



Texas Education Agency (TEA)
Policy Committee on Public Education Information (PCPEI)
February 2, 2022

Zoom
1:00 p.m. – 4:00 p.m.
Meeting Minutes

Call the Meeting to Order

Andrew Kim, PCPEI Chair

Jamie Muffoletto called the meeting to order at 1:03 p.m.
Roll call of the PCPEI members was taken by Stephanie Sharp.

PCPEI Members Present:

Andrew Kim, Morris Lyon, Danny Lovett, Eric Combs

Alternates Present:

Mary Beth Matula, Evelyn Jenkins, Jackie Janacek, Jennifer Carver, Casey Neal, Marcos Zorola, Damon Jackson

ITF Member Present:

David McKamie

TEA Staff Present:

Melody Parrish (ITS), Terri Hanson (ITS), Leanne Simons (ITS), Scott Johnson (ITS), Jamie Muffoletto (ITS), David Butler (IT-Training), Allison Wright (ITS), Rhonda Williams (ITS), Jeanine Helms (ITS), Stephanie Sharp (ITS), Leticia Ollervidez (ITS), Wayne Curry (IT-Training), Shabana Momin (IT-Training), Deborah DeBerry (IT-Training)

Approve Meeting Minutes from September 7, 2021, October 5, 2021(Email), and November 12, 2021(Email) PCPEI Meetings Action Item

PCPEI Chair, Andrew Kim called for a motion to approve the meeting minutes from the September 7, 2021 meeting and the October 5, 2021, and November 12, 2021, Email PCPEI meetings.

Damon Jackson made a motion to approve the minutes.
Eric Combs seconded the motion.

Vote: Passed.

ITF Co-Chair, David McKamie, presented the ITF Report to PCPEI.

Part A: November 9, 2021, and December 7, 2021

1. DC162 Code Table Updates **Action Item**

At the January 14, 2020, Information Task Force (ITF) meeting, the proposal entitled HB 548 Special Education Language Acquisition (SELA) collection was presented and approved. The Special Education Program Division has determined that two code values in the TOOL-ASSESSMENT-CODE (DC162) table should not be reported. The codes Rubric (04) and Other (05) are considered informal assessments. During the SELA collection, local education agencies (LEAs) should only report formal rather than informal assessments.

TEA is proposing to remove codes Rubric (04) and Other (05) from the TOOL-ASSESSMENT-CODE (DC162) table. There are no rule or report impacts as a result of this change.

Presentation:

Stephanie Sharp presented the proposal which includes:

In the Texas Education Data Standards:

1. Modify TOOL-ASSESSMENT-CODE (DC162) table to remove codes:
 - a. Rubric (04)
 - b. Other (05)

ITF Discussion:

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

ITF Action:

David McKamie made a motion to approve the proposal.
D'Lynne Johnson seconded the motion.

Vote: Passed.

PCPEI Discussion:

PCPEI Chair, Andrew Kim, called for questions or comments. Hearing none, he requested a motion.

PCPEI Action:

Eric Combs made a motion to approve the proposal.

Jackie Janacek seconded the motion.

Vote: Passed.

2. Dyslexia Data Collection Updates **Action Item**

The Texas Education Agency (TEA) currently collects dyslexia related services information during the PEIMS Summer submission. During the PEIMS Fall submission, TEA collects data indicating if a student is identified as dyslexic under TEC 48.009.

During the PEIMS Summer submission, TEA collects the type of dyslexia or related services, if any, a student identified with dyslexia or related disorder under TEC 48.009 has received at any time during the school year. However, TEA does not collect an indicator to validate that each student identified as dyslexic has been reported with the services received.

Additionally, Local Education Agencies (LEAs) are required to screen students in kindergarten and first grade for dyslexia or related disorders. Currently, when an LEA does not screen a student, TEA cannot identify why the screening did not take place.

The division of special education has requested changes to what is collected for dyslexic students.

To support the changes requested, TEA proposes collecting DYSLEXIA-INDICATOR-CODE (E1530) data element by adding it as "optional" in the PEIMS Summer submission in the StudentExtension complex type. Second, update the data element definition for DYSLEXIA-SERVICES-CODE (E1650) and changing it from "mandatory" to "conditionally mandatory" for the PEIMS Summer submission in the StudentProgramExtension complex type. TEA will also update the code "00" translation in the DYSLEXIA-SERVICES-CODE (C224) table.

Third, add the new data element, DYSLEXIA-SCREENING-EXCEPTION-REASON (EXXXX), as "optional" in the PEIMS Summer submission and add the corresponding code table DYSLEXIA-SCREENING-EXCEPTION-REASON-CODE (CXXX), to the StudentExtension complex type. Finally, update reports, and implement new rules to reflect the changes in this proposal.

Presentation:

Leticia Ollervidez presented the proposal which includes:

In the Texas Education Data Standards:

1. Updates to the sub-complex TX-DyslexiaServices collected in StudentProgramExtension during the PEIMS Summer submission.
 - a. Revise the data element definition for DYSLEXIA-SERVICES-CODE (E1650).
 - b. Change the sub-complex from "mandatory" to "optional."
 - c. Change the data element DYSLEXIA-SERVICES-CODE (E1650) from "mandatory" to "conditionally mandatory" and update the Data Element Reporting requirements.

2. Update the code translation for “00” in the DYSLEXIA-SERVICES-CODE (C224) table.
3. Updates to the complex type StudentExtension.
 - a. Add data element as “optional” and update the Data Element Reporting requirements for DYSLEXIA-INDICATOR-CODE (E1530) in the PEIMS Summer submission).
 - b. Add new data element as “optional” and add Data Element Reporting requirements for DYSLEXIA-SCREENING-EXCEPTION-REASON (EXXXX) reported in the PEIMS Summer submission.
 - c. Add new code table DYSLEXIA-SCREENING-EXCEPTION-REASON-CODE (CXXX) with 12 codes.
4. Update existing TSDS reports to reflect the changes in this proposal.
5. Add new data validation rules based on changes in this proposal.

ITF Discussion:

Traci Pesina asked if, for PK and KG screening, the new data element is to be used in Submission 3. Leticia Ollervidez introduced Zane Wubbena from the Monitoring Review & Support division, who confirmed this data is reported in Submission 3 and will allow TEA to determine what prevented a child from receiving services. Last year, Zane added that over 800 local education agencies (LEAs) provided data on students who were not screened. This request resulted from analysis conducted by the Monitoring Review & Support team to identify specific reasons a child was not screened for services to determine compliance. Joel Garcia asked how TEA plans to use this data. Zane replied that this data is used to provide additional information to the Office of Special Education Programs (OSEP) on students not screened.

Keitha Ivey asked for the number of students reported and the primary reason for not screening these students. Zane clarified that approximately 800 LEAs, not students, reported data indicating students were not screened. The primary reason for not screening was a student left before the screening could occur, withdrew during or enrolled after the screening window. Zane added that there were also many reports of students with admission, review, and dismissal (ARD) decisions already undergoing Special Education testing, which includes Dyslexia screening.

Traci Pesina asked how the Monitoring Review and Support Division would communicate this information to LEAs. Zane stated that a TAA is being drafted and will be released.

