Members: Nancy Dunnam, Chair David McKamie, Vice Chair Dianne Borreson Jennifer Carver Dara Fuller Adrian Garcia Keitha Ivey D'Lynne Johnson Debbie Largent Pablo Martinez David Marx Kim O'Leary Brenda Padalecki Linda Roska Nancy Smith Janet Spurgin Peggy Sullivan Yolanda Walker	**Texas Education Agency Information Task Force (ITF) Meeting Minutes September 18, 2018**	**10:00 AM to 2:00 PM** William B Travis Bldg. 701 N. Congress Ave. Austin, Texas 78701 **GoToMeeting** **WBT PDC-7**
Members Attending:	Nancy Dunnam, David McKamie, Dianne Borreson, Adrian Garcia, Pablo Martinez, David Marx, and Brenda Padalecki	
Alternates Attending:	Jay Young for Jennifer Carver	
Members Attending via GoToMeeting:	Dara Fuller, Debbie Largent, and Peggy Sullivan	
Alternates Attending via GoToMeeting:	John Newcom (for Nancy Smith) and David Taylor (with Nancy Dunnam)	
Others Attending:	Terri Hanson (TEA ITS-BMD), Leanne Simons (TEA ITS-BMD), Bryce Templeton (TEA ITS-BMD), Scott Johnson (TEA ITS-BMD), Michele Elledge (TEA ITS-BMD), Melissa Lemons (TEA ITS-BMD), Candice DeSantis (TEA ITS-BMD), Kathy Adaky (TEA ITS-BMD), Rhonda Williams (TEA ITS-BMD), Nicole Schuessler (TEA ITS – BMD), Jonel Peralta (TEA Special Education Division), Tammy Pearcy (TEA Special Education Division), David Perry (TEA Grants Administration), Cory Green (TEA Grants & Federal Fiscal Compliance), Jamie Crowe (TEA Performance Reporting), Laura Torres (TEA College, Career, and Military Prep), Ryan Merritt (TEA College, Career, and Military Prep), and Barbara Kennedy (TEA Bilingual – ESL Education)	
Others Attending via GoToMeeting:	Connor Briggs (TEA ITS-BMD), Jeanine Helms (TEA ITS-BMD), John Reese (TEA ITS-BMD)	

Call the Meeting to Order: Nancy Dunnam, ITF Chair	
Nancy Dunnam called the meeting to order at 10:00 a.m. Melissa Lemons called the roll.	
Approval of the August 21, 2018 ITF Meeting Minutes Nancy Dunnam pointed out a modification needed; the header showed as "Meeting Agenda" instead of "Meeting Minutes." Dianne Borreson indicated that her name is misspelled under the "Members" header. *These changes have been made and an updated version created.* David McKamie made a motion to approve the August 21, 2018 ITF meeting minutes with the corrections noted above. Adrian Garcia seconded the motion. The motion passed unanimously.	**Action Item**
State Performance Plan Indicator (SPPI-14) Nicole Schuessler presented the SPPI-14 proposal to the ITF committee. She began by stating that the United States Department of Education Office of Special Education Programs (ED/OSEP) identifies five monitoring priorities within the State Performance Plan (SPP) and 20 indicators including post-school outcomes (SPPI 14 A-C). SPPI-14	**Action Item**

requires that a Post-School Outcomes Survey be distributed to persons who received special education services prior to exiting high school. Nicole explained that the primary purpose of the survey is to provide a clear measure of post-school results of youth with disabilities as they transition from high school to adult life. The survey results are submitted to the US Department of Education Office of Special Education Programs (OSEP).

