attendance – Superintendent’s Report by Special Program
- PDM3-130-014 - Flex Attendance – Superintendent’s Summary Report of Student Attendance
- PDM3-130-015 - Flex Attendance – Superintendent’s Report of Special Education Eligible Days & Excess Hours
- PDM3-131-012 - Roster of Students Generating Flexible Attendance Data

Where the following two (2) Summer PEIMS reports display a code and/or translation from the C182 NON-CAMPUS-BASED-INSTRUCTION-CODE code table, they will display new code 11–Optional Flexible School Day Online Dropout Recovery Program when that value is reported.

- PDM3-112-001 – Class Roster
- PDM3-113-001 – Student Class Schedule

Nancy Dunnam opened the floor up to questions to which Peggy Sullivan asked why validation rule 42500-0036 is identified as a special warning. Bryce Templeton explained that on each campus at least one student should successfully complete a course and therefore have a course transcript, but it is possible that no student in the Optional Flexible School Day Program (OFSDP) will have a course transcript. Peggy Sullivan then pointed out that validation rule 42500-new1 should then be a special warning since validation rule 42500-0036 is a special warning. Bryce Templeton stated that TEA would re-evaluate the proposed rules for accuracy and applicability.

Dara Fuller asked if a "Legend" would exist on the reports that describes what codes 4 and 11 represent. Bryce Templeton stated that the reports would describe these code values. With no other questions, Nancy Dunnam called for a motion.

**Dara Fuller made a motion to approve the Texas Education Data Standards (TEDS) and Texas Student Data System (TSDS) changes proposed in HB 3706 Dropout Recovery Online Program which includes**

- **Updating the NON-CAMPUS-BASED-INSTRUCTION-CODE (C182) code table to include "Optional Flexible School Day Online Dropout Recovery Program" (Code 11),**
- **Updating the FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE (C177) code table to include "OFSDP Online Dropout Recovery Program" (Code 4),**
- **Updating validation rule 42500-0036 and adding 42500-new1 and 43415-new1 validation rules to support new code values, and**
- **Updating reports that use FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE and NON-**

**CAMPUS-BASED-INSTRUCTION-CODE code tables. These include PDM3-120-014, PDM3-130-011, PDM3-130-012 - PDM3-130-013, PDM3-130-014, PDM3-130-015, PDM3-131-012, PDM3-112-001, and PDM3-113-001.**

**Adrian Garcia seconded the motion. The motion passed unanimously.**

**SB 1404 Expanded Learning Opportunities (ELOs)**

Senate Bill 1404 expands the requirements of existing legislation related to the availability of and participation in expanded learning opportunities (ELOs) by adding a data collection requirement in TEC 42.006 (a-2). Each LEA is required to report through PEIMS for each campus or school the availability of ELOs as described by TEC 33.252(a) and the number of students at each campus participating in one or more of the categories of ELOs listed under TEC Section 33.252(b).

TEC 33.252(a) describes the three types of ELO delivery methods at a campus or school as:

- (1) an extended school day;
- (2) an extended school year; or
- (3) structured learning programs outside of the regular school day, including before- and after-school programs and summer programs.

TEC 33.252(b) describes the campus offerings within each ELO delivery method for student participation as:

- (1) rigorous coursework;
- (2) mentoring;
- (3) tutoring;
- (4) physical activity;
- (5) academic support; or
- (6) educational enrichment in one or more subjects, including fine arts, civic engagement, science, technology, engineering, and mathematics.

.....

Melissa Lemons presented the Senate Bill 1404 Expanded learning Opportunities (ELOs) proposal. The Texas Education Agency (TEA) is proposing multiple changes to the TSDS PEIMS data collection as described in TEDS.

- The addition of new data element E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE to the SchoolExtension complex type which will allow a campus to indicate at a high-level whether a campus offers expanded learning opportunities. This indicator will be reported in Submissions 3 and 4.
- The addition of new sub-complex type TX-SchoolELOS to the SchoolExtension complex type in Submissions 3 and 4. This sub-complex type will only be reported on if the E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE is "1" (yes).
- The addition of eight (8) new data elements to the TX-SchoolELOS sub-complex type for Submissions 3 and 4
  - E1614 ELO-TYPE,
  - E1621 ELO-MINUTES-SCHEDULED-PER-DAY,
  - E1615 ELO-RIGOROUS-COURSEWORK,
  - E1616 ELO-MENTORING,
  - E1617 ELO-TUTORING,
  - E1618 ELO-PHYSICAL-ACTIVITY,
  - E1619 ELO-ACADEMIC-SUPPORT, and
  - E1620 ELO-EDUCATIONAL-ENRICHMENT.
- The addition of new code table C216 ELO-TYPE which will have four codes to support the collection of E1614 ELO-TYPE
  - 01 - Non-Voluntary Extended School Day (Submission 3 only)

