Texas Education Agency (TEA)
Information Task Force (ITF)
August 31, 2021

Zoom
10:00 a.m. – 2:00 p.m.

Meeting Minutes

Call Meeting to Order   Joel Garcia, ITF Chair

ITF Chair, Joel Garcia called the ITF meeting to order at 10:00 a.m.

Roll call of the ITF members was taken by Stephanie Sharp.

ITF Members Present:

David Taylor, Jennifer Carver, Joel Garcia, Keitha Ivey, D'Lynne Johnson, Roshunda Roberts-Jackson, David Marx, Georgia Kalligeris, Linda Roska, John Newcom, Traci Pesina, Joe Herrera, Catherine Bray, Dana Braun

ITF Alternate Members Present:

Sarah Cagle, Linda Raney, Debby Wilburn, Sandra Kratz, Kim Lyons, Tamara Kavanagh, Shawna Ohnesorge, Nina Taylor, Christine Barnes, Justin Jons

TEA Staff Present:

Terri Hanson (ITS), Candice DeSantis (ITS), Deborah Deberry (IT-Training), Connor Briggs (ITS), Beth Polo (ITS), David Butler (IT-Training), Ed Linden (ITS), Jeanine Helms (ITS), John Reese (ITS), Kathy Adaky (ITS), Rhonda Williams (ITS), Scott Johnson (ITS), Shabana Momin (IT-Training), Wayne Curry (IT-Training), Leanne Simons (ITS), Jamie Muffoletto (ITS), Stephanie Sharp (ITS), Leticia Ollervidez (ITS)

Approve Meeting Minutes from August 3, 2021, and August 9,2021, ITF Meetings   Action Item

Joel Garcia called for a motion to approve the meeting minutes from the August 3, 2021, and August 9, 2021, ITF meetings.

Jennifer Carver made a motion to approve the minutes.
D'Lynne Johnson seconded the motion.

Vote: Passed.

1. PK-CURRICULA-CODE (C206) Updates   Action Item

The State Board of Education (SBOE) issued Proclamation 2021 at its June 2019 meeting. The Proclamation called for English and Spanish pre-kindergarten systems. The adoption of instructional materials under Proclamation 2021 occurred in the November 2020 SBOE meeting. The adopted materials will be used in the classroom beginning in the 2021-2022 school year.

Public Pre-Kindergarten (PK) programs are statutorily required to submit the name of the curriculum used in the PK program as part of their data submission. The name of the curriculum is captured using data element PK-CURRICULA (E1579), in conjunction with code table PK-CURRICULA-CODE (C206). Currently, there are seven options to report, six specific curricula (Codes "01" through "06"), and one "other" option (Code 99). During the SBOE meeting held in November 2020, the board replaced the six current options in the C206 table with 29 new options.

The Texas Education Agency is proposing to update PK-CURRICULA-CODE (C206) code table to remove codes "01" through "06" and add 29 new code values based on the Proclamation 2021 adopted by the SBOE. Reports will be reviewed to determine any impact. There are no rule impacts as a result of this change.

Presentation:

Stephanie Sharp presented the proposal which includes:

1. Update code table PK-CURRICULA-CODE (C206)
        a. Remove codes "01" through "06"
        b. Add 29 new codes, "07" through "35"
2. Update existing TSDS reports to reflect the changes in this proposal.

ITF Discussion:
ITF Chair, Joel Garcia called for questions or comments. Hearing none, he requested a motion.

ITF Action:
Jennifer Carver made a motion to approve the proposal.
Roshunda Roberts-Jackson seconded the motion.

Vote: Passed.

2. Parent Request Retention Indicator – SB 1697 – Version 2   Action Item

During the 87th Legislative Session, SB 1697 was passed, which amends Subchapter B, Chapter 28, Education Code by adding §28.02124. This new section allows a parent or guardian to elect for a student to repeat a grade or retake a high school course. The legislation, which went into effect on June 16, 2021, gives parents or guardians the right elect for their student to:

    1. Repeat prekindergarten;
    2. Enroll in prekindergarten if the child was eligible to enroll in prekindergarten in the previous school year, under TEC, §29.153(b), and has not yet enrolled in kindergarten;
    3. Repeat kindergarten;
    4. Enroll in kindergarten if the child would have been enrolled in kindergarten in the previous school year and has not yet enrolled in first grade; and
    5. For grades one through three, repeat the grade the student was enrolled in the previous school year.
    For the 2021-2022 school year only, parents or guardians have the right to elect for their student to:
    6. For grades four through eight, repeat the grade the student was enrolled in during the 2020-2021 school year; and
    7. For courses taken for high school credit, repeat any course in which the student was enrolled during the 2020-2021 school year.