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

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

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

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

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

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

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

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

PEIMS Fall Collection

Organization Data (Submitted through InterchangeEducationOrganizationExtension)

1. Use LocalEducationAgencyExtension Complex Type
   - **E0212 DISTRICT-ID**
   - **E0213 DISTRICT-NAME**

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

Student Data (Submitted through InterchangeStudentExtension)

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

Student Enrollment Data (Submitted through InterchangeStudentEnrollmentExtension)

1. Use SchoolLeaverExtension Complex Type
- **E1523 TX-UNIQUE-STUDENT-ID**
- **E1001 LEAVER-REASON-CODE**
- **E1589 MILITARY-ENLISTMENT-INDICATOR-CODE**

TSDS Collection

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

Organization Data (Submitted through InterchangeEducationOrganizationExtension)

1. Use LocalEducationAgencyExtension Complex Type:
- E0212 DISTRICT-ID
- E0213 DISTRICT-NAME

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

Student and Parent Data (Submitted through InterchangeStudentParentExtension)

1. Use StudentExtension Complex Type:
- E1523 TX-UNIQUE-STUDENT-ID
- E1090 STUDENT-IDENTIFICATION-SYSTEM
- E0001 STUDENT-ID
- E0703 FIRST-NAME
- E0705 LAST-NAME
- E0006 DATE-OF-BIRTH
- E0212 DISTRICT-ID
- **E1113 ADDRESS-TYPE**
- **E1114 STREET-NUMBER-NAME**
- **E1117 CITY**
- **E1118 STATE-ABBREVIATION**

- **E1119 POSTAL-CODE**
- **E1122 COUNTRY-CODE**
- **E1455 TELEPHONE-NUMBER-TYPE**
- **E1269 TELEPHONE-NUMBER**
- **E1242 EMAIL-ADDRESS-TYPE**
- **E1243 EMAIL-ADDRESS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

With no additional questions, Nancy Dunnam asked to the committee for a motion.

David McKamie motioned to approve the changes proposed in the SPPI-14 proposal which includes:

PEIMS Fall Collection

Organization Data (Submitted through InterchangeEducationOrganizationExtension)

1. Use LocalEducationAgencyExtension Complex Type
   - **E0212 DISTRICT-ID**
   - **E0213 DISTRICT-NAME**

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

Student Data (Submitted through InterchangeStudentExtension)

1. Use StudentExtension Complex Type
   - **E1523 TX-UNIQUE-STUDENT-ID**
   - **E0703 FIRST-NAME**
   - **E0704 MIDDLE-NAME**
   - **E0705 LAST-NAME**
   - **E0706 GENERATION-CODE**

- **E0006 DATE-OF-BIRTH**
- **E0004 SEX-CODE**
- **E1064 HISPANIC-LATINO-CODE**
- **E1059 AMERICAN-INDIAN-ALASKA-NATIVE-CODE**
- **E1060 ASIAN-CODE**
- **E1061 BLACK-AFRICAN AMERICAN-CODE**
- **E1062 NATIVE-HAWAIIAN-PACIFIC-ISLANDER-CODE**
- **E1063 WHITE-CODE**

Student Enrollment Data (Submitted through InterchangeStudentEnrollmentExtension)

1. Use SchoolLeaverExtension Complex Type
   - **E1523 TX-UNIQUE-STUDENT-ID**
   - **E1001 LEAVER-REASON-CODE**
   - **E1589 MILITARY-ENLISTMENT-INDICATOR-CODE**

<u>TSDS Collection</u>

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

Organization Data (Submitted through InterchangeEducationOrganizationExtension)

1. Use LocalEducationAgencyExtension Complex Type:
   - E0212 DISTRICT-ID
   - E0213 DISTRICT-NAME

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

Student and Parent Data (Submitted through InterchangeStudentParentExtension)

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

2. Use Parent Complex Type:
   - E1324 PARENT-ID
   - **E0703 FIRST-NAME**
   - **E0704 MIDDLE-NAME**
   - **E0705 LAST-NAME**
   - **E0706 GENERATION-CODE**

