



**Texas Education Agency
Information Task Force (ITF)**

Meeting Minutes

October 4, 2022

Zoom

10:00 a.m. – 2:00 p.m.

Meeting Minutes

Call Meeting to Order

Joel Garcia, ITF Chair

Joel Garcia called the ITF meeting to order at 10:01 a.m.

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

ITF Members Present:

David Taylor, David McKamie, Joel Garcia, Keitha Ivey, D'Lynne Johnson, Irma Hasnain, David Marx, Georgia Kalligeris, John Newcom, Traci Pesina, Brittany Wright, Catherine Bray, Linda Roska, Roshunda Roberts-Jackson, Dana Braun

ITF Alternate Members Present:

Kim Lyons, Shawna Ohnesorge, Tamara Kavanagh, Elisa Sanchez, Linda Raney, Nina Taylor, Christine Barnes

TEA Staff Present:

Terri Hanson (ITS), Jamie Muffoletto (ITS), Beth Polo (ITS), Jeanine Helms (ITS), Candice DeSantis (ITS), Connor Briggs (ITS), Ed Linden (ITS), Scott Johnson (ITS), Kathy Adaky (ITS), Melissa Witcher (ITS), Stephanie Sharp (ITS), Leticia Ollervidez (ITS), Leanne Simons (ITS), Rhonda Williams (ITS), Deborah DeBerry (ITS-Training), Shabana Momin (ITS-Training), Sylina Valdez (Early Childhood Education Division), Tori Lee (Early Childhood Education Division), Brandi Carter (Early Childhood Education Division), Lacy Freeman (College, Career, and Military Preparation Division), Monica Martinez (Standards & Support Services)

Approve Meeting Minutes from April 12, 2022 ITF Meeting

Action Item

Joel Garcia called for a motion to approve the meeting minutes from the April 12, 2022, ITF meeting.

David Taylor made a motion to approve the minutes.

David McKamie seconded the motion.

Vote: Passed.

1. SELA DC162 Code Table Updates

Action Item

Background:

House Bill (HB) 548, passed in the 86th Legislative Session, amended Subchapter I, Chapter 29, Education Code by adding Section 29.316. This section requires the commissioner of the TEA and the executive commissioner of the Health and Human Services Commission (HHSC) to ensure that the language acquisition of each child eight years of age or younger who is deaf or hard of hearing is regularly assessed using a tool or assessment.

The Special Education Language Acquisition (SELA) data collection proposal was presented and approved at the December 10, 2019, ITF Committee meeting. As part of the SELA collection, Local Education Agencies (LEAs) report the generic tool or assessment used to assess each child's language acquisition (Proficient, Diagnostic, Achievement).

TEA, HHSC, and Texas School for the Deaf (TSD) have created a sub-committee of experts in language acquisition and deaf education to determine appropriate language assessments and tools that LEAs should use to assess each child's language acquisition.

The Special Education department has requested to remove code table TOOL-ASSESSMENT-CODE (DC162) that is used to report the TOOL-OR-ASSESSMENT-USED (E1668) data element and replace it with a new code table to provide LEAs the opportunity to report the approved specific tool or assessment used to assess each child's language acquisition.

Overview:

Texas Education Data Standards XML Changes:

TEA is proposing to remove TOOL-ASSESSMENT-CODE (DC162) table and add the new table, TOOL-OR-ASSESSMENT-USED (DCXXX) with six new code values. In addition, two reports will be updated to reflect the new code values. There are no rule impacts as a result of this change.

Texas Education Data Standards 3.x Changes:

TEA is proposing to update the ToolOrAssessmentUsed (C320) descriptor table to remove three descriptors and add five new descriptors. There are no rule impacts as a result of this change.

Presentation:

Stephanie Sharp presented the proposal, which includes:

In the Texas Education Data Standards for XML:

1. Delete the code table TOOL-ASSESSMENT-CODE (DC162).
2. Add a new code table, TOOL-OR-ASSESSMENT-USED (DCXX1):
 - a. 00 – Not Assessed
 - b. OW – OWLS II (Diagnostic)
 - c. CA – CASLLS (Proficiency)
 - d. CM – Communication Matrix (Proficiency)
 - e. AS – ASLA (Diagnostic)
 - f. VC – VCSL (Proficiency)
3. Revise the following TSDS reports to reflect the changes in this proposal:

- a. SEL0-100-001, TSDS Special Education Language Acquisition Roster
- b. SEL0-100-003, TSDS Language Acquisition Assessment Summary By Age