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.

Roshunda Roberts-Jackson seconded the motion.

Vote: Passed.

PCPEI Discussion:

PCPEI Chair, Andrew Kim, called for questions or comments. Hearing none, he requested a motion.

PCPEI Action:

Damon Jackson made a motion to approve the proposal.

Eric Combs seconded the motion.

Vote: Passed.

3. Child Find Collection Updates**Action Item**

During the January 19, 2021, ITF meeting, the committee passed a proposal titled “2021-2022 Child Find Collection”, which outlined the new Child Find collection requirements.

SPPI-11 refers to the timely evaluation of students, ages 3-21, for special education services under Part B of IDEA. SPPI-12 refers to children who are referred from Part C of IDEA prior to age 3, found eligible for Part B of IDEA, and have an individualized education plan (IEP) developed and implemented by their third birthday to receive early childhood special education (ECSE) services from a local education agency (LEA).

The data element EVALUATION-DELAY-REASON (E1718) is used to indicate the reason for either evaluation or eligibility delays. However, it has been determined that while SPPI-11 requires only the initial evaluation compliance criteria be met, SPPI-12 requires both initial evaluation and eligibility determination compliance requirements be met by the 3rd birthday. As a result, there is a need to separate evaluation and eligibility delay reasons to ensure accurate reporting.

The Texas Education Agency (TEA) proposes changing the name of a sub-complex in the StudentChildFindAssociationExtension from TX-EvaluationDelay to TX-DelayReason. In addition, the data element definition for EVALUATION-DELAY-REASON (E1718) will be revised, and the data element will be changed from "conditionally mandatory" to "optional."

TEA will also be adding a new data element, ELIGIBILITY-DELAY-REASON (E17XX). Lastly, the code table EVALUATION-DELAY-REASON-CODE (DC164) will be updated to DELAY-REASON-CODE. Rules and reports will be added, changed, or removed as a result of this change.

Presentation:

Stephanie Sharp presented the proposal which includes:

In the Texas Education Data Standards:

1. Revise StudentChildFindAssociationExtension complex type:
 - a. TX-EvaluationDelay sub-complex type:
 - i. Add new data element, ELIGIBILITY-DELAY-REASON (E17XX).
 - ii. Rename sub-complex type to TX-DelayReason.
 - iii. Add Data Element Reporting Requirements for new data element.
 - b. EVALUATION-DELAY-REASON (E1718) data element:
 - i. Update the data element definition and remove Special Instructions.
 - ii. Change the data element from “conditionally mandatory” to “optional”.
 - iii. Update Data Element Reporting Requirements for this data element.

- 2. Revise the EVALUATION-DELAY-REASON-CODE (DC164) code table:
 - a. Rename the code table to DELAY-REASON-CODE.
 - b. Add additional guidance to the code table.
- 3. Update the data element definition for PARENTAL-CONSENT-DATE (E1714).
- 4. Revise existing TSDS reports to reflect the changes in this proposal.
 - a. CHF0-100-001
 - b. CHF0-100-002
 - c. CHF0-100-003
 - d. CHF0-100-004
- 5. Add and update data validation rules to reflect the changes in this proposal.

ITF Discussion:

Traci Pesina asked if the Evaluation Delay and Eligibility Delay data were currently captured through one data element for reporting purposes. Zane Wubbena confirmed that LEAs reported Evaluation Delay and Eligibility Delay together in the legacy system. He added that further analysis determined that the federal reporting requirement was based on the evaluation delay but did not capture the eligibility delay. Zane went on to say that LEAs reported the evaluation delay reason rather than the eligibility delay reason since there was only one data element. With many of the students also out of compliance for the eligibility reason. For example, an ARD meeting would not occur, and students were not placed into special education in a timely manner. Therefore, the Monitoring Review and Support Division needs to separate Eligibility Delay Reason from Evaluation Delay Reason.

Additionally, the division is currently developing guidance documents for the Child Find program area related to measurement requirements. This information will be communicated through a TAA letter sent at a later date.

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

ITF Action:

Dana Braun made a motion to approve the proposal.
D'Lynne Johnson seconded the motion.

Vote: Passed.

PCPEI Discussion:

PCPEI Chair, Andrew Kim, called for questions or comments. Hearing none, he requested a motion.

PCPEI Action:

Morris Lyon made a motion to approve the proposal.
Danny Lovett seconded the motion.

Vote: Passed.

4. ODS 3.x Upgrade - Finance

Action Item

The Texas Education Agency (TEA) is upgrading the Texas Student Data System (TSDS) Operational Data Store (ODS) to Ed-Fi version 3.x. This will be a phased upgrade with pilot 1 beginning in the 2021-2022 school year. The upgrade will be completed in the 2023-2024 school year. The updated standards will include data elements already legislatively approved for collection in addition to data elements that must be collected to align with the new Ed-Fi 3.x version.

The Ed-Fi Data Standards is the set of rules for collecting, managing, and organizing educational data that allows multiple systems to share their information in a seamless, actionable way.

This document presents the data in the Finance Extension Domain of the Ed-Fi Data Standards reported to TSDS.

The majority of the data elements are already being reported to TSDS using Complex Types in Interchange files. Some new data elements are needed to support and align fully with the Ed-Fi standard.

Financial data will continue to be reported in the same manner (aggregation) as it is currently being reported in TSDS, meaning that data will be summarized to the TEA reporting level account.

Presentation:

Jamie Muffoletto presented the proposal which includes:

The following changes are proposed:

- 1. Transition from collecting finance and budget data with the current TSDS Interchanges and Complex Types to using Ed-Fi Domains.
 - a. Finance Extension Domain
 - b. Education Organization Extension Domain
- 2. Transition from using code tables to using descriptor tables.
 - a. Add Fund descriptor table based upon code table FUND-CODE (C145).
 - b. Add Function descriptor table based upon code table FUNCTION-CODE (C146).
 - c. Add Object descriptor table based upon code table OBJECT-CODE (C159).
 - d. Add ProgramIntent descriptor table based upon code table PROGRAM-INTENT-CODE (C147).
 - e. Add PayrollActivity descriptor table based upon code table PAYROLL-ACTIVITY-CODE (C018).
 - f. Add SSAType descriptor table based upon code table SHARED-SVCS-ARRANGEMENT-TYPE-CODE (C049).

The following entities are referenced in the Finance Extension Domain:

- 1. EducationOrganization
- 2. Staff

ITF Discussion:

Kim Lyons requested Jamie Muffoletto clarify that existing code tables have additional reporting guidance and others do not. Jamie explained that the PayrollActivity descriptor table would only include the descriptor values and not the additional information that is currently listed. The Data Element Reporting Requirements section will include additional information about descriptor values instead of the descriptor table.

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.
D'Lynne Johnson seconded the motion.

Vote: Passed.

PCPEI Discussion:

Jamie Muffoletto stated the ODS 3.x ITF proposals were previously approved via email. Leanne Simons added the proposals were previously sent and approved so TEA could publish the TSDS Standards on December 1, 2021. No further action is required from PCPEI.