E1113 ADDRESS-TYPE **E1114 STREET-NUMBER-NAME** **E1117 CITY** **E1118 STATE-ABBREVIATION** **E1119 POSTAL-CODE** **E1122 COUNTRY-CODE** **E1455 TELEPHONE-NUMBER-TYPE** **E1269 TELEPHONE-NUMBER** **E1242 EMAIL-ADDRESS-TYPE** **E1243 EMAIL-ADDRESS** 3. Use StudentParentAssociation Complex Type (to associate a student to a parent) - E1423 RELATION **E1427 CONTACT-PRIORITY** Create a new report: SPPO-000-001 – TSDS SPPI-14 Student Roster Report (see the TSDS Collection Reports Impact section for a sample report). **Dianne Borreson seconded the motion.** **The motion passed unanimously.**	
Student Special Education and Limited English Proficiency (LEP) Program Reporting Michele Elledge presented the Student Special Education and LEP Program Reporting proposal to the ITF committee. She began by explaining that federal reporting requirements require the reporting of the primary disability, multiply disabled indicator status and LEP indicator for any student receiving special education services that had a disciplinary incident that resulted in a removal. She continued with a historical account of the collection of the PRIMARY-DISABILITY-CODE, MULTIPLY-DISABLED-INDICATOR-CODE, and the LEP-INDICATOR-CODE. During the 2015-2016 data governance process, the decision was made to move these data elements from the StudentSpecialEdProgramAssociationExtension complex type (PRIMARY-DISABILITY-CODE and MULTIPLY-DISABLED-INDICATOR-CODE) and TX-StudentCharacteristics (LEP-INDICATOR-CODE) complex type to the StudentDisciplineIncidentAssociation complex type. At the time this change was made, it was thought that having this information together in one complex would simplify identifying the information required for federal reporting, however this change presented some issues. Michele explained that the StudentDisciplineIncidentAssociation is only reported once for a discipline incident, but a discipline incident can have one or more associated discipline actions which are reported on the DisciplineActionExtension Complex Type. As discipline actions occur, a student can move in or out of special education and/or their primary disability and multiply disabled indicators can change. If a student has a disciplinary removal, the PRIMARY-DISABILITY-CODE and MULTIPLY-DISABLED-INDICATOR-CODE reported on the StudentDisciplineIncidentAssociation complex type at the time the discipline incident occurred may not be true when the discipline removal occurs. Michele pointed out that with the ITF committee approval of the addition of the StudentSpecialEdProgramAssociationExtension complex type to the PEIMS Summer Collection beginning in 2019-2020 for Residential Facility Tracker, there is an opportunity to use this complex and the associated effective dates to determine a student's PRIMARY-DISABILITY-CODE and MULTIPLY-DISABLED-INDICATOR-CODE at any point in time. She also reminded everyone that the LEP-INDICATOR-CODE reported on the StudentExtension complex type usually does not change during the school year. By joining this data with disciplinary removals for students receiving special education services and using the dates on both the disciplinary and special education disability data, TEA's Special Education Division would be able to determine the information required to be submitted for federal reporting.	**Action Item**

Michele presented the proposal items as follows:

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

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

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

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

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

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

4. Evaluate associated TSDS PEIMS reports for updates.

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

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

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

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

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

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

Dianne Borreson asked if TEA will be counting instances where the students are just LEP. Tammy Pearcy responded that LEP is one of the sub--categories reported but they

would not be reporting the data unless the student is also receiving special education services.

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

With no additional questions, Nancy Dunnam asked to the committee for a motion.

Adrian Garcia made a motion to approve the changes proposed in the Student Special Education and LEP Program Reporting proposal which includes:

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

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

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

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

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

4. Evaluate associated TSDS PEIMS reports for updates.

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

David McKamie seconded the motion.

The motion passed unanimously.

Campus ID of Residence	**Action Item**

Campus ID of Residence

Michele Elledge presented the Campus ID of Residence proposal to the ITF committee. She began by explaining that TEA allocates funding for three different federal grants (ESEA as amended by ESSA, Title I, Part A, ESEA as amended by ESSA, Title II, Part A and Carl D. Perkins Career and Technical Education Improvement Act of 2006, Title I, Part C) based on census bureau data. However, since census data only accounts for LEAs who draw their enrollment from a fixed geographic boundary, TEA must apply allocation formulas to determine the amount of funding, from these three grants, that should go to open enrollment charter schools and the three special state LEAs (i.e. the Texas School for the Blind and Visually Impaired (TSBVI), Texas School for the Deaf (TSD), and South Texas ISD (STISD)). Currently, these schools, newly opened charter schools and charter schools who are undergoing significant expansion must participate in the eGrants SC5050 data collection. The SC5050 provides TEA with information used in allocation formulas to distribute funds from the grants previously mentioned. In this collection, LEAs must designate the Resident Public School District (what is referred to in the Texas Education Data Standards (TEDS) as the CAMPUS-ID-OF-RESIDENCE) for enrolled students. She continued by stating that with an update to the STUDENT-