Additionally, SB 1697 requires the commissioner to conduct a study to determine if students who were retained at the parent's request should be included in the definition of at-risk under TEC §29.081.

The Texas Education Agency (TEA) is proposing to add a new data element, PARENT-REQUEST-RETENTION-INDICATOR (E17XX) to the StudentExtension complex type to be reported in the PEIMS Fall submission that indicates a student is repeating the grade or course in which the student was enrolled during the previous school year at the request of a parent or guardian.

Additionally, TEA is proposing to update the data element definition for PK-ELIGIBLE-PREVIOUS-YEAR-INDICATOR-CODE (E1649) and update the existing rule 40100-0193 to include five-year-old students as eligible for prekindergarten if they were eligible in the previous year but no longer meet the other prekindergarten eligibility criteria.

Presentation:

Stephanie Sharp presented the proposal which includes:

In the Texas Education Data Standards:
    1. Add a new data element PARENT-REQUEST-RETENTION-INDICATOR (E1XXX) to the StudentExtension complex type to be reported in the PEIMS Fall Submission.
    2. Update data element definition for PK-ELIGIBLE-PREVIOUS-YEAR-INDICATOR-CODE (E1649)
    3. Add and update TSDS reports to reflect the changes in this proposal.

4. Add and update associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:

5. Update PK-ELIGIBLE-PREVIOUS-YEAR-INDICATOR-CODE (TE138) data element definition.

ITF Discussion:
Kim Lyons asked if the only change to the PK-ELIGIBLE-PREVIOUS-YEAR-INDICATOR-CODE (E1649/TE138) was to add the information about 5-year-old students. Stephanie Sharp confirmed that the only changes were adding the information about 5-year-old students.

ITF Chair, Joel Garcia called for additional questions or comments. Hearing none, he requested a motion.

ITF Action:
D'Lynne Johnson made a motion to approve the proposal.
Georgia Kalligeris seconded the motion.
Vote: Passed.

3. New Fund Codes TCLAS, ARP Homeless and ARP IDEA   Action Item

The American Rescue Plan (ARP) Act passed on March 11, 2021, provided supplemental ESSER funding identified as ESSER III funds. In recognition of the impacts associated with the COVID-19 pandemic on students experiencing homelessness, the ARP included funding to support the specific needs of homeless children and youth via the American Rescue Plan Elementary and Secondary School Emergency Relief – Homeless Children and Youth Fund in addition to any program activities authorized by the Individuals with Disabilities Education Act (IDEA).

TEA is proposing to add codes 279, 280, 284, and 285 to code table FUND-CODE (C145) and revise codes 364, 365, and 367 used previously in code table C145 to identify the funds for:

- the 2021-2022 payroll data submission, captured in the 2021-2022 PEIMS Fall Submission, and
- the 2021-2022 actual financial data will use these new fund codes when reported in the 2022-2023 PEIMS Midyear Submission.

With the 279, 280, 284, 285, 364, 365, and 367 fund codes, LEAs will have the ability to identify the federal discretionary COVID-19 funds used to provide support services for students experiencing homelessness or provide educational programs for children with disabilities. A TAA letter will be published on August 26, 2021.

Presentation:

Leticia Ollervidez presented the proposal which includes:

1. Add new fund codes and update previously used fund codes in code table FUND-CODE (C145).

a. Add new fund codes 279, 280, 284, and 285:

Code 279 - Texas COVID Learning Acceleration Supports (TCLAS) – State ESSER III Funds

This code is used to account for funds granted for targeted support to assist LEAs to accelerate student learning due to learning loss caused by the COVID-19 pandemic. Examples of how the funds may be used to assist LEAs in learning acceleration and support areas are: · Strategic planning and performance management · Instructional materials that are rigorous and high-quality that make up ground and master grade level Texas Essential Knowledge and Skills (TEKS) · Teacher pipelines that support teachers to deliver excellence in the classroom · Expanded instructional time for students in most need, including expanding instructional time in the summer and with targeted tutoring · Innovative school models to incorporate all of the learning acceleration framework American Rescue Plan Act. (CFDA 84.425U)

Code 280 - American Rescue Plan (ARP) Act – Homeless II – Education for Homeless Children and Youth Program

This code is used to account for federal stimulus funds granted to LEAs through the ARP Act to identify and provide homeless children and youth with services in light of the challenges of COVID-19, and to enable homeless children and youth to attend school and participate fully in school activities. (ESSER III) (CFDA 84.425W)