PCPEI Action:

No action is needed as this proposal was already approved via email.

5. ODS 3.x Upgrade - Assessment Action Item

The Texas Education Agency (TEA) is upgrading the Texas Student Data System (TSDS) Operational Data Store (ODS) to Ed-Fi version 3.x. This will be a phased upgrade with pilot 1 beginning in the 2021-2022 school year. The upgrade will be completed in the 2023-2024 school year. The updated standards will include data elements already legislatively approved for collection in addition to data elements that must be collected to align with the new Ed-Fi 3.x version.

The Ed-Fi Data Standards is the set of rules for collecting, managing, and organizing educational data that allows multiple systems to share their information in a seamless, actionable way.

This document presents the data in the Assessment Extension Domain of the Ed-Fi Data Standards reported to TSDS.

The majority of the data elements are already being reported to TSDS using Complex Types in Interchange files. Some new data elements are needed to support and align fully with the Ed-Fi standard.

Presentation:

Jamie Muffoletto presented the proposal which includes:

The following changes are proposed:

1. Transition from collecting student assessment data with the current TSDS Interchanges and Complex Types to using Ed-Fi Domains.
 - a. Assessment Extension Domain
 - i. New Data Elements
2. Transition from using code tables to using descriptor tables.
 - a. Add AssessmentName (TX) descriptor table based upon code table ASSESSMENT-TITLE-CODE (DC154).
 - b. Add ReportAssessmentType (TX) descriptor table based upon code table REPORT-ASSESSMENT-TYPE-CODE (DC123).
 - c. Add AcademicSubject descriptor table based upon code table ACADEMIC-SUBJECT-TYPE (DC002).
 - d. Add AssessedGradeLevel descriptor table based upon code table GRADE-LEVEL-TYPE (DC063).
 - e. Add AssessmentCategory descriptor table based upon code table ASSESSMENT-CATEGORY-TYPE (DC011).
 - f. Add AssessmentIdentificationSystem descriptor table based upon code table ASSESSMENT-IDENTIFICATION-SYSTEM-TYPE (DC012).
 - g. Add AssessmentReportingMethod descriptor table based upon code table ASSESSMENT-REPORTING-METHOD-TYPE (DC014).
 - h. Add new ResultDatatypeType descriptor table.

The following entities are referenced in the Assessment Domain:

1. EducationOrganization
2. Program
3. Section
4. Student

ITF Discussion:

Kim Lyons asked if the new GradeLevel descriptor table will include additional data reporting requirements to explain the definitions for any new values. Jamie Muffoletto clarified that TEA would be adjusting descriptor tables only to contain the descriptors reported to TEA. Leanne Simons added that TEA is only publishing the data standards required for state reporting. Currently, there is a request that local education agencies (LEAs) could have the ability to use the landing zone for other purposes. Leanne confirmed that TEA is still working through this concept.

Kim asked if there was a separate Ed-Fi data standard document. Leanne replied that Ed-Fi also publishes a data standard document. The Texas Education Data Standards (TEDS) will only contain the data elements and descriptor tables related to Texas state reporting.

John Newcom stated that assessment vendors report assessment information in TSDS and asked whether they will still report assessment data or do LEAs need to report assessment data through their student information system. Scott Johnson answered that ECDS assessment vendors will still be reporting the data.

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

ITF Action:

Dana Braun made a motion to approve the proposal.
D’Lynne Johnson seconded the motion.

Vote: Passed.

PCPEI Discussion:

None

PCPEI Action:

No action is needed as this proposal was already approved via email.

6. ODS 3.x Upgrade – Student Cohort Action Item

The Texas Education Agency (TEA) is upgrading the Texas Student Data System (TSDS) Operational Data Store (ODS) to Ed-Fi version 3.x. This will be a phased upgrade with pilot 1 beginning in the 2021-2022 school year. The upgrade will be completed in the 2023-2024 school year. The updated standards will include data elements already legislatively approved for collection in addition to data elements that must be collected to align with the new Ed-Fi 3.x version.

The Ed-Fi Data Standards is the set of rules for collecting, managing, and organizing educational data that allows multiple systems to share their information in a seamless, actionable way.

This document presents the data in the Student Cohort Domain of the Ed-Fi Data Standards reported to TSDS.

The majority of the data elements are already being reported to TSDS using Complex Types in Interchange files. Some new data elements are needed to support and align fully with the Ed-Fi standard.

Presentation:

Jamie Muffoletto presented the proposal which includes:

The following changes are proposed:

- 1. Transition from collecting Student Cohort data with the current TSDS Interchange and Complex Types to using Ed-Fi Domains.
 - a. Student Cohort Domain
 - i. New Data Element
- 2. Transition from using code tables to using descriptor tables.
 - a. Add CohortType descriptor table.

The following entities are referenced in the Student Cohort Domain:

- 1. EducationOrganization
- 2. Intervention
- 3. Program

- 4. Section
- 5. Staff
- 6. StaffSectionAssociation
- 7. Student
- 8. StudentInterventionAssociation
- 9. StudentSectionAssociation

ITF Discussion:

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

ITF Action:

D’Lynne Johnson made a motion to approve the proposal.
Traci Pesina seconded the motion.

Vote: Passed.

PCPEI Discussion:

None

PCPEI Action:

No action is needed as this proposal was already approved via email.

7. Sunset of C900 Reports Discussion Item

During a reports advisory group meeting, the Texas Education Agency (TEA) was informed that there is no longer a need to develop two reports related to the Edit+ C900/P900 reports:

- LEA - Organization Lookup data report
- Campus - Organization Lookup data report

The Texas Student Data System (TSDS) obtains organizational data directly from AskTED, therefore LEAs no longer require an organizational data report to be developed for use in the TSDS.

TEA is proposing to sunset two reports related to the Edit+ C900/P900 (Organization Lookup) reports and not have these reports developed for TSDS. Users are able to retrieve organizational data in AskTED. There is no rule impact as a result of this change.

Presentation:

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

1. Sunset Edit+ C900/P900 (Organization Lookup) reports.
 - a. PDM0-900-900 – LEA
 - b. PDM0-900-901 - Campus

ITF Discussion:

Traci Pesina asked if the sunset reports were initially requested to be developed but did not get developed. Stephanie Sharp confirmed that the reports were requested but never developed. TSDS obtains the organization data directly from AskTED. To validate organization data, LEAs do not need to use the C900/P900 Organization Lookup report.

PCPEI Discussion:

PCPEI Chair, Andrew Kim, called for questions or comments and heard none. As this was a discussion item, a vote was not required.

Other Business Discussion Item

Texas Records Exchange (TREx) CAREER-TECH-ED-INDICATOR (TC03)

Jamie Muffoletto presented an “other business” proposal about Career and Technical Education (CTE) indicators in the Texas Records Exchange (TREx) application.

Background:

Currently, the Texas Education Agency (TEA) auto-calculates one CTE indicator per program of study based on courses taken, completed, and passed by a student. During the ITF meeting on January 19, 2021, the committee approved a proposal to update the CAREER-TECH-ED-INDICATOR (TE041) and corresponding code table TC03 to reflect the new CTE codes for a Local Education Agency (LEA) to transfer a student’s auto-calculated code to the receiving LEA beginning in the 2021-2022 school year.