ATTRIBUTION-CODE table along with the use of the CAMPUS-ID-OF-RESIDENCE from the PEIMS Fall Collection the annual eGrants SC5050 data collection for TSBVI, TSD and STISD could be eliminated. Michele further stated that if this proposal is approved, the SC5050 collection must still continue for new charter schools and charter schools undergoing significant expansion due to the fact that the current interpretation of Title 34 Code of Federal Regulations Part 76 Subpart H does not allow TEA to wait until the PEIMS Fall collection is certified in early February to determine eligibility for federal formula grant funds. As a result, the SC5050 collection will continue to be used as an interim data collection to determine eligibility of federal formula grant funds just for the described entities

Michele presented the specific proposal items as follows:

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

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

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

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

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

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

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

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

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

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

Lastly, Michele went through the various business validation rules that will be modified or added due to the addition of the new STUDENT-ATTRIBUTION-CODE 29. Updated Business Validation Rules: • 40110-0097 • 40110-0099 • 40110-new1 • 40110-new2 With no questions, Nancy Dunnam asked to the committee for a motion. **Dara Fuller made a motion to approve the changes proposed in the Campus ID of Residence proposal which includes:** 1. Update the C161 – STUDENT-ATTRIBUTION-CODE code table to add code '29' for South Texas ISD. 2. Update Texas Education Data Standards Sections 2.4 (Student Category Data Submission Requirements) and 8.2.4 (PEIMS Student Category Data Submission Requirements). 3. Update existing reports to display new STUDENT-ATTRIBUTION-CODE. • PDM1-120-003 • PDM1-120-006 • PDM1-120-007 • PDM1-120-019 • PDM1-123-001 • PDM1-124-008 • PDM3-120-007 • PDM3-120-012 • PDM3-120-014 • PDM4-120-003 • PDM4-130-002 4. Add and revise data validation rules related to the new STUDENT-ATTRIBUTION-CODE. • 40110-0097 • 40110-0099 • 40110-new1 • 40110-new2 **Adrian Garcia seconded the motion.** **The motion passed unanimously.**	
Industry Certifications Michele Elledge presented the Industry Certifications proposal to the ITF committee. Michele began by explaining that currently the industry certifications are reported on the StudentGraduationProgramExtension complex type and are only collected for graduates. She explained that an industry certification can be earned prior to graduation and that the percentage of students who have earned an industry certification impacts an LEA's accountability ratings. Commissioner Morath has requested that LEAs be able to report	**Action Item**

this data for any high school student who earns an industry certification in the school year that the student earns the certification.

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

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

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

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

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

- Remove FIRST-POST-SECONDARY-CERTIFICATION-LICENSURE (E1586)

- Remove SECOND-POST-SECONDARY-CERTIFICATION-LICENSURE (E1592)

- Remove THIRD-POST-SECONDARY-CERTIFICATION-LICENSURE (E1593)

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

- removing code 000 – Not Applicable

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

- PDM1-120-018

- PDM1-124-007

- PDM1-120-016

- PDM1-124-004

- PDM1-124-007

- PDM1-120-018

- PDM3-120-010

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

- 40100-new1 (New)

- 48011-000B (Updated)

- 48011-0024 (Deleted)

- 48011-0025 (Deleted)

- 48011-0026 (Deleted)

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

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

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

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

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

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

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

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

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

David McKamie asked Jamie Crowe about accountability and whether any LEAs have challenged the findings for industry certifications. Jamie stated that Performance

Reporting pulls the data that is available for graduates and although he has not seen any appeals, LEAs may appeal, and any appeal would be reviewed.

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

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

With no additional questions, Nancy Dunnam asked to the committee for a motion.