Code 284 - IDEA-Part B, Formula – American Rescue Plan (ARP) Act

This code is used to account for federal stimulus funds granted under the ARP Act to operate educational programs for children with disabilities. (ARP) (CFDA 84.027X)

Code 285 - IDEA-Part B, Preschool – American Rescue Plan (ARP) Act

This code is used to account for federal stimulus funds granted under the ARP Act for preschool children with disabilities. (ARP) (CFDA 84.173X)

b. Update previously used fund codes 364, 365, and 367:

Code 364 - Shared Services Arrangements – IDEA-Part B, Formula – American Rescue Plan (ARP) Act

The fiscal agent of a shared services arrangement will use this code to account for federal stimulus funds granted under the ARP Act to operate educational programs for children with disabilities. (ARP) (CFDA 84.027X)

Code 365 - Shared Services Arrangements – IDEA-Part B, Preschool – American Rescue Plan (ARP) Act

The fiscal agent of a shared services arrangement will use this code to account for federal stimulus funds under the ARP granted for preschool children with disabilities. (ARP) (CFDA 84.173X)

Code 367 - Shared Services Arrangements – American Rescue Plan (ARP) Act – Homeless II – Education for Homeless Children and Youth Program

The fiscal agent of a shared services arrangement will use this code to account for federal stimulus funds granted through the ARP Act to identify and provide homeless children and youth with services in light of the challenges of COVID-19, and to enable homeless children and youth to attend school and participate fully in school activities (ESSER III) (CFDA 84.425W)

ITF Discussion:
ITF Chair, Joel Garcia called for questions or comments. Hearing none, he requested a motion.

ITF Action:
Jennifer Carver made a motion to approve the proposal.
David Taylor seconded the motion.
Vote: Passed.

Other Business   Discussion Item

HB 1525 Updates – TEA will not use Code 32 for Resource Campus

Jamie Muffoletto presented an update on adding one new STUDENT-ATTRIBUTION-CODE (C161) to indicate a student attended a resource campus. During the August 3, 2021, ITF meeting, the committee approved adding code "32" to the C161 table. Upon further review, TEA determined there was no need to collect a code if a student attended a resource campus. Instead, TEA will maintain a list of resource campuses and can use this list to identify which students were enrolled at the resource campus during the school year.

Jamie added that during the August 3, 2021, ITF meeting, the committee members also approved the STUDENT-ATTRIBUTION-CODE (C161) "33" for a student-initiated transfer due to remote learning. Since TEA is not adding "32" for a student attending a resource campus, "32" will now be used for a student-initiated transfer due to remote learning.

Georgia Kalligeris asked Jamie to provide the background for this request. Jamie stated that SB 481, passed during the 87th Legislative Session, allows students to request a transfer to

a different LEA if the current LEA provides only virtual instruction for more than one grading period. Jamie added that TEA is required to implement SB 481 even if LEAs are not offering a remote-only option.

Keitha Ivey asked if any LEAs are offering remote learning for the 2021-2022 school year. In addition, Keitha asked how an LEA would know if a student requested a transfer due to remote learning.

Terri Hanson replied that some LEAs were offering locally funded remote programs and suggested that the receiving LEAs ask the student if they are transferring due to remote learning. Leanne Simons also stated that in the last ITF meeting, it was discussed that the LEA could add the transfer due to remote learning as one of the reasons for transferring on the necessary forms.

Dana Braun stated that Hays CISD offers remote learning and not receiving ADA. Dana added that some students left Hays CISD to enroll in remote learning in Austin ISD.

D'Lynne Johnson also stated that Round Rock ISD offers remote instruction with no ADA. Roshunda Roberts-Jackson reported the same for Houston ISD. Joel Garcia added that South Texas ISD and Pharr-San Juan-Alamo ISD have limited virtual programs.

Due to questions from committee members regarding SB 481 Jamie displayed the ITF meeting minutes from August 3, 2021. Jamie reviewed the minutes that state if an LEA provides notice to the parent or person standing in parental relation that the LEA intends to offer only virtual instruction for more than one grading period during the school year, the student may apply to transfer for that school year to another LEA.

Addition of Seamless Summer Option (SSO) to NSLP-TYPE-CODE Table C212

Jamie Muffoletto presented the addition of the Seamless Summer Option (SSO) to the C212 table. Jamie explained that schools might elect to operate the SSO during the 2021-2022 school year. In the PEIMS Fall submission, an LEA participating in the National School Lunch Program (NSLP) will report a code using table C212. Currently, there is no standalone code to show that an LEA is participating in the SSO.