In the Texas Education Data Standards for ODS 3.x:

1. Revise the ToolOrAssessmentUsed (C320) descriptor table:
 - a. Remove descriptors 01 through 03
 - b. Add descriptors OW, CA, CM, AS, and VC
 - i. OW – OWLS II (Diagnostic) – Oral and Written Language Scales (OWLS), Second Edition (Proficiency)
 - ii. CA – CASLLS (Proficiency) – Cottage Acquisition Scales for Listening, Language and Speech (CASLLS) (Proficiency)
 - iii. CM – Communication Matrix (Proficiency) – Communication Matrix (Proficiency)
 - iv. AS – ASLA (Diagnostic) – American Sign Language Assessment (Diagnostic)
 - v. VC – VCSL (Proficiency) – Visual Communication and Sign Language (Proficiency)

ITF Discussion:

Traci Pesina asked how the program area would communicate this change. Stephanie stated she would contact the program area and provide the committee with information on how the program area will communicate this change.

Kim Lyons asked if the assessments listed in the table are the only assessments a local education agency (LEA) should report. If an LEA uses a different assessment, the LEA would not need to report data. Connor Briggs confirmed that an LEA would only report assessment data if they used an assessment on the list.

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

ITF Action:

Traci Pesina made a motion to approve the proposal.

Irma Hasnain seconded the motion.

Vote: Passed.

2. ECDS Kindergarten Submission Due Date Change Action Item

Background:

The Early Childhood Data System (ECDS) is the collection of both prekindergarten (PK) and kindergarten (KG) student and teacher data. Data collected for ECDS includes PK and KG student demographics, staff class roles, classroom link, and assessment data. The purpose of ECDS is to inform parents, school administrators, the public, statewide stakeholders, community, and policymakers about the quality of early childhood education and help direct resources in an informed manner.

Currently, the assessment window for LEAs to administer the beginning of year (BOY) assessment reported in the ECDS-KG submission is the first 60 days of school. The current ECDS-KG submission due date is the fourth Thursday in January. However, the results are not available to the ECDS

program area until the second Thursday in February, resulting in a delay in the program area providing services to LEAs. Moving the ECDS-KG submission’s due date would allow the program area to receive the submission data earlier, thereby allowing the program area to provide support and resources to the LEAs to improve student outcomes and guide instruction.

Overview:

The TEA proposes moving the ECDS-KG submission due date from the fourth Thursday of January to the second Thursday in November. For the 2023-2024 school year, the ECDS-KG submission due date would be November 9, 2023, rather than January 25, 2024.

Presentation:

Leticia Ollervidez presented the proposal, which includes:

1. Change ECDS-KG submission due date
 - a) Change the current due date from the fourth Thursday in January to the second Thursday in November.

Current:

TSDS ready to load data to eDM	First Monday in August (August 7, 2023)
ECDS Kindergarten ready for users to promote data	Second Monday in November (November 13, 2023)
ECDS Kindergarten submission due date for LEAs	Last Thursday in January (January 25, 2024)
ECDS Kindergarten data available to customers	2 Weeks After Last Thursday in January (February 8, 2024)

Proposed:

TSDS ready to load data to eDM	First Monday in August (August 7, 2023)
ECDS Kindergarten ready for users to promote data	Second Monday in September (September 11, 2023)
ECDS Kindergarten submission due date for LEAs	Second Thursday in November (November 9, 2023)
ECDS Kindergarten data available to customers	3 Weeks After Second Thursday in November (November 30, 2023)*

*An exception is being made for November 2023 due to the Thanksgiving holiday. Going forward, the regular cycle for ECDS Kindergarten data available to customers will be 2 Weeks After the Second Thursday in November.

Note: The dates for “ECDS Kindergarten ready for users to promote data” and “...data is available to customers” were updated to align with the timeline change.

ITF Discussion:

Letty introduced Sylina Valdez, Tori Lee, and Brandi Carter from Early Childhood Education Division to answer any questions.

Committee members Kim Lyons, John Newcom, Traci Pesina, Joel Garcia, and Keitha Ivey expressed concerns about the ECDS Kindergarten submission due date for (LEAs being moved to the second Thursday in November. Traci added that LEAs have the Class Roster Fall submission, Pandemic Electronic Benefit Transfer (P-EBT), and the PEIMS Fall submission all due at the same time as the proposed new due date.