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- 02 - Non-Voluntary Extended School Year (Submission 3 only)
- 03 - Voluntary Expanded Learning – Before and After School (Submission 3 only)
- 04 - Voluntary Expanded Learning – Summer (Submission 4 only)
- The addition of new data element E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE to the StudentProgramExtension complex type which will allow a school to indicate at a high-level whether a student is participating in expanded learning opportunities. This indicator will be reported in Submissions 3 and 4.
- The addition of new sub-complex type TX-StudentELOS to the StudentProgramExtension complex type in Submissions 3 and 4. This sub-complex type will only be reported only if the E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE is “1” (yes).
- The addition of one (1) existing and eight (8) new data elements to the TX-StudentELOS sub-complex type for Submissions 3 and 4
  - E0782 CAMPUS-ID-OF-ENROLLMENT,
  - E1614 ELO-TYPE,
  - E1622 ELO-PARTICIPATION-DAYS,
  - E1615 ELO-RIGOROUS-COURSEWORK,
  - E1616 ELO-MENTORING,
  - E1617 ELO-TUTORING,
  - E1618 ELO-PHYSICAL-ACTIVITY,
  - E1619 ELO-ACADEMIC-SUPPORT, and
  - E1620 ELO-EDUCATIONAL-ENRICHMENT.
- The addition of new code table C216 ELO-TYPE which will have four codes to support the collection of E1614 ELO-TYPE:
  - Non-Voluntary Extended School Day (Submission 3 only)
  - Non-Voluntary Extended School Year (Submission 3 only)
  - Voluntary Expanded Learning – Before and After School (Submission 3 only)
  - Voluntary Expanded Learning – Summer (Submission 4 only)
- Update current TSDS PEIMS reports to reflect the new data elements:
  - PDM3-120-007 Student Indicator Report by Grade (Summer)
  - PDM4-120-003 Student Indicator Report by Grade (Extended Year)
- The addition of new TSDS PEIMS reports to reflect the new data elements:
  - PDM3-116-XXX Organization Expanded Learning Opportunities (Summer)
  - PDM4-116-XXX Organization Expanded Learning Opportunities (Extended Year)
  - PDM3-120-XXX Student Expanded Learning Opportunities Roster (Summer)
  - PDM4-120-XXX Student Expanded Learning Opportunities Roster (Extended Year)
- Update the following validation rules to support new elements:
  - 10020-000B
  - 10020-000D
  - 40110-000K
  - 40110-000L
- The addition of multiple new validation rules to support new elements

Nancy Dunnam opened the floor to questions. Peggy Sullivan asked if code 02 - Non-Voluntary Extended School Year (Submission 3 only) on the C216 ELO-TYPE code table should really be part of Submission 4 since it suggests that the school extends past the regular school year. Bryce Templeton stated that, when using code 02 - Non-Voluntary Extended School Year (Submission 3 only), it would be part of the regular school year calendar. Bryce Templeton continued explaining how a campus could use code 02.

A campus could be on a track identified as 02 – Non-Voluntary Extended School Year or a sub-group of students could be on a track identified as 02-Non-Voluntary Extended School year. Therefore, a campus

could potentially have multiple tracks.

Adrian Garcia stated that his district, Pharr-San Juan-Alamo ISD, has an enrichment campus and asked if they would be reporting this information. Christine McCormick responded that the enrichment campus would use code 04 - Voluntary Expanded Learning – Summer (Submission 4 only).

Bryce Templeton stated that for the Non-Voluntary codes (01 and 02), students are required to participate, while with the voluntary codes (03 and 04) students choose to participate. Christine McCormick added that expanded learning opportunities are considered out-of-school time (OST) as they are before school, after school, or during the summer. She also stated that expanded learning opportunities (ELOs) provide enrichment and/or academic support and allow the student to be exposed to material that aligns with what the student is learning in school but delivered in a different way. These programs are typically provided to help working families and provide safe places for students. She stated that the definitions for the recommended elements were based on the definitions used by 21<sup>st</sup> Century and the Expanding Opportunities Council.

Bryce Templeton asked Christine McCormick whether Non-Voluntary Extended School Year (code 02) campuses target specific students or is the program's intent to require all students to participate. Christine McCormick responded that the program could be used to target a specific group of students.

Dara Fuller asked if the Optional Extended Year Program (OEYP) was the same program. Bryce Templeton stated that the OEYP data collection was discontinued in 2011 since there was no longer funding associated with the program. Christine McCormick stated that if the district has an OEYP program it could possibly be reported as an 02 - Non-Voluntary Extended School Year (Submission 3 only) if the program provided supplemental support, but to bear in mind that a user of the data will not be able to identify the OEYP students since OEYP is no longer reported.

Peggy Sullivan asked if the Texas Education Data Standards (TEDS) Section 2 and 8.2 would be updated to provide detailed information regarding reporting the new elements. Bryce Templeton responded that TEDS Sections 2 and 8.2 will be updated to provide extensive guidance based on the Commissioner rules Christine McCormick is currently drafting. Bryce also confirmed with Christine McCormick that a School Programs webpage containing this guidance will be made available. Terri Hanson stated that SB 1404 is a 2019-2020 item, so early notice will go out with the July addendum.

Nancy Dunnam asked if 'day' needs to be defined as it pertains to E1621 ELO-MINUTES-SCHEDULED-PER-DAY. Christine McCormick stated that additional detail could be provided and stated that a 'day' could be a day that classes are not being held because the expanded learning opportunity is supplemental.