TEA added the SSO terminology to codes 01, 02, and 03 in the NSLP-TYPE-CODE (C212) table in PEIMS so an LEA can report their participation in the SSO during the 2021-2022 school year.

Kim Lyons asked if TEA added SSO to all code translations in the C212 table so an LEA can report their participation in SSO and any of the NSLP options. Jamie stated that TEA added SSO to all the code translations due to feedback from LEAs qualifying students for carryover benefits using NSLP and local forms. LEAs can use any of the updated codes to show they are participating in SSO but still qualifying their students under NSLP, Community Eligibility Provision, or Provision 2.

SB 15 Attendance Open Discussion

Terri Hanson stated that David Marx and Joe Herrera wanted to discuss SB 15 introduced in the 87th legislature second called session. David and Joe requested feedback on synchronous and asynchronous attendance procedures from the 2020-2021 school year. David and Joe asked committee members to share what was successful and guideposts when considering virtual attendance checks.

Roshunda Roberts-Jackson stated that attendance was very time-consuming for teachers in her district, especially those who had both in-person and remote learning students. Roshunda added that it required constant work to get the attendance in from a system aspect, especially since students had until 11:59 p.m. to log in to be considered present.

Joel Garcia added that his district provided procedures to teachers to determine attendance based on multiple factors such as whether the student logged into the learning system, provided classwork, or interacted with the teacher at any point in the day. Joel added that in prior years, campuses could generate attendance reports daily. However, last year, campuses were unable to generate attendance reports until the next day. Joel will send TEA the procedures he created for his district.

Terri Hanson asked what guidelines were used during the 2020-2021 school year for a student to be marked present. Joe Herrera replied that students could complete a Google form, log into the district's learning management system, turn in assignments or interact with a teacher and be considered present for remote instruction.

Roshunda Roberts-Jackson added if a student were present for any class period in the day, the teacher would mark the student present.

Joe asked the committee how successful teachers were in keeping up with asynchronous attendance. Joel stated teachers checked attendance multiple times throughout the day and the following day to reconcile students marked absent when they should have been marked present, so it was a lot of cleanup work on the teacher side.

Catherine Bray stated it was difficult for her larger district to keep documentation on attendance since they used multiple systems to coordinate attendance data and compile attendance reports.

Georgia Kalligeris stated her district provided teachers access to their attendance system to update attendance the next day. Additionally, Georgia added that attendance last year was based on classwork being completed instead of actual attendance. Georgia said that her district reviewed the TEA Attendance FAQ daily, looking for new information to assist their teachers in determining attendance.

Catherine stated that attendance in the prior year made teachers determine whether to count a student present or absent based on a learning outcome rather than just attendance.

David Marx stated TEA is hoping to provide more structured documentation for LEAs to determine when to record attendance.
Joe also confirmed that if this bill passes, TEA has plans to update the documentation to provide more structured guidance related to asynchronous attendance.

Traci Pesina stated her district used the act of as student logging into the learning management system for students to determine attendance.

David asked the committee if software companies can track student engagement, for the purposes of tracking attendance based on a student logging into their software. Georgia, Traci, and Catherine stated no, their vendors do not have this capability.

Georgia asked if tracking attendance could be a combination of attendance and engagement using a crisis code similar to what was collected at the end of the 2019-2020 school year.

Unique ID with Texas Workforce Commission (TWC)

Keitha Ivey asked if other LEAs are having issues in unique ID with records created by the TWC. Keitha is finding hundreds of students with incomplete demographic information when completing the unique ID matching process.

Catherine Bray stated that Lewisville ISD ran into the same issue.

Terri Hanson replied that John Reese would speak with Keitha to determine what is needed to help make the matching process more manageable.

Keitha also asked why TWC is creating unique IDs for students. Terri responded this was related to HB 680 from the 86th Legislative Session. Students in certain daycare facilities funded by the TWC are assigned unique IDs to be tracked from daycare through employment.

Upcoming ITF Meetings

Keitha Ivey asked if future ITF meetings will be in-person or hybrid. Leanne Simons stated the ITF Meetings would be kept virtual. However, if the meetings are held in person, TEA will notify the committee in enough time to plan ahead. Keitha requested that TEA maintain a hybrid model for future meetings.

Adjournment
ITF Chair, Joel Garcia called for additional questions or comments. Hearing none, he requested a motion to adjourn.

ITF Action:
D'Lynne Johnson made a motion to adjourn.
Traci Pesina seconded the motion.
Vote: Passed.

The meeting was adjourned at 11:02 a.m.