Dianne Borreson motioned to approve the changes proposed in the Industry Certifications proposal which includes:

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

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

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

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

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

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

- removing code 000 – Not Applicable

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

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

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

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

Brenda Padalecki seconded the motion.	
The motion passed unanimously.	
SB 622 – New Expenditure Code	**Action Item**
Melissa Lemons presented the SB 622 – New Expenditure Code proposal to the ITF committee. Melissa summarized the legislative requirement for political subdivisions, including school districts, to reflect in their proposed budget, a line item specifically for expenditures incurred to publish all statutorily required public notices in the newspaper. Examples of statutorily required public notices include but are not limited to: items related to school board elections, specific test administration dates, notices of budget and tax rate meetings, tax rate information and notices of public hearings. This legislation does not apply to open enrollment charter schools since they are not defined as political subdivisions.	
Therefore, the TEA is proposing the following changes for the 2019-2020 school year:	
1. Add Object Code 6491 to the C159 OBJECT-CODE code table to be applicable for Actual Financial data reporting in the PEIMS Mid-Year Collection.	
2. Add validation rules to ensure a high-quality data collection of the new Object Code in the Actual Financial data collection.	
• 20032-new1	
• 20032-new2	
Melissa stated that expenses related to the new Object Code 6491 should be tracked during the 2018-2019 school year so that LEAs can report these expenditures in the 2019-2020 TSDS PEIMS Collection of Actual Financial data. Melissa then referred the committee to the associated To the Administrator Addressed notice that was published on the TEA website on May 1, 2018.	
Dianne Borreson asked why the legislature is requiring this data. David Marx responded that the reason for this reporting requirement is unclear.	
With no additional questions, Nancy Dunnam asked to the committee for a motion.	
Adrian Garcia made a motion to approve the changes proposed in the SB 622 – New Expenditure Code proposal for the 2019-2020 school year which includes:	
1. Add Object Code 6491 to the C159 OBJECT-CODE code table to be applicable for Actual Financial data reporting in the PEIMS Mid-Year Collection.	
2. Add validation rules to ensure a high-quality data collection of the new Object Code in the Actual Financial data collection.	
• 20032-new1	
• 20032-new2	
Pablo Martinez seconded the motion.	
The motion passed unanimously.	
Language Codes	**Action Item**
Melissa Lemons presented the Language Codes proposal to the ITF committee. TAC 89.1215 was revised to require that only students in prekindergarten through grade 12 be administered the Home Language Survey therefore excluding Early Education (EE) students. With this change, TEDS need to be revised in order to align with current TAC.	
TEA is proposing the following changes for the 2019-2020 school year:	
1. Update and add business validation rules to exclude grade level EE students from the reporting of HOME-LANGUAGE-CODE and STUDENT-LANGUAGE-CODE in PEIMS Submission 1.	

a. Update 40100-0130 to remove HOME-LANGUAGE-CODE and STUDENT-LANGUAGE-CODE as required data elements for enrolled students in all grades. b. Add 40100-new1 to make HOME-LANGUAGE-CODE and STUDENT-LANGUAGE-CODE required data elements for all enrolled students in grades PK through 12. c. Add 40100-new2 to prevent HOME-LANGUAGE-CODE and STUDENT-LANGUAGE-CODE from being reported for any students in grade EE. Once Melissa was finished with the summation of the proposed changes, Barbara Kennedy explained that some new program developments at TEA may require this to be revisited and asked that this proposal be tabled until then. **Pablo Martinez made a motion to table the Language Codes proposal until a future date when the item is brought back to the ITF committee by TEA.** **Adrian Garcia seconded the motion.** **The motion passed unanimously.**	
Career and Technical Education (CTE) Programs of Study Melissa Lemons presented the CTE Programs of Study proposal to the ITF committee. Melissa explained that a collection of organization level data regarding programs of study will help the Career, College, and Military Prep (CCMP) division in reviewing what is offered by LEAs, if LEAs are misaligned with job market demands, cross-comparing programs of study with course completion data, and computing Carl D. Perkins funding. Melissa then stated that in the 2019-2020 school year, the CCMP division will begin determining Carl D. Perkins funding eligibility based on whether an LEA offers at least one program of study. TEA is proposing the following changes for the 2019-2020 school year: 1. Add a new TX-ProgramsOfStudy sub-complex type to the LocalEducationAgencyExtension complex type to be reported in the PEIMS Fall Collection. 2. Add new data element PROGRAM-OF-STUDY to the sub-complex type TX-ProgramsOfStudy on the LocalEducationAgencyExtension complex type. 3. Add a new PROGRAM-OF-STUDY-CODE Code Table. 4. Add new TSDS-PEIMS Report to support the new data element: • PDM1-XXX-XXX Career and Technical Education Programs of Study 5. Add new TSDS-PEIMS Data Validation Rule to support the new data element. Melissa stated that the TX-ProgramsOfStudy complex type will be added to the LocalEducationAgencyExtension complex type and will only be reported if the LEA is offering any CTE programs of study. She explained that within the complex type TX-ProgramsOfStudy, data element PROGRAM-OF-STUDY will be reported for each program of study the LEA offers. Melissa read the definition of a program of study as being a comprehensive, structured approach for delivering academic and career and technical education to prepare a student for postsecondary education and career success. Melissa directed the committee members to review the proposed PROGRAM-OF-STUDY-CODE code table showing that this table will include two additional columns, state and region. She stated that a program of study will be defined as either state or region and will never be defined as both. State programs of study will be open to any LEA. Region programs of study will require an application and will be based on local job market demand (i.e. Logging and Forestry). If a region program of study is approved, then it may be offered by any LEA within that region. Nancy Dunnam asked when the code table would be available for publication. Melissa responded that the program area had estimated that the list would be available in	**Action Item**