Nancy Dunnam asked if E1621 ELO-MINUTES-SCHEDULED-PER-DAY definition should state 'participated'. Christine McCormick responded that she is currently working on the Commissioner rules and will specify the requirement to collect actual minutes offered and days participated. Bryce added that there will not be any attendance accounting for expanded learning opportunities as they are outside the regular school day.

Nancy Dunnam asked if the data will be used or just reported. Christine McCormick responded that the legislature has instructed TEA to collect this information. She continued by stating that this is the first step in determining access and direct resources towards initiatives.

Keitha Ivey asked for the definition of expanded learning opportunities. Christine McCormick cited 33.252.

Keitha Ivey asked why TEA is wanting to know the number of times a student participated in an ELO program instead of the number of students who participated in an ELO program. Christine McCormick stated that she is currently in the process of writing the proposal regarding the Commissioner rule requirements and Keitha's question will be addressed at that time. She also included that her understanding is that is how data is collected in TSDS PEIMS. Bryce added that the data collection proposal for the ELOs is designed to mirror the Commissioner rule request that is planned, but if the commissioner's rule does not reflect these data specifications, the ITS-BMD division will return to the ITF committee with a revised collection proposal.

Keitha Ivey asked if the data may be skewed when reporting the E1622 ELO-PARTICIPATION-DAYS for those students who are in multiple program areas within an ELO-TYPE at different times. Bryce Templeton responded that the 'day' is not per activity. A day reflects a calendar date that the ELO program was offered.

With no other questions, Nancy Dunnam called for a motion.

**Adrian Garcia made a motion to approve the addition of the following data collection changes to TSDS PEIMS and TEDS for the 2019-2020 school year:**

- **The addition of new data element E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE to the SchoolExtension complex type which will allow a campus to indicate at a high-level whether a campus offers expanded learning opportunities. This indicator will be reported in Submissions 3 and 4.**
- **The addition of new sub-complex type TX-SchoolELOS to the SchoolExtension complex type in Submissions 3 and 4. This sub-complex type will only be reported on if the E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE is “1” (yes).**
- **The addition of eight (8) new data elements to the TX-SchoolELOS sub-complex type for Submissions 3 and 4**
  - **E1614 ELO-TYPE,**
  - **E1621 ELO-MINUTES-SCHEDULED-PER-DAY,**
  - **E1615 ELO-RIGOROUS-COURSEWORK,**
  - **E1616 ELO-MENTORING,**
  - **E1617 ELO-TUTORING,**
  - **E1618 ELO-PHYSICAL-ACTIVITY,**
  - **E1619 ELO-ACADEMIC-SUPPORT, and**
  - **E1620 ELO-EDUCATIONAL-ENRICHMENT.**
- **The addition of new code table C216 ELO-TYPE which will have four codes to support the collection of E1614 ELO-TYPE**
  - **01 - Non-Voluntary Extended School Day (Submission 3 only)**
  - **02 - Non-Voluntary Extended School Year (Submission 3 only)**
  - **03 - Voluntary Expanded Learning – Before and After School (Submission 3 only)**
  - **04 - Voluntary Expanded Learning – Summer (Submission 4 only)**
- **The addition of new data element E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE to the StudentProgramExtension complex type which will allow a school to indicate at a high-level whether a student is participating in expanded learning opportunities. This indicator will be reported in Submissions 3 and 4.**
- **The addition of new sub-complex type TX-StudentELOS to the StudentProgramExtension complex type in Submissions 3 and 4. This sub-complex type will only be reported only if the E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE is “1” (yes).**
- **The addition of one (1) existing and eight (8) new data elements to the TX-StudentELOS sub-complex type for Submissions 3 and 4**
  - **E0782 CAMPUS-ID-OF-ENROLLMENT,**
  - **E1614 ELO-TYPE,**
  - **E1622 ELO-PARTICIPATION-DAYS,**
  - **E1615 ELO-RIGOROUS-COURSEWORK,**
  - **E1616 ELO-MENTORING,**
  - **E1617 ELO-TUTORING,**
  - **E1618 ELO-PHYSICAL-ACTIVITY,**
  - **E1619 ELO-ACADEMIC-SUPPORT, and**
  - **E1620 ELO-EDUCATIONAL-ENRICHMENT.**
- **The addition of new code table C216 ELO-TYPE which will have four codes to support the collection of E1614 ELO-TYPE:**
  - **Non-Voluntary Extended School Day (Submission 3 only)**
  - **Non-Voluntary Extended School Year (Submission 3 only)**