Details:

On August 1, 2021, the TREx Data Standards were updated to include the new CTE codes so an LEA could transmit the auto-calculated CTE code through TREx. However, TEA determined that the TREx Data Standards did not have a data element to send the necessary program of study information.

Jamie asked committee members for their opinion related to CTE Indicators and the need to update TREx to transmit the code with the associated program of study.

Kim Lyons stated that an LEA might use the CTE indicator for purposes other than PEIMS, like CCMR, to populate the indicator into their Student Information System (SIS) for a new student. Joel Garcia added that the counselor might need the information. Traci Pesina agreed there might be a need for some for local tracking purposes.

Jamie asked the committee when TREx information is transmitted, which includes course completion, would there be a need for the CTE indicator.

Joel asked if only one CTE indicator could be transmitted in TREx. Jamie stated that in TREx, an LEA could only send one CTE indicator. TEA is trying to determine if the indicator with the

program of study needs to be transmitted. Jamie met with the CTE program area and determined that it is possible to send CTE indicators for seven or more programs of study.

Joel requested clarification if this indicator is for sequential courses or if the CTE indicator should only be reported for a student taking classes affiliated with a program of study. Candice DeSantis stated that TEA calculates the CTE indicator based on course completion data for the current and prior years. Additionally, TEA was told by the CTE department that even when a student moves to a new LEA, the new LEA would not receive any funding for that program of study.

Traci Pesina requested additional time to discuss this with her CTE department before providing any feedback. Jamie agreed and asked the committee to take the information back to their CTE departments and counselors to give feedback on what they would need.

Georgia Kalligeris added if a student has up to seven (7) indicators based on a program of study by school year, transmitting the data in TREx could get very messy. Jamie confirmed that is a possibility, and TEA is still working with the CTE department to determine the best way to transfer this data if required. Georgia added that the reports from TSDS and the data provided have shown up to five (5) records for one student. The amount of data could grow each year which might cause issues with transmitting the indicator in TREx.

Kim Lyons asked if there is any guidance related to the program of study and how TEA calculates that value. Candice stated that the guidance is in the report requirements and the TSDS reports to show the calculation information.

Terri Hanson provided the link to the [Technical Resources in TWEDS](#) and a note from the page that clarifies how the program of study is related to the calculation of values for the CTE indicator.

PCPEI Discussion:

Andrew Kim concurred with the statements made by Kim Lyons that an LEA might use the CTE indicator for purposes other than PEIMS, like CCMR, to populate the indicator into the district's Student Information System (SIS) for a new student. Andrew believes this indicator remaining in TREx would be helpful.

PCPEI Chair, Andrew Kim, called for additional questions or comments and heard none. As this was a discussion item, a vote was not required.

Part B. December 7, 2021

Jamie Muffoletto called the ITF meeting to order at 10:00 a.m. Joel Garcia, ITF Chair, and David McKamie, ITF Vice-Chair, were unable to attend.

1. Additional Days School Year (ADSY) Program Calendar Requirements Action Item

During the December 10, 2019, ITF meeting, the committee passed a proposal titled “Additional Days School Year” (ADSY), which outlined the collection requirements of campuses participating in the ADSY program.

Currently, Local Education Agencies (LEAs) report ADSY data during the PEIMS Extended Year submission. The Learning Support and Programs Division at the Texas Education Agency (TEA) has requested the ability to verify the calendar requirements of 75,600 minutes and 180 calendar days, including allowable waiver minutes for any campus that has implemented an ADSY program and has enrolled students participating in the ADSY program prior to the PEIMS Extended Year submission.

Upon review of the calendar for the campus, the division can provide outreach and assistance for those campuses that plan to implement an ADSY program but do not meet the minimum calendar requirements.

TEA is proposing to update the definition and data element reporting requirements for the ADDITIONAL-DAYS-PROGRAM-INDICATOR-CODE (E1671) data element. In addition, the School Extension complex type will be updated to include the ADDITIONAL-DAYS-PROGRAM-INDICATOR-CODE (E1671) data element, to be reported as Optional in the PEIMS Summer submission. By collecting this data element, the Learning Support and Programs Division will determine the calendars that fall short of the required 180 days or 75,600 minutes, including approved waiver minutes/days.

Additionally, this will allow the Learning Support and Programs Division to provide outreach to campuses between the first PEIMS Summer submission and resubmission to allow for any needed data corrections. TEA will create one new report at the statewide level. An existing report will be updated, and new rules will be added to reflect the collection of the indicator during the PEIMS Summer submission.

Presentation:

Stephanie Sharp presented the proposal which includes:

1. Update Data Element Definition and Data Element Reporting Requirements for ADDITIONAL-DAYS-PROGRAM-INDICATOR-CODE (E1671)
2. Add data element to the SchoolExtension complex type to be reported as Optional in the PEIMS Summer submission.
 - a. ADDITIONAL-DAYS-PROGRAM-INDICATOR-CODE (E1671)
3. Add new TSDS report and update existing TSDS report to reflect the changes in this proposal.
 - a. PDM3-XXX-XXX
 - b. PDM3-116-003
4. Add associated data validation rules to reflect the changes in this proposal.

ITF Discussion:

Jamie Muffoletto informed members that Brian Doran from the Innovative Instructional Models Division was present to address questions.

Georgia Kalligeris asked what an LEA should do if they provide ADSY program days during the school year and did not meet the program requirements of 75,600 minutes and 180 days but recorded attendance when students attended the program. Brian replied that the LEA should not report the ADSY days if they did not meet the program requirements. At the close of the first Summer submission, his division would contact the LEA to determine if the LEA reported their calendar data with errors. If so, they would need to correct the data before the close of Summer resubmission. If not, the LEA should not report ADSY program attendance during the PEIMS Extended Year submission.

Terri Hanson clarified that the LEA should report all ADSY attendance during the PEIMS Extended Year submission regardless if the calendar requirements are met; however, if the LEA did not meet the calendar minutes or the 180-day calendar requirement the LEA would not receive the ADSY funding.

Brian added one of the department's goals is to ensure that the LEA implementing an ADSY program meets the program requirements. The department is trying to build in as many checks as possible. This proposal adds a check for an LEA providing an ADSY program.

Terri added that if an LEA did not have the 75,600 minutes or 180 days in their calendar, they would not receive funding for an ADSY program.

Brian stated that any LEA can reach out to the department now and before the summer to obtain a verification of their calendar data.

Georgia inquired if providing calendar data earlier in the year, such as during the PEIMS Fall submission, would benefit LEAs who plan to implement an ADSY program. Brian agreed that reporting the calendar data earlier would help his department provide additional outreach earlier in the school year however, it would be a challenge to front load data in the fall due to the number of times the calendar changes in a school year. Terri said that TEA would see what it would take to collect calendar data earlier in the year once it is determined the value of verifying the calendar data after the PEIMS Summer submission.

Jamie Muffoletto called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:

Traci Pesina made a motion to approve the proposal.

David C. Taylor seconded the motion.

Vote: Passed.