Kim asked if the Early Childhood Education Division could explain why the due date move is needed. Tori stated there is a timeline issue with when TEA needs to review the data and when the LEAs submit the data. Tori added that by moving the date to the second Thursday in November, TEA would be more proactive in providing resources and support for LEAs.

Keitha asked if the type of support TEA provides to LEAs changes yearly. Tori replied that support is constantly evolving as students and teachers change.

Keitha asked if the type of support provided to LEAs would differ by reporting the data earlier. Tori replied that the past support was more technical such as how to administer the assessment rather than support based on the assessment results. Tori stated that some LEAs assess students at different times of the year, and by moving the due date to the second Thursday in November, TEA will be able to collect the data and provide resources and support sooner to LEAs based on assessments given in the same timeframe.

Traci asked for confirmation that the assessment window is the first 60 days of school. Tori confirmed that the assessment window is the first 60 days of school.

Sylina added that since ECDS is not due until January, some LEAs wait to perform assessments until after the first 60 days of school. As a result, assessment data reported by LEAs is not from the same timeframe.

Traci asked if moving the due date of ECDS is the best way to ensure that the Beginning of Year (BOY) assessments are given in the first 60 days of school. Tori replied that changing the due date is the best way to ensure BOY assessments are given within the first 60 days.

John asked if creating an earlier due date for the assessment vendor would provide TEA with the necessary information to provide support to LEAs. Tori responded that the assessment vendor follows the deadlines set by TEA for submission. Tori added that the issue is LEAs are not giving and uploading assessments in the first 60 days of school.

Keitha added that moving up the ECDS submission due date does not seem fair just because a few districts are not completing their assessments in the first 60 days of school.

Traci asked if there has been consideration given for separate deadlines for the ECDS collection, one for the assessment data to be loaded by the vendor and one for the LEAs to complete the ECDS submission. Tori replied that the deadline for the vendors is not the actual issue. Vendors cannot provide TEA with assessment data if the LEA has not assessed their students. Traci added that if LEAs knew there was a deadline to upload assessments, that would push the LEAs to complete the

assessments. Tori agreed in theory and mentioned that the first 60-day assessment window is a suggestion, not a mandated one.

Traci and John suggested having two deadlines, one for the assessment load by vendors, the second Thursday in November, and the second a deadline for LEAs to complete the submission, the last Thursday in January.

Jamie thanked the committee for the feedback. TEA would discuss this feedback with the program area, and Jamie requested that any additional feedback be sent to TEA. Jamie said TEA would bring this proposal to the October 18, 2022, ITF meeting.

ITF Chair, Joel Garcia called for additional questions or comments. Hearing none, he stated this proposal would be brought back to the October 18, 2022, ITF Meeting.

ITF Action:

Vote: Tabled.

3. MIGRANT-INDICATOR-CODE Definition Updates **Discussion Item**

Background:

The Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act of 2015 (ESSA) in December 2015, updated the definition of a migrant child and the terminology used in Title 1, Chapter 3 from Education of Migrant Children to Education of Migratory Children.

LEAs currently report the data element, MIGRANT-INDICATOR-CODE, to indicate whether a student should be coded as a participant in the migrant education program. The current data element definition needs to be updated in addition to guidance updates to the terminology from “migrant” to “migratory” to align terminology with federal legislation.

Overview:

Texas Education Data Standards XML Changes:

The TEA proposes to update the data element definition and associated data element reporting requirements for the MIGRANT-INDICATOR-CODE (E0984) to align terminology with federal legislation. Additionally, TEA proposes to update the code translation from “Migrant” to “Migratory” in both the POPULATION-SERVED-CODE (C030) and POPULATION-SERVED-TYPE (DC091) code tables. Lastly, TEA will review data validation rules and reports to determine any impact.

Texas Education Data Standards 3.x Changes:

TEA proposes to update the StudentCharacteristic descriptor of “Migrant” (03) to “Migratory” (03) and the associated definition from “migrant” to “migratory”. Additionally, TEA proposes to update the short and long description from “Migrant” to “Migratory” in the PopulationServed descriptor table.

Presentation:

Stephanie Sharp presented the proposal, which includes:
In the Texas Education Data Standards for XML:

1. Revise the data element definition/special instructions for the MIGRANT-INDICATOR-CODE (E0984).
2. Revise the data element reporting requirements in the StudentExtension complex type for the MIGRANT-INDICATOR-CODE (E0984) data element.
3. Revise the code translation for code 10 in the POPULATION-SERVED-CODE (C030) code table from Migrant Students to Migratory Students.
4. Revise the code translation for code 10 in the POPULATION-SERVED-TYPE (DC091) code table from Migrant Students to Migratory Students.
5. Review TSDS reports to determine impact from the changes in this proposal.
6. Review associated data validation rules to reflect changes in this proposal.