<ul style="list-style-type: none"> <li>○ Voluntary Expanded Learning – Before and After School (Submission 3 only)</li> <li>○ Voluntary Expanded Learning – Summer (Submission 4 only)</li> <li>● Update current TSDS PEIMS reports to reflect the new data elements: <ul style="list-style-type: none"> <li>○ PDM3-120-007 Student Indicator Report by Grade (Summer)</li> <li>○ PDM4-120-003 Student Indicator Report by Grade (Extended Year)</li> </ul> </li> <li>● The addition of new TSDS PEIMS reports to reflect the new data elements: <ul style="list-style-type: none"> <li>○ PDM3-116-XXX Organization Expanded Learning Opportunities (Summer)</li> <li>○ PDM4-116-XXX Organization Expanded Learning Opportunities (Extended Year)</li> <li>○ PDM3-120-XXX Student Expanded Learning Opportunities Roster (Summer)</li> <li>○ PDM4-120-XXX Student Expanded Learning Opportunities Roster (Extended Year)</li> </ul> </li> <li>● Update the following validations to support new elements: <ul style="list-style-type: none"> <li>○ 10020-000B</li> <li>○ 10020-000D</li> <li>○ 40110-000K</li> <li>○ 40110-000L</li> </ul> </li> <li>● The addition of multiple new validations to support new elements.</li> </ul> <p>Dianne Borreson seconded the motion. The motion passed unanimously.</p>	
<p><b>SB 1843 Armed Services Vocational Aptitude Battery (ASVAB) Test</b></p> <p>SB 1843 requires, (with exceptions) school districts and open-enrollment charters to provide students in grades 10-12 an opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) test and consult with a military recruiter.</p> <p>The legislation also requires the agency to create a public report of all districts and open-enrollment charters that elected <u>not</u> to provide the Armed Services Vocational Aptitude Battery test during the previous school year.</p> <p>If an LEA elects to not offer the ASVAB test, the LEA may offer an alternative career exploration test that meets certain requirements as described in the legislation.</p> <p>Melissa Lemons presented SB 1843 Armed Services Vocational Aptitude Battery (ASVAB) test proposal. The Texas Education Agency (TEA) is proposing the following changes to the TSDS PEIMS data collection as described in TEDS.</p> <ul style="list-style-type: none"> <li>● The addition of new data element E1625 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE to the LocalEducationAgencyExtension. This element would be mandatory in Submission 1.</li> <li>● The addition of new code table C217 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE to indicate the participation of the LEA <ul style="list-style-type: none"> <li>○ 00 - The district or open-enrollment charter school does not offer the Armed Services Vocational Aptitude Battery (ASVAB) test or an alternative career exploration test.</li> <li>○ 01 - The district or open-enrollment charter school offers the Armed Services Vocational Aptitude Battery (ASVAB) test.</li> <li>○ 02 - The district or open-enrollment charter school offers an alternative career exploration test.</li> </ul> </li> <li>● Update the validation rule 10010-000B to no longer be collected in Submission 1 or for the ESC.</li> <li>● Addition of new validation to support addition of data element for Submission 1. (Fatal) <ul style="list-style-type: none"> <li>○ For a Local Education Agency, the following must be provided: DISTRICT-ID, DISTRICT-NAME, ORGANIZATION-CATEGORY, and ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE.</li> </ul> </li> </ul> <p>Melissa Lemons polled the committee on whether it was necessary for a report to be created to indicate</p>	<p><b>Action Item</b></p>

<p>the LEAs response regarding E1625 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE. If a report was not created the LEA could navigate to Access Data / Data Element Summary to verify what was reported. Nancy Dunnam requested that a report be created to show the selection made by the LEA regarding E1625 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE. Dara Fuller agreed with Nancy, that a report should be created. Therefore, TEA and the committee agreed that a report would be created to address the addition of the new element.</p> <p>Peggy Sullivan asked if an LEA could offer both the ASVAB and the alternative career exploration test. Stacy Avery stated that the LEA would only offer one or the other – not both.</p> <p>With no other questions, Nancy Dunnam called for a motion.</p> <p><b>Keitha Ivey made a motion to approve the proposal as discussed:</b></p> <ul style="list-style-type: none"> <li>• <b>The addition of new data element E1625 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE to the LocalEducationAgencyExtension. This element would be mandatory in Submission 1.</b></li> <li>• <b>The addition of new code table C217 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE to indicate the participation of the LEA</b> <ul style="list-style-type: none"> <li>○ <b>00 - The district or open-enrollment charter school does not offer the Armed Services Vocational Aptitude Battery (ASVAB) test or an alternative career exploration test.</b></li> <li>○ <b>01 - The district or open-enrollment charter school offers the Armed Services Vocational Aptitude Battery (ASVAB) test.</b></li> <li>○ <b>02 - The district or open-enrollment charter school offers an alternative career exploration test.</b></li> </ul> </li> <li>• <b>Update the validation rule 10010-000B to no longer be collected in Submission 1 or for the ESC.</b></li> <li>• <b>Addition of new validation rule to support addition of data element for Submission 1. (Fatal)</b> <ul style="list-style-type: none"> <li>○ <b>For a Local Education Agency, the following must be provided: DISTRICT-ID, DISTRICT-NAME, ORGANIZATION-CATEGORY, and ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE.</b></li> </ul> </li> <li>• <b>Add TSDS PEIMS Armed Services Vocational Aptitude Battery (ASVAB) Test to support addition of E1625 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE as requested by the ITF committee.</b></li> </ul> <p><b>Jennifer Carver seconded the motion. The motion passed unanimously.</b></p>	
<p><b>TREx Dual Language Immersion Indicator Code</b></p> <p>SB 671 (85<sup>th</sup>) allows for a student to receive one high school language credit if the student successfully completes a dual language immersion program under TEC 28.0051 while in elementary school.</p> <p>SB 671 - Section 28.025, Education Code, is amended by adding Subsection (b-21) to read as follows:</p> <p><u>(b-21) In adopting rules under Subsection (b-1), the State Board of Education shall adopt criteria to allow a student to comply with the curriculum requirement for one credit under Subsection (b-1) (5) by successfully completing a dual language immersion program under Section 28.0051 at an elementary school.</u></p> <p>From the legislation, TEC 28.025(b-1)(5) specifies the Language Other Than English (LOTE) requirements for a student to complete the Foundation High School Program. Additionally, TEC 28.0051 outlines the statutory requirements for a dual language immersion program.</p> <p>28.0051. DUAL LANGUAGE IMMERSION PROGRAM.</p> <p>(a) A dual language immersion program should be designed to produce students with a demonstrated mastery, in both English and one other language, of the required curriculum under Section 28.002(a).</p> <p>(b) The commissioner by rule shall adopt:</p> <ol style="list-style-type: none"> <li>(1) minimum requirements for a dual language immersion program implemented by a school district;</li> <li>(2) standards for evaluating: <ol style="list-style-type: none"> <li>(A) the success of a dual language immersion program; and</li> </ol> </li> </ol>	<p><b>Discussion Item</b></p>