PCPEI Discussion:

PCPEI Chair, Andrew Kim, called for questions or comments. Hearing none, he requested a motion.

PCPEI Action:

Danny Lovett made a motion to approve the proposal.

Morris Lyons seconded the motion.

Vote: Passed.

2. Industry-Based Certification Updates and Exam Results Action Item

House Bill 22 (HB 22), passed during the 85th legislative session, established the A-F accountability system. Per Texas Education Code section 39.053, students can earn College, Career, and Military Readiness (CCMR) credit for earning an approved industry-based certification (IBC). Additionally, House Bill 3 (HB 3), passed during the 86th legislative session, entitles local education agencies (LEAs) to one IBC reimbursement per student to help defray the cost of the exams passed.

Currently, LEAs use the data element, POST-SECONDARY-LICENSURE-CERTIFICATION-CODE (E1640) to report IBCs earned for CCMR credit (students have earned the certification) and IBCs passed (students have passed all or a portion of a multileveled certification). The Texas Education Agency (TEA) uses this data element to determine whether a student has met the threshold to earn the CCMR indicator, and data element IBC-EXAM-FEE-AMOUNT (E1654) to determine if the LEA is requesting reimbursement. LEAs may request reimbursement for a portion of an IBC exam a student passed, even if the student has not completed all the requirements to earn the certification.

Additionally, the 2018-2019 school year was the last year TEA collected when a student failed an IBC exam. While the LEA cannot request reimbursement for those students who fail to pass an IBC exam, TEA must collect this information for reporting purposes.

TEA proposes adding one new data element, POST-SECONDARY-LICENSURE-RESULT (E17XX), with a corresponding code table, POST-SECONDARY-LICENSURE-RESULT-CODE (CXXX), to the TX-IndustryCertifications sub-complex. Additionally, TEA will modify the data element definition for POST-SECONDARY-LICENSURE-CERTIFICATION-CODE (E1640) from indicating an exam earned by a student to an exam taken by a student.

Reports will be updated to reflect the changes in this proposal. In addition, TEA will add one new rule to validate the collection of the data.

Presentation:

Stephanie Sharp presented the proposal which includes:

In the Texas Education Data Standards:

1. Add new data element POST-SECONDARY-CERTIFICATION-LICENSURE-RESULT(E17XX) to the TX-IndustryCertifications sub-complex.
2. Update the data element definition for POST-SECONDARY-CERTIFICATION-LICENSURE-CODE (E1640).
3. Update and add data element reporting requirements in the StudentExtension complextype.
4. Add new code table POST-SECONDARY-CERTIFICATION-LICENSURE-RESULT-CODE(CXXX).
5. Update existing TSDS reports to reflect the changes in this proposal:

- a. PDM1-120-021 Industry-Based Certification Roster
 - b. PDM3-120-019 Industry-Based Certification Roster
6. Add one new data validation rule.

In the Texas Records Exchange Data Standards:

1. Change the data element name POST-SECONDARY-CERTIFICATION-LICENSURE-EARNED (TE133) to POST-SECONDARY-CERTIFICATION-LICENSURE-CODE.
2. Add new data element POST-SECONDARY-CERTIFICATION-LICENSURE-RESULT(TE142).
3. Add new code table POST-SECONDARY-CERTIFICATION-LICENSURE-RESULT-CODE(TC47).

ITF Discussion:

Jamie Muffoletto introduced Tracy Johnson from the College, Career, and Military Prep Division and Heather Smalley from the Performance Reporting Division to answer any questions the committee may have.

Traci Pesina asked if another data source exists for POST-SECONDARY-CERTIFICATION-LICENSURE-RESULT instead of adding it to the PEIMS submissions. Additionally, Traci asked about the communication plan for the new data elements and any changes to the Texas Records Exchange (TREx). Finally, Traci asked if a statewide tracking mechanism exists for LEAs to determine if a student has taken an IBC exam and the result.

Tracy Johnson replied that another data source does not exist nor does a statewide mechanism that tracks and captures the data for POST-SECONDARY-CERTIFICATION-LICENSURE-RESULT. Additionally, Tracy added that TEA will release communication about the changes from this proposal as soon as possible to the LEAs.

Jamie Muffoletto called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:

Roshunda Roberts-Jackson made a motion to approve the proposal.

Dana Braun seconded the motion.

Vote: Passed.

PCPEI Discussion:

PCPEI Chair, Andrew Kim, called for questions or comments. Hearing none, he requested a motion.

PCPEI Action:

Damon Jackson made a motion to approve the proposal.

Eric Combs seconded the motion.

Vote: Passed.

3. Add HOME-LANGUAGE-CODE to SPPI-14 Action Item

The Special Education Program Reporting division at the Texas Education Agency (TEA) has requested to add the home language code to the SPPI-14 collection. Collecting the home language code during the SPPI-14 collection will allow the conservation of resources by only sending the English paper Post School Outcome Survey to homes whose home language is English. Both English and Spanish Post School Outcome Survey forms will be sent to homes reported with a Spanish home language.

TEA proposes modifying the StudentExtension complex type to include the existing data element, HOME-LANGUAGE-CODE (E0895) as Optional in the SPPI-14 collection. In addition, one existing rule will be updated to ensure the data element E0895 is reported for all SPPI-14 students. Two existing reports will be updated to allow LEAs to verify the home language code reported

Presentation:

Stephanie Sharp presented the proposal which includes:

1. Update StudentExtension complex type.
 - a. Add existing data element HOME-LANGUAGE-CODE (E0895) as Optional "Y" for the SPPI-14 collection.
2. Revise two existing TSDS reports.
 - a. SPP0-000-001 – TSDS SPPI-14 Student Roster Report – LEA-level
 - b. SPP0-000-001 – TSDS SPPI-14 Student Roster Report – TEA-level
3. Revise one data validation rule.

ITF Discussion:

Jamie Muffoletto introduced Zane Wubbena and Susan Bineham from the Special Education Program Reporting Division to answer questions.

Kim Lyons asked if the reporting requirement for HOME-LANGUAGE-CODE should be listed as "conditionally mandatory" instead of "optional" for the SPPI-14 collection. Jeanine Helms replied that the HOME-LANGUAGE-CODE must be listed as "optional" since the data element is not reported in all TSDS collections. A fatal edit exists that requires a HOME-LANGUAGE-CODE to be reported for each student in the SPPI-14 collection.

Jamie Muffoletto called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:

Traci Pesina made a motion to approve the proposal.

Roshunda Roberts-Jackson seconded the motion.

Vote: Passed.

PCPEI Discussion:

PCPEI Chair, Andrew Kim, called for questions or comments. Hearing none, he requested a motion.

PCPEI Action:

Eric Combs made a motion to approve the proposal.

Morris Lyon seconded the motion.

Vote: Passed.

Part C: January 25, 2022

1. Financial Code Updates

Action Item

The American Rescue Plan (ARP) Act passed on March 11, 2021, provided supplemental ESSER funding identified as ESSER III funds. In addition, the ARP includes funds to support the specific needs of homeless children and youth through the American Rescue Plan Elementary and Secondary School Emergency Relief – Homeless Children and Youth (ARP-HCY) Fund.