In the Texas Education Data Standards for ODS 3.x:

1. Revise the data element definition/special instructions for the StudentCharacteristic (E3063) (03 – Migrant).
2. Revise the short and long description for descriptor 03 in the StudentCharacteristic (C344) descriptor table:
 - a. Migrant to Migratory
3. Revise the short and long description for descriptor 10 in the PopulationServed descriptor table:
 - a. Migrant Students to Migratory Students
 - b. Migrant Students: Those students served in migrant programs to Migratory Students: Those students served in migrant programs

ITF Discussion:

David McKamie asked if the change would increase or decrease how many migrants are identified. Stephanie stated she would contact the program area and provide the committee with the requested information.

ITF Chair, Joel Garcia called for additional questions or comments.

4. SB1888 Texas First Early High School Completion Program Action Item

Background:

During the 87th legislative session, SB 1888 was passed, which amends TEC§ 28.0253. As a result, the TEA, in coordination with the Texas Higher Education Coordinating Board (THECB), shall establish the Texas First Early High School Completion Program. This program allows public high school students who demonstrate early readiness for college to graduate early from high school.

To be eligible for an award under the program, a student must:

1. Be a resident of this state as determined by THECB rules;
2. Have graduated early from high school under the Texas First Early High School Completion Program; and
3. Completed the Financial Aid Application Requirement for High School Graduation (TEC§ 28.0256).

THECB shall award a grant (state credit) to pay for tuition, mandatory fees, and other costs of attendance at an institution to each eligible student based on if the student graduates two or more semesters or less than two semesters or the equivalent earlier than the student's high school cohort.

TEA will increase a district's average daily attendance for students who graduated early under the Texas First High School Completion Program and are enrolled at an eligible institution.

TEA will also reduce each district's FSP entitlement by the amount granted (state credit) to each eligible student.

Overview:

TEA proposes adding one new data element with a corresponding code table to the 2023-2024 PEIMS Fall submission for graduates from the 2022-2023 school year. The information will be published in a post-addendum version of the 2022-2023 data standard as an Early Notice. TEA will review the proposal for any data validation rule impact. The data collection will be shared with THECB for verification and reimbursement purposes.

Texas Education Data Standards XML Changes:

TEA will add one new data element, TEXAS-FIRST-EARLY-HS-COMPLETION-PROGRAM (EXXXX), and a corresponding code table to the StudentGraduationProgramExtension. The code table, TEXAS-FIRST-EARLY-HS-COMPLETION-PROGRAM (CXXX), will indicate if a student graduated two or more or less than two semesters early. There is no impact to data validation rules.

Texas Education Data Standards 3.x Changes:

TEA will add one new data element, TexasFirstEarlyHSCompletionProgram (EXXXX), and a corresponding descriptor table. The data element will be added to the StudentAcademicRecord.Diploma entity in the Student Academic Record domain and the PriorYearLeaver.GraduationSet in the Prior Year Leaver domain. The descriptor table, TexasFirstEarlyHSCompletionProgram (CXXX) will indicate if a student graduated two or more or less than two semesters early. Two new validation rules will be added based on the changes in this proposal.

Presentation:

Jamie Muffoletto presented the proposal, which includes:

In the Texas Education Data Standards for XML:

1. Add the new data element TEXAS-FIRST-EARLY-HS-COMPLETION-PROGRAM (EXXXX) to the StudentGraduationProgramExtension complex type to be reported as optional in the PEIMS Fall submission.
2. Add a new code table TEXAS-FIRST-EARLY-HS-COMPLETION-PROGRAM (CXXX):
 - a. 01 – Student Graduated Two Or More Semesters Early
 - b. 02 – Student Graduated Less Than Two Semesters Early
3. Revise the following PEIMS Fall submission report to reflect the changes in this proposal:
 - a. PDM1-124-007 Graduate Roster by Graduation Type

In the Texas Education Data Standards for ODS 3.x:

1. Add the new data element TexasFirstEarlyHSCompletionProgram (EXXXX) to the StudentAcademicRecord.Diploma entity in the Student Academic Record and the PriorYearLeaver.GraduationSet in the Prior Year Leaver domain to be reported as optional in the PEIMS Fall submission.
2. Add a new descriptor table TexasFirstEarlyHSCompletionProgram (CXXX):
 - a. 01 -
 - i. Short Description - Student Graduated Two Or More Semesters Early
 - ii. Long Description - Student Graduated Two Or More Semesters Early
 - b. 02 -
 - i. Short Description – Student Graduated Less Than Two Semesters Early
 - ii. Long Description – Student Graduated Less Than Two Semesters Early
3. Add two data validation rules to reflect the changes in this proposal.