- (B) the performance of schools that implement a dual language immersion program; and
- (3) standards for recognizing:

- (A) schools that offer an exceptional dual language immersion program; and
- (B) students who successfully complete a dual language immersion program.

(c) A school district may implement a dual language immersion program in a manner and at elementary grade levels consistent with rules adopted by the commissioner under this section.

Bryce Templeton presented the TReX Dual Language Immersion Indicator code as a discussion item and explained that the following data element is being proposed for the TReX system by the TEA Curriculum Division.

- TC125 DUAL-LANGUAGE-IMMERSION-INDICATOR-CODE
  - The DUAL-LANGUAGE-IMMERSION-INDICATOR-CODE indicates that a student successfully completed a dual-language immersion program at the elementary level and therefore is eligible for 1 Language Other Than English (LOTE) credit.

Bryce Templeton stated that he and Glenn Shelton had presented and discussed the requirements of Senate Bill 671 with a large SIS vendor and a large school district prior to the ITF meeting to get a perspective on what a school would need to know in order to implement the statute.

Bryce Templeton presented the following information and questions to the Information Task Force to gather input to assist the TEA with the implementation of SB 671 so that LEAs will be able to fully comply with the requirements to award a high school credit on a high school transcript for the completion of a LOTE program in elementary school.

#### **LOTE high school credit for elementary school Students**

**SIS Vendor X** does not currently have a method to track the elementary school students that are participating in a LOTE program but could get something in place by 2019-2020. This should be a two-part implementation. These two component parts will allow a SIS vendor to know what impact the statute will have on the various components within the SIS application.

##### **Part 1**

- Add new local SIS data elements to track the students that are participating in a LOTE program and that indicate when a student completes a LOTE program.
- Update the TReX data standards with both elements so that a receiving school will have the knowledge of the LOTE program status for an elementary school student.

##### **Part 2**

- Implement changes to Academic Achievement Record (AAR) minimum standards to allow for the storage and transmittal of the LOTE program information
- TEA creates AAR and transcript guidance regarding the earning, tracking, and awarding of high school credit for elementary school students completing a LOTE program.
- TEA creates graduation plan and course scheduling guidance for students pursuing/completing an elementary school LOTE program.

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**School District Y** does not currently have a SIS method to track the elementary school students that are participating in a LOTE program or that have completed the LOTE program. With students moving between campuses in the school district and between school districts/charters, the ability to track students in the program and the student progress is a must for this large school district. District Y's current SIS vendor plans to discontinue its service for 2018-2019 except for one school. The cost for the vendor to modify the software for one school in its final year of operation is a significant issue.

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#### **QUESTIONS and COMMENTS from the SIS Vendor and School District:**

- Are there any grade level constraints to the program?
- Can all elementary school students that participate in the LOTE program earn the high school credit? Special Education students?
- Is the awarding of credit retroactive? For example, a student that is in 7<sup>th</sup> grade for the

2017-2018 school year completed a LOTE program in the 5<sup>th</sup> grade. Can the credit be awarded today?

- What school year does the program start tracking the students in the LOTE program?
- What date is used to indicate when the credit was received?
- Do schools need a course record for the LOTE program or are these just indicators on a student record?
- What does it mean to successfully complete a LOTE program as an elementary school student?
- TEA needs to think through how these scenarios will be handled when student reaches high school.
- The AAR needs to be updated with the guidance necessary for a school to administer this LOTE- High School Credit program.

**Additional Discussion Topics:**

- It appears that more than just an 01 (Yes/No) indicator would be needed. An additional indicator would also be needed to identify which language the student took in elementary school as the dual language immersion requirements indicate a student may not receive credit for more than one language, e.g. 1 credit for Spanish or 1 credit for German. The grade level and date that the LOTE program was completed for the credit received would also be pertinent.
- If the high school credit was received by taking specific elementary level courses, then the existing set of coursework TREx data elements could possibly be used to convey this information. The AAR Special Explanation Code 8 could be used to indicate a course other than a LOTE course taken to satisfy the LOTE requirement of the Foundation High School Program (19 TAC §74.12(b)(5)(B) or (D)).

If the credit was awarded because of other methods, the information would need to be collected in some fashion.