Part B of Title V of the reauthorized Elementary and Secondary Education Act (ESEA) contains Rural Education Achievement Program (REAP) initiatives. These grants are designed to help rural districts that may lack the personnel and resources to compete effectively for competitive Federal grants and often receive grant allocations in amounts that are too small to meet their intended purposes. The Small Rural School Grants, Small, Rural School Achievement (SRSA) and REAP program provides rural local educational agencies (LEAs) with financial assistance to fund initiatives at improve student academic achievement.

Additionally, the Texas Education Data Standards (TEDS) team performed an audit between TEDS and the Financial Accountability System Resource Guide (FASRG), which resulted in additional changes. A To the Administrator Addressed (TAA) letter was sent on July 22, 2021, informing LEAs of the newly adopted FASRG version 17.

The Texas Education Agency (TEA) proposes the following changes in the FUND-CODE (C145) table:

1. Update Code Translation: 270
2. Add New Codes: 269, 278, 345 and 366
3. Remove Codes: 286, 359, 360, and 440

The changes will be used to identify the funds for:

- 2022-2023 staff payroll data in the 30060 PayrollExtension complex type in the 2022-2023 PEIMS Fall Submission, and
- 2021-2022 actual financial data in the 20032 ActualExtension complex type in the 2022-2023 PEIMS Mid-Year Submission.

With the 269, 270, 278, and 345 Fund Codes, LEAs will be able to identify the federal discretionary COVID-19 funds used to provide support services for students experiencing homelessness or provide personnel and resources to rural districts.

While LEAs budget the funds for code 440, they are not reported to PEIMS and as a result the code is not needed.

Finally, TEA is proposing to also remove Program Intent Code 31 from code table C147 for the following:

- 2022-2023 budget data in the 20030 BudgetExtension complex type in the 2022-2023 PEIMS Fall Submission,
- 2022-2023 staff payroll data in the 30060 PayrollExtension complex type in the 2022-2023 PEIMS Fall Submission,
- 2022-2023 contracted instructional staff data in the 30055 ContractedInstructionalStaffFTEExtension complex type in the 2022-2023 PEIMS Fall Submission, and
- 2021-2022 actual financial data in the 20032 ActualExtension complex type in the 2022-2023 PEIMS Mid-Year Submission.

Presentation:

Leticia Ollervidez presented the proposal which includes:

1. Add, update, and remove codes in code table FUND-CODE (C145).

a. Update code translation for 270

From: Code 270 - ESEA, Title VI, Part B – Rural And Low-Income Program

To: Code 270 - ESEA, Title V, Part B, Subpart 2 – Rural and Low Income School Grant Program

b. Add new Fund Codes 269, 278, 345, and 366

- Code 269 - ESEA, Title V, Part B, Subpart 1 – The Small, Rural School Achievement Program

This code is used to account for funds awarded directly to rural districts from the US Department of Education to enable those districts to carry out authorized activities under specified Federal programs. (CFDA 84.358A)

- Code 278 - American Rescue Plan Elementary and Secondary School Emergency Relief (ESSER) Fund – Homeless Children and Youth (ARP-HCY)

This code is used to account for federal stimulus ESSER funds granted to LEAs through the American Rescue Plan Act to identify homeless children and youth, to provide homeless children and youth with wrap-around services to address the challenges of COVID-19, and to enable homeless children and youth to attend school and fully participate in school activities. (CFDA 84.425W) (Education Stabilization Fund)

- Code 345 - Shared Services Arrangements – ESEA, Title V, Part B, Subpart 1 – The Small, Rural School Achievement Program

The fiscal agent of a shared services arrangement uses this code to account for funds allocated to districts to enable them to carry out authorized activities under specified Federal programs. (CFDA 84.358A)

- Code 366 – Shared Services Arrangements – Supplemental Elementary and Secondary School Emergency Relief Fund (ESSER-SUPP) of the American Rescue Plan Act of 2021

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

- c. Remove Fund Codes: 286, 359, 360, and 440
 - Code 286 - Title I SIP Academy Grant – ARRA (Stimulus)
 - Code 359 - Shared Services Arrangements – ESEA, Title I, Part A – Improving Basic Programs – ARRA (Stimulus)
 - Code 360 - Shared Services Arrangements – Title I SIP Academy Grant – ARRA (Stimulus)
 - Code 440 - Shared Services Arrangements-Telecommunication Infrastructure Fund
2. Remove program intent code from code table PROGRAM-INTENT-CODE (C147).
 - a. Code 31 – High School Allotment
3. Update existing TSDS reports to reflect the financial code updates.
4. Update associated data validation rules to reflect the financial code updates.

ITF Discussion:

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

ITF Action:

Traci Pesina made a motion to approve the proposal.

Roshunda Roberts-Jackson seconded the motion.

Vote: Passed.

PCPEI Discussion:

Andrew Kim asked for clarification on Fund Code 366 – Shared Services Arrangements. According to Andrew, districts consider code 366 an overarching Fund Code. He added if codes 359, 360, and 440 would be a subset of code 366. School districts are inclined to report costs using code 366 instead of breaking out the specific items. Andrew asked if a Fund Code does exist that does not require the breakdown of costs.

Jamie Muffoletto stated that the Financial Accountability System Resource Guide contains information for using the codes. Jamie added she would get more information about using the Fund Codes for the committee.

PCPEI Chair, Andrew Kim, called for additional questions or comments. Hearing none, he requested a motion.

PCPEI Action:

Damon Jackson made a motion to approve the proposal.

Eric Combs seconded the motion.

Vote: Passed.

2. Safe and Supportive School Program Discipline Data Element

Action Item

During the 86th legislative session, SB 11 was passed, which amended Subchapter D, Chapter 37, Education Code by adding §37.115. This new section requires the board of trustees for each local education agency (LEA) to establish a safe and supportive school program (SSSP) team to serve at each campus to conduct threat assessments. The SSSP team must report to the agency, through guidelines developed by the agency, the following information regarding the team's activities and other information for each LEA campus the team serves, the outcome of each assessment made by the team, including:

- any disciplinary action taken, including a change in school placement (§37.115(k)(3)(A));
- changes in school placement, including placement in a juvenile justice alternative education program or disciplinary alternative education program (§37.115(k)(4)(D));
- placements in in-school suspension or out-of-school suspension and incidents of expulsion (§37.115(k)(3)(F));

Through an annual data collection/survey, LEAs must report discipline incidents that included an SSSP team review and the resulting number of changes in school placement that occurred after the SSSP team review was conducted.

The Texas Education Agency (TEA) proposes adding one new optional data element, SAFE-SUPPORTIVE-SCHOOL-PROGRAM-TEAM-REVIEW (E17XX), to the StudentDisciplineIncidentAssociationExtension complex type. With the collection of this indicator, TEA can calculate the number of incidents that resulted in changes in school placement, including placement in a juvenile justice alternative education program (JJAEP), disciplinary alternative education program (DAEP), in-school suspension (ISS) or out-of-school suspension (OSS). As a result, these specific incidents would not have to be reported by the LEA on the annual data collection/survey. Three PEIMS Summer reports will be updated to include the new data element in addition to one new report being developed.