ITF Discussion:

Jamie introduced Monica Martinez from the Department of Standards and Support Services to answer any questions.

Traci Pesina asked how the program area would communicate this information with the LEAs. Monica responded that TEA would send a To the Administrator Addressed (TAA) letter. LEAs will also have flyers with information, and TEA will post additional information on the website.

Kim Lyons asked if this would be reported as an Early Notice in the 2022-2023 Data Standards. Jamie confirmed that the data standards team would publish an Early Notice.

Brittany Wright asked if the new data element, TEXAS-FIRST-EARLY-HS-COMPLETION-PROGRAM, is specific to students who qualify for the Texas First Early High School Completion Program. Brittany and Kim requested that TEA clarify the definition of the data element to reflect that only students who qualify for the program and graduate early would be reported with the new data element. Jamie agreed and will work with Kim and Brittany to clarify the definition.

John Newcom asked what is considered graduating early to qualify for the program. Monica clarified that the minimum time to graduate early is defined as one semester early or more.

Jamie indicated that the team would return this proposal for committee review during the next ITF meeting. A vote was not taken.

ITF Chair, Joel Garcia called for additional questions or comments. Hearing none, he stated this proposal would be brought back to the October 18, 2022, ITF Meeting.

ITF Action:

Vote: Tabled.

Other Business

Discussion Item

CTE Definition Change

Leticia Ollervidez presented the CTE Definition Change discussion item to the committee members.

Beginning in the 2020-2021 school year, the TEA began auto calculating the Career and Technology (CTE) indicator to assign to all students in grades 6-12. The calculation is based on the student's course completion data submitted by an LEA in the PEIMS Summer and Extended-Year submissions. The College, Career, and Military Preparation Division maintains the translations in the CAREER-AND-TECHNICAL-ED-IND-CD (C142) and has requested changes to help clarify the codes.

The CTE translations found in the 2022-2023 Texas Education Data Standards (TEDS) and the Texas Records Exchange (TREx) Data Standards contain references to specific Texas Administrative Code (TAC) that can change over time based on legislative changes. By removing the reference to specific TAC chapters and clarifying existing translation text, updating the translations would minimize confusion as the definitions will remain the same in later versions of the TEDS and TREx Data Standards.

The CTE team proposes changing the CTE Indicator translations found in the CAREER-AND-TECHNICAL-ED-IND-CD (C142) code table, the TEDS Technical Resources, and the TREx Data Standards.

Letty introduced Lacy Freeman from College, Career, and Military Preparation Division to answer any questions.

No questions received from committee members.

Remove PROGRAM-INTENT-CODEs for Budget, Payroll, and Contracted Instructional Staff

Jamie Muffoletto presented the Program Intent Code change discussion item to the committee members.

On September 7, 2022, the Financial Compliance Division released the Financial Accountability System Resource Guide (FASRG) version 18.0. The change included removing three program intent codes, Pre-Kindergarten (32), Pre-Kindergarten – Compensatory Education (34), and Pre-Kindergarten – Bilingual Education (35), from being used for budget, payroll, and contracted instructional (CI) staff for the 2022-2023 school year.

On September 15, 2022, TEA removed 32, 34, and 35 from being used for budget, payroll, and contracted instructional staff from the PROGRAM-INTENT-CODE (C147) and the ProgramIntent (C147) descriptor table in the PEIMS Fall submission in the 2022-2023 school year.

Georgia Kalligeris and Kim Lyons asked if Jamie would send a copy of the other business item after the meeting. Jamie sent out the Other Business documents to attendees on Tuesday, October 11, 2022.

Upcoming Meeting:

Jamie informed the committee members that two new State Performance Plan Indicators (SPPI) collections, SPPI-7 and SPPI-13, would be presented during the October 18, 2022, ITF Meeting.

Adjournment:

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

Traci Pesina made a motion to adjourn.

D'Lynne Johnson seconded the motion.

Vote: Passed.

The meeting was adjourned at 10:57 a.m.