While the addition of the proposed data element to the TREx system and the student information systems (SIS) is relatively simple, the mechanics of creating the high school transcript with a LOTE high school credit for an elementary school student who completes a dual-language immersion program may have some policy and/or procedural issues that need to be identified or clarified to complete this action at the local level.

Bryce Templeton asked Information Task Force (ITF) for input regarding the awarding of high school credit for an elementary school student who was not actually enrolled in a high school LOTE course in terms of how this process would be managed locally.

Nancy Dunnam opened the floor to questions and comments.

Peggy Sullivan stated that for a student that moves between districts, the receiving district would want to know where the student is in the dual language immersion program. She then suggested that there be levels assigned to demonstrate progress in the program.

Dennis Telas asked if each district would be required to offer the LOTE program for high school credit.

Nancy Dunnam asked if there would be a state test to obtain mastery of the language.

Peggy Sullivan stated that the high school credit should only be given if the student completes the LOTE program. Adrian Garcia asked for clarification regarding completion or participation.

Bryce Templeton stated to the committee that the proposed data element listed on page 3 of the TREx Dual Language Immersion Indicator Code proposal document was what the Curriculum Division submitted and may not end up being the needed solution for the legislation.

Dennis Telas made a comparison between the proposal and Round Rock ISD credit by exam testing for students to earn the high school language credit. Bryce Templeton stated that the statute is for students participating in LOTE courses in elementary school without testing.

Adrian Garcia stated that PSJA ISD currently has dual-language campuses that would likely take advantage of this program.

<p>Brenda Padalecki stated that Northeast ISD offers LOTE courses for Kinder thru 5<sup>th</sup> grade students.</p> <p>Peggy Sullivan asked if the statute was already in effect and if so, what if the student completed the program this year, would it apply to that student? Bryce Templeton stated that the applicability of the statute for the 2017-2018 school year is unknown. Terri Hanson stated that we will need to know if the statute is retroactive or only applicable going forward.</p> <p>Dennis Telas suggested that the C022 Service-IDs code table would likely have to be updated with new service-ids for LEAs to use in coding these students.</p> <p>Terri Hanson asked the committee to consider two questions.  (1) What is the definition of LOTE?  (2) What is the definition of “completed”?</p> <p>Bryce Templeton stated that TEA needs to know what it would take to implement SB 671 in the TReX system. Bryce asked the committee to consider two scenarios and identify the information a school would need to know about a student who is participating in or has completed the LOTE program to award the high school language credit on a high school transcript.</p> <p><b>Scenario 1: A student is at the same LEA or campus for the duration of the LOTE program.</b></p> <p>The ITF members responded with the following questions:</p> <ol style="list-style-type: none"> <li>1. What C022 equivalent Service-IDs would be used on the high school transcript for the LOTE programs?</li> <li>2. How is the LOTE program success measured?</li> <li>3. What grade should be awarded for the high school transcript entry?</li> <li>4. Should there be a credit-by-exam (CBE) code?</li> <li>5. What should be reported on the course completion data?</li> <li>6. Will there be a course code for every language a student studies?</li> <li>7. Does it matter if the student takes a different language each year or should it be the same language each year?</li> </ol> <p><b>Scenario 2: A student is participating in a LOTE program but changes districts before completing the program.</b></p> <ol style="list-style-type: none"> <li>1. How will the receiving school know the progress of the student in a LOTE program? The TReX system does not currently transmit courses for elementary (non-high school students) students.</li> <li>2. What C022 service id will be used for the student’s LOTE program?</li> <li>3. What if the district does not offer the LOTE language the student was studying at the previous district?</li> <li>4. How will the new district measure what the student knows and how will the district know what was being taught at the previous district?</li> <li>5. Is every school required to offer the LOTE program and can the student switch languages?</li> </ol> <p>Bryce asked the vendors on the committee for their input on the implementation of SB 671. Jennifer Carver (ESC 20) stated that the LOTE completion data itself is not going to be an issue, but they will need answers to the questions asked to understand how to manage the program (participation and completion). Michelle Jordan, Skyward, stated that they would need the same information as ESC 20.</p> <p>Bryce Templeton stated that the ITF committee members should email him with any additional comments concerning statute allowing for high school credit for the completion of a LOTE program in elementary school.</p> <p>With no other questions, the discussion was ended.</p>	
<p><b>High Quality Prekindergarten Program Evaluation (ECDS)</b></p> <p>The General Appropriations Act, Article III, Rider 78, was passed by the 85<sup>th</sup> Texas Legislature, 2017, and</p>	<p><b>Action Item</b></p>

signed by Governor Abbott on June 12, 2017. Rider 78 states that the Commissioner will ensure that state-funded prekindergarten programs implement high-quality prekindergarten consistent with the High-Quality Prekindergarten program requirements in Texas Education Code (TEC) §29.167 – 29.171 and consistent with the provisions of TEC Chapters 41 and 42. These requirements include use of a curriculum aligned with the Texas Prekindergarten Guidelines, increased prekindergarten teacher training and/or qualifications, implementation of student progress monitoring, **program evaluation** and development of a family engagement plan.

Ed Linden presented the Program Evaluation proposal to the committee.