Presentation:

Stephanie Sharp presented the proposal which includes:

1. Add a new optional data element, SAFE-SUPPORTIVE-SCHOOL-PROGRAM-TEAM-REVIEW (E17XX), to the StudentDisciplineIncidentAssociationExtension complex type reported in the PEIMS Summer submission.
2. Update existing TSDS reports and develop one new report to reflect the changes in this proposal:
 - a. PDM3-132-001
 - b. PDM3-132-002
 - c. PDM3-132-004
 - d. PDM3-132-NNN

ITF Discussion:

Stephanie Sharp introduced Hank Weikert from the Safe and Supportive School Division. Traci Pesina asked if the new data element, SAFE-SUPPORTIVE-SCHOOL-PROGRAM-TEAM-

REVIEW (E17XX), must be reported for each disciplinary incident or only if the team meets for a disciplinary incident. Stephanie informed the committee that the threat assessment process is not changing. The new data element is optional but must be reported for any discipline incident when the Safe and Supportive School Program (SSSP) conducted a threat assessment.

Kim Lyons asked if the SSSP team already exists and if there was a list of the types of discipline incidents that would require the team to review. Hank responded that the Safe and Supportive School Program teams are already established on campuses. The team must meet and conduct a threat assessment when a threat occurs. The data element would be reported if the threat assessment meeting results in a change in school placement, such as JJAEP or DAEP. Hank clarified the SSSP team does not meet to discuss every disciplinary incident, only if a threat is reported.

Traci asked if the SSSP teams know about the change to the data reporting and, if not, how the change will be shared with LEAs. Hank replied that the department sent [To The Administrator](#) letter (TAA) on September 17, 2020, about the data requirement and SSSP. Hank added that a TAA would be sent with the new PEIMS reporting requirements after the proposal is approved.

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

ITF Action:

Roshunda Roberts-Jackson made a motion to approve the proposal.

Georgia Kalligeris seconded the motion.

Vote: Passed.

PCPEI Discussion:

Jackie Janacek asked if the new data element, SAFE-SUPPORTIVE-SCHOOL-PROGRAM-TEAM-REVIEW (E17XX), would be for every incident where a change in instruction occurs. Andrew Kim asked if the threat included a threat to school safety. Jamie Muffoletto stated that the Safe and Supportive Schools Program teams currently meet to discuss student incidents that may be a threat to school safety. Jamie added if the incident results in an ISS, OSS, DAEP, or JJAEP, the LEA will report the incident to TEA with the new data element. Jackie asked if LEAs are already doing this process and that the only change is the LEA will now report the data in PEIMS. Jamie confirmed that the LEAs are already reporting this data through an external survey.

Andrew stated concern for LEAs that report a high number of incidents reviewed could trigger LEAs being labeled as persistently dangerous. Andrew asked if this would be in the Texas Academic Performance Reports (TAPR). Terri Hanson stated there is no indication this data would be in TAPR. The TEA SSSP division will be asked to provide more information about how the data will be used. Andrew requested an email update.

PCPEI Chair, Andrew Kim, called for additional questions or comments. Hearing none, he requested a motion.

PCPEI Action:

Damon Jackson made a motion to approve the proposal.
Eric Combs seconded the motion.

Vote: Passed.

3. PK Programs Funding Clarifications Discussion Item

On July 16, 2019, ITF approved a proposal to implement aspects of House Bill 3 (HB3) from the 2019 legislative session related to eligibility for funding for prekindergarten programs. In particular, HB3 Section 2.019 amended the Texas Education Code Section 29.153 to require Local Education Agencies (LEAs) to operate a full-day prekindergarten program for children at least four years of age.

Although LEAs are required to offer a full-day program to four-year-old students, funding is provided for a half-day only.

At that time, the Texas Education Agency (TEA) updated guidance and data validation rules related to the reporting of funding and funding sources in the Texas Education Data Standards (TEDS).

Since then, it has been brought to our attention that the guidance and data validation rules need an additional distinction between funding sources for three-year-old and four-year-old students.

One of the following PRIMARY-PK-FUNDING-SOURCEs (E1079) or SECONDARY-PK-FUNDING-SOURCEs (E1080) is allowed be reported for four-year-old students who are eligible for half-day attendance (ADA-ELIGIBILITY-CODE 2 or 6) who participate in the prekindergarten program that provides instruction at least four hours each day:

- Local district share funding (2)
- Federal funding (4), or
- Early Education Allotment (5)

In addition to the funding sources above, an LEA can also report three-year-old students with a Funding Source of “Tuition fees” (1).

Presentation:

Jeanine Helms presented the proposal which includes:

- 1. Update reporting guidance provided in TEDS regarding PK Funding Sources.**
- 2. Update data validation rules to clarify PK Funding Sources validation.**

ITF Discussion:

ITF Chair, Joel Garcia called for questions or comments and heard none. As this was a discussion item, a vote was not required.

PCPEI Discussion:

Andrew Kim commented he favored the discussion that distinguished three- and four-year-old students leading to hopefully additional funding for full-time four-year-old prekindergarten programs.

PCPEI Chair, Andrew Kim called for additional questions or comments and heard none. As this was a discussion item, a vote was not required.

4. Monthly Minutes Guidance Updates Discussion Item

In the 2009-2010 school year, local education agencies (LEAs) began reporting MONTHLY-MINUTES (E1057) for some employed staff. LEAs report this data element in the StaffResponsibilitiesExtension complex type during the PEIMS Fall submission. Recently, the Texas Education Agency (TEA) has received an increase in questions from both vendors and Education Service Centers (ESCs) about the guidance provided in the Texas Education Data Standards.

TEA is proposing updates to the data element MONTHLY-MINUTES (E1057) definition. In addition to the definition update, TEA will also update the general reporting requirements and the data element reporting requirements. There are no rules or report impacts as a result of this change.

Presentation:

Stephanie Sharp presented the proposal which includes:

- 1. Update the Data Element Definition, the General Reporting Requirements and the Data Element Reporting Requirements for MONTHLY-MINUTES (E1057)

ITF Discussion:

Traci Pesina commented she appreciated the updates to the guidance. ITF Chair, Joel Garcia called for questions or comments and heard none. As this was a discussion item, a vote was not required.

PCPEI Discussion:

PCPEI Chair, Andrew Kim, called for questions or comments and heard none. As this was a discussion item, a vote was not required.

Other Business Discussion Item

Changes to EMERGENT-BILINGUAL-TYPE (DC079) Code Table

Background:

SB 2066 passed in the 87th legislative session amends Texas Education Code (TEC) §29.060(a) and (d) and §29.066(a) and (b), to replace the term “limited English proficient (LEP)” with “emergent bilingual (EB).”

Details:

During the ITF meeting on August 3, 2021, the committee approved the modification of the code table EMERGENT-BILINGUAL-TYPE (DC079). Upon further review, the English Learner Support Division determined that codes “03” Emergent Bilingual Monitored 1 and “04” Emergent Bilingual Monitored 2 are incorrect.