December and presented to the ITF committee at the December meeting. *Note that during the meeting the program area modified this statement and said that the list would likely not be approved until January 2019.* A committee member asked how the programs of study are being set up. Ryan Merritt, Director of CTE, responded that currently the CCMP is in the process of reviewing statewide job trend data and will be finalizing the statewide programs of study by January 2019 but that the Commissioner will have final approval. Additionally, LEAs will have the opportunity to apply for regional programs of study. Adrian Garcia asked if the regional programs of study are defined by Education Service Center (ESC) regions or Texas Workforce Commission regions. Ryan said that this has not yet been determined. Ryan stated that the Commissioner is expected to approve the programs of study in January with the first year being an opt-in year with full implementation expected in 2020-2021. Nancy Dunnam asked the committee if this should be delayed until the programs of study are defined. Adrian Garcia stated that the implementation would not change based on the code table. Bryce Templeton stated that TEA cannot publish a data element without a code table if the element requires a code table. Bryce Templeton stated that the ITF could vote on the proposal with the caveat that the data element cannot be published in TEDS until the code table is presented and approved through the data governance process. Terri Hanson stressed to the CCMP division the importance of having the finalized list ready for the Final TEDS publication. With no additional questions, Nancy Dunnam asked to the committee for a motion. **Debbie Largent motioned to approve the following changes in the CTE Programs of Study proposal with the caveat that the PROGRAM-OF-STUDY-CODE data element not be published until the code table is approved:** 1. Add a new TX-ProgramsOfStudy sub-complex type to the LocalEducationAgencyExtension complex type to be reported in the PEIMS Fall Collection. 2. Add new data element PROGRAM-OF-STUDY to the sub-complex type TX-ProgramsOfStudy on the LocalEducationAgencyExtension complex type. 3. Add a new PROGRAM-OF-STUDY-CODE Code Table. *(to be revisited)* 4. Add new TSDS-PEIMS Report to support the new data element: • PDM1-XXX-XXX Career and Technical Education Programs of Study 5. Add new TSDS-PEIMS Data Validation Rule to support the new data element. **Brenda Padalecki seconded the motion.** **The motion passed unanimously.**	
ITF Committee Member Changes Alison Gilliam has replaced Janét Spurgin on the ITF Committee. John Newcom has been named as the alternate for Nancy Smith. Jay Young has been named as the alternate for Jennifer Carver. Melissa Lemons informed the committee of the membership changes. Pablo Martinez asked that Irma Hasnain replace Nancy Cintron as his alternate on the committee as well. Melissa advised the committee that she would update the membership roster and will send it out once available.	**Discussion Item**
Other Business **No other business was discussed.** **Meeting ended at 11:30 a.m.**	**Discussion Item**

Upcoming ITF Meetings	
November 13, 2018	
December 11, 2018	