To implement the collection of program evaluation information mandated in Rider 78, which is part of the High-Quality Prekindergarten program requirements, the following data element will need to be collected in the campus / course section of the TSDS PEIMS Summer collection for the 2018-2019 school year.

1. Add EXXXX PROGRAM-EVALUATION-TYPE to the InterchangeMasterScheduleExtension within the SectionExtension complex type for Submission 3.

To ensure the validity of the data submitted for the new EXXXX PROGRAM-EVALUATION-TYPE element, TEA is proposing the creation of a new code table with the values identified below.

2. Add CXXX Program Evaluation Code Table:
  - a. 00 None
  - b. 01 TEA Self-Assessment Tool
  - c. 99 Other
3. Add new Master Schedule Context rule to support the new element.
  - #####-000#
    - If the PreK Course Section has a HOME-ROOM-INDICATOR and HIGH-QUALITY-PK-PROGRAM-INDICATOR that are equal to 1, then the following fields must not be blank: PK-CURRICULA, STUDENT-INSTRUCTION, PK-SCHOOL-TYPE, and **PROGRAM-EVALUATION-TYPE**.
4. Update the ECD0-000-006 TSDS Early Childhood Pre-Kindergarten Data Submission Report
  - Add Program Evaluation column

Nancy Dunnam opened the floor for questions concerning this proposal. Terri Hanson introduced Howard Morrison and Jacquie Porter from the Early Childhood Education program area to the committee. Dara Fuller had a question concerning the ECD0-000-006 TSDS Early Childhood Pre-Kindergarten Data Submission report as the only report that would show this newly collected data. Ed Linden stated that yes this was the only report where this data will be presented. Keitha Ivy had a question concerning the use of different Program types and why not collect this data a higher level. Jacquie Porter from the program area stated that TEA is working to have all LEA's use the same program type and that TEA is looking for an overall program evaluation. Peggy Sullivan had a question about reporting at the campus level and would there be different curriculum.

Bryce Templeton stated if this was collected at the campus level, it would hinder the campuses from reporting more than one program type. Howard Morrison stated that the program area is looking for four (4) years of High Quality program area data and three (3) years of non-High-Quality data and the flexibility to report this information by section.

With no further discussion from the committee, Nancy Dunnam called for a motion.

**Brenda Padalecki made a motion to approve the addition of the following changes for TSDS ECDS:**

1. **Add EXXXX PROGRAM-EVALUATION-TYPE to the InterchangeMasterScheduleExtension within the SectionExtension complex type for Submission 3.**
2. **Add CXXX Program Evaluation Code Table:**
  - a. **00 None**
  - b. **01 TEA Self-Assessment Tool**
  - c. **99 Other**

**3. Add a new Master Schedule Context rule to support the new element.**

- #####-000#

- If the PreK Course Section has a HOME-ROOM-INDICATOR and HIGH-QUALITY-PK-PROGRAM-INDICATOR that are equal to 1, then the following fields must not be blank: PK-CURRICULA, STUDENT-INSTRUCTION, PK-SCHOOL-TYPE, and PROGRAM-EVALUATION-TYPE.

**4. Update the ECDS-000-006 TSDS Early Childhood Pre-Kindergarten Data Submission Report to include a Program Evaluation column.**

Dara Fuller seconded the motion. The motion passed unanimously.

**Early Childhood Data System (ECDS) Section 10 Kindergarten Submission Timeline**

Action Item

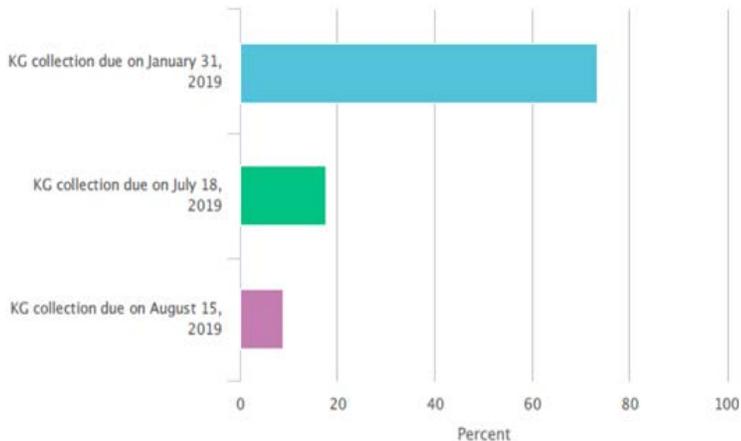
Prior to the 2016-2017 ECDS submission, LEAs were required to submit kindergarten data in the December timeframe, and prekindergarten data by the end of the year solely through a TSDS submission. With the implementation of HB4 legislation in 2016-2017, TEA leveraged the demographic, classroom data, and special programs information required for the ECDS from the existing TSDS PEIMS Summer submission to lessen the burden on the LEAs and avoid the double-reporting of collected data.

A significant number of LEAs reported challenges in completing their ECDS submissions in the 2016-2017 school year. The feedback was generally centered around the challenge of completing three data submissions to TEA at the same time during the end of the school year. An LEA may have been required to submit their TSDS PEIMS Summer resubmission, ECDS kindergarten BOY submission and their prekindergarten BOY/EOY submission.