Action:

The Texas Education Agency will update codes “03” to Monitored 1 and “04” to Monitored 2 for the 2022-2023 school year.

ITF Discussion:

ITF Chair, Joel Garcia called for questions or comments and heard none. As this was a discussion item, a vote was not required.

PCPEI Discussion:

PCPEI Chair, Andrew Kim, called for questions or comments and heard none. As this was a discussion item, a vote was not required.

Changes to FINANCIAL-AID-APPLICATION-CODE (C230) Code Table

Background:

House Bill 3 (HB3) passed during the 86th regular legislative session, added to the Texas Education Code (TEC §28.0256) the requirement that before graduating from high school, all students must complete and submit either a free application for federal student aid (FAFSA), a Texas application for state financial aid (TASFA) or opt-out of the requirement. Graduates beginning in 2021-2022 must fulfill this requirement, and a local education agency will report the data in the 2022-2023 PEIMS Fall submission.

Details:

During the ITF meeting on September 15, 2020, the committee approved the addition of the code table FINANCIAL-AID-APPLICATION-CODE to the Texas Education Data Standards (C230) (TEDS) and the Texas Records Exchange (TC46) (TREx). Upon further review, the Curriculum Standards and Student Support division determined that the code “02” translation needed further clarification.

Action:

The Texas Education Agency will update code “02” to “Exception submitted/Opt-Out” for the 2022-2023 school year.

ITF Discussion:

Traci Pesina asked if code “01” (Financial Application Form Completed) includes FAFSA and TASFA. Jamie confirmed that a student completing either FAFSA or TASFA would be reported with code “01”. Kim Lyons asked if students who are ineligible to complete the FAFSA and TASFA, would be reported with code “02” (Exception Submitted/Opt-Out). Jamie confirmed that these students would be reported using code “02”.

ITF Chair, Joel Garcia, called for additional questions or comments and heard none. As this was a discussion item, a vote was not required.

PCPEI Discussion:

PCPEI Chair, Andrew Kim, called for questions or comments and heard none. As this was a discussion item, a vote was not required.

Additional Days School Year (ADSY) Program Calendar Requirements Update

Background:

The proposal, Additional Days School Year (ADSY) Program Calendar Requirements, was approved during the December 7, 2021, ITF meeting. This proposal added the ADDITIONAL-DAYS-PROGRAM-INDICATOR-CODE (E1671) data element to the PEIMS Summer submission. Additionally, the SchoolExtension complex type was updated to include an example and additional guidance for ADSY programs.

Details:

The example provided in the proposal was for an ADSY program that is providing afterschool instruction on a different campus than the one in which the ADSY program is implemented. Upon further review, the Learning and Support Division determined that the ADSY program does not allow afterschool programs to provide additional days of instruction. Additionally, the example did not include which campus is required to report the ADSY program implementation indicator.

Action:

The Texas Education Agency will update the example provided in the guidance to not include an ADSY program provided afterschool, and to include which campus would be required to report the ADSY program implementation indicator.

ITF Discussion:

ITF Chair, Joel Garcia called for questions or comments and heard none. As this was a discussion item, a vote was not required.

PCPEI Discussion:

For the TSDS publication updated on March 1, 2022, Andrew Kim asked how information gets shared. Jamie Muffoletto stated that change information is provided through the TSDS change log, notification emails, Spring and Summer ESC/Vendor training, Field Coordination Newsletters, and regularly scheduled monthly webinars.

PCPEI Chair, Andrew Kim, called for additional questions or comments and heard none. As this was a discussion item, a vote was not required.

PEIMS Leaver Data Technical Resources

Background:

The Research and Analysis Division provided updates to the PEIMS Leaver Data – Leaver Reason Codes and Documentation Requirements and Documentation Requirements by Leaver Reason Code in the technical resources section of the Texas Education Data Standards (TEDS) for 2022-2023. The updates are designed to clarify documentation requirements and not impact the data collection process.

Details:

The two technical resources regarding Leaver Data will be merged into one section. The sections PEIMS Leaver Data - Leaver Reason Codes and Documentation Requirements and PEIMS Leaver Data - Documentation Requirements by LEAVER-REASON-CODE will be merged into one section: Documentation Requirements for the PEIMS Leaver Data.

Additional content changes include:

1. Additional detailed information addresses how districts should reference TSDS leaver reports in the PEIMS Fall submission to assist in determining whether students were officially identified as movers or leavers.
2. Added additional detailed information about acceptable written documentation to the first section of the appendix.
3. Updated description of Leaver Code 01.
4. Updated Leaver Code 24 Definition and Use section to include the new university name for The University of Texas Rio Grande Valley.
5. Updated Leaver Code 83 Definition and Use section to add TEC §38.001 reference and its correlation to a student's enrollment in a district.

ITF Discussion:

Kim Lyons asked if the parent's name is included in the email, does that constitute a signature. Linda Roska answered the information is included in the "Signatures on Documentation" section of the PEIMS Leaver Data Technical Resources. Linda went on to say that local policy will determine what type of signatures are accepted for email submissions.

Kim asked if code "20" (Student Withdrew from/left school because of a Medical Injury) can only be used when a student is assigned to a medical or residential treatment facility. Additionally, Kim asked what the definition of a medical facility is. Linda replied that the code was authorized under statute, and the statute does not specify what types of facilities are allowed under this code. Linda asked Kim to send specific examples for Linda to review.

ITF Chair, Joel Garcia, called for additional questions or comments and heard none. As this was a discussion item, a vote was not required.

PCPEI Discussion:

PCPEI Chair, Andrew Kim, called for questions or comments and heard none. As this was a discussion item, a vote was not required.

Other Business

Discussion Item

Information Task Force (ITF) Membership Change

Jamie Muffoletto introduced a membership change for the ITF committee and requested a vote from PCPEI members. Roshunda Roberts-Jackson from Houston ISD is stepping down as an ITF Committee Member and recommends Irma Hasnain from Houston ISD as her replacement.

PCPEI Discussion:

PCPEI Chair, Andrew Kim, called for questions or comments and having heard none requested a motion.

PCPEI Action:

Damon Jackson made a motion to approve the change.

Eric Combs seconded the motion.

Vote: Passed.

Open Forum:

Andrew Kim presented a suggestion for consideration by PCPEI committee members. Andrew would like to propose using a consent agenda for the approval of some proposals. Andrew believes using a consent agenda may help speed up the review and approval process. Damon Jackson concurred, thinking it would allow an opportunity to move quickly through some proposals and focus on the proposals that need additional discussion.

Leanne Simons responded that TEA would need to review the data governance charter to see if this would be allowed. Leanne added TEA is open to changing what processes TEA can change. Andrew appreciated Leanne looking into this and wanted to find a way to make the meetings more efficient. Leanne agreed and would determine a way to streamline the process if possible.

Andrew Kim stated the April 26, 2022, PCPEI meeting would be held via Zoom. Jamie confirmed the meeting would be held via Zoom.

Adjournment

PCPEI Chair, Andrew Kim, called for additional questions or comments. Hearing none, meeting was adjourned at 2:22 p.m.

No vote obtained to adjourn the meeting.