Additionally, TEA was facing their own challenge with serving their Early Learning Division's needs in providing kindergarten BOY assessment data in a timely fashion. The data from the kindergarten assessments administered by LEAs in December is generally not available for TEA's use until the end of the school year due to the current submission timeline.

Based upon feedback received from ESCs, TEA administered a poll question to the members of the FCN, including ESC PEIMS coordinators and certified TSDS vendors. TEA provided three poll questions during the August 22, 2017 webinar. These poll questions sought feedback on each of the ECDS submission timelines: kindergarten BOY and prekindergarten BOY and EOY. The purpose was to seek ways to reduce the burden on LEAs in submitting their ECDS data to TEA.

For the 2018-2019 school year, which timeline do you prefer for the KG collection?



Ed Linden presented the results of the polling questions to the committee concerning the ECDS Kindergarten submission timeline.

Nancy Dunnam opened the floor for questions. Dara Fuller asked if the software vendors would be ready with their Summer extractors to meet this timeline. Terri Hanson asked the vendor software

<p>members of the committee to please answer. Jennifer Carver stated the requirement for this new timeline has been established and they will work to meet this timeline.</p> <p>David McKamie stated that some small schools have heavy work schedules during the month of January and asked if this timeline could be adjusted to be in February.</p> <p>There was some general discussion between Dara Fuller and David McKamie about the data being ready before Christmas. Howard Morrison stated that beginning of year (BOY) testing occurs in October so reporting the results in the late January timeframe should work.</p> <p>Terri Hanson stated the last deadline to submit data has been established as January 31<sup>st</sup>.</p> <p>Dara Fuller stated she prefers this new timeline for the ECDS data submission. Nancy Dunnam asked if any communication occurred with the software vendors about this new timeline. Scott Johnson stated that a webinar had been held with the software vendors already, but another webinar is scheduled for the May 2018 timeframe.</p> <p>Nancy Dunnam asked if any sanctions would be levied against the software vendors if they were not ready in time to meet this new timeline. Teri Hanson stated there are no sanctions. Howard Morrison stated his group is reaching out to help any software vendor who encounters problems.</p> <p>Nancy Dunnam stated that the vendors wait until the last minute to produce their XML files and it is a struggle to test these XML files.</p> <p>Terri Hanson stated the vendors can contact TEA for assistance by using the TSDS Customer Support email address. She also stated the TEA does not certify vendors to have their XML files created correctly, but to assist in solving technical issues.</p> <p>Nancy Dunnam asked if these vendors will remain on the Certified List. Terri Hanson responded that the vendors on the list will remain until 2021. Jacquie Porter, Early Childhood Education, stated that her division would consider including a statement on their webpage affirming that the vendor's XML file must be viable and ready for processing as it pertains to the Commissioner's Approved List of Assessments.</p> <p>Scott Johnson went over the vetting process from the May webinar. Dara Fuller stated there are some software vendors that are not ready in time. Those vendors are CLI and I-Station and they release their data only a month before it is due at TEA. Scott Johnson stated this would be addressed in the May webinar.</p> <p>Nancy Dunnam stated to add a date into the timeline where software vendor's files must pass validation. Scott Johnson stated the vendors are welcome to team up with an LEA to use the TEA Training environment for testing.</p> <p>Dara Fuller commented that the software vendors are not ready in a timely manner. Nancy Dunnam followed up Dara's comment that the software vendors need to be informed when they need to be ready.</p> <p>With no further discussion from the committee, Nancy Dunnam called for a motion.</p> <p><b>Dara Fuller made a motion to approve the established timeline for the ECDS Kindergarten Submission, which is January 18, 2019 for the 2018-2019 school year. <i>Note that the date documented is incorrect, the proposal is for January 31, 2019 and this date is what was approved by the ITF committee.</i></b></p> <p><b>Dianne Borreson seconded the motion. The motion passed unanimously.</b></p>	
<p><b>Other Business</b></p> <p>Dennis Telas informed the committee that he was resigning from Round Rock ISD as he has accepted a position at Prologic-TEAM software vendor. He suggested that D'Lynne Johnson from Round Rock ISD be added to the committee in his place.</p> <p>Peggy Sullivan asked if she has an alternate to which Bryce Templeton confirmed that she does not. Bryce stated that Melissa Lemons would send out the ITF Committee Membership List so that members can verify their information.</p>	<p><b>Discussion Item</b></p>
<p><b>Upcoming ITF Meetings</b></p>	<p><b>Discussion</b></p>

**Item**

Bryce Templeton stated that Scott Johnson's team is working on SB 2080-RF Tracker and should have a proposal ready for a meeting in August so that it can be included in the December release. He continued by stating that most of RF Tracker is already collected except for some facility and dates of stay information. Peggy Sullivan asked if this would be part of Submission 4. Bryce Templeton stated that it will be collected in either the TSDS or PEIMS data collection.

After discussion, the committee agreed to a remote meeting on **August 21, 2018.**

Bryce Templeton stated that Financial Compliance is working on requirements regarding SB 622 for a new object code in the public-school accounting system. This business item will likely require an email vote in the next 30 days.

**Dara Fuller made a motion to end the meeting. Brenda Padalecki seconded the motion.**