Texas Education Agency
Information Task Force (ITF)
October 18, 2022
Zoom
10:00 a.m. to 2:00 p.m.

Meeting Minutes

Call Meeting to Order   Joel Garcia, 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:
Joel Garcia, Catherine Bray, Dana Braun, Keitha Ivey, David McKamie, D'Lynne Johnson, David C. Taylor, John Newcom, Linda Roska, Irma Hasnain, David Marx, Georgia Kalligeris, Traci Pesina, Brittany Wright

ITF Alternate Members Present:
Christine Barnes, Debby Wilburn, Tamara Kavanagh, Nina Taylor, Shawna Ohnesorge, Elisa Sanchez, Kim Lyons

TEA Staff Present:
Terri Hanson (ITS), Leanne Simons (ITS), Scott Johnson (ITS), Jamie Muffoletto (ITS), Beth Polo (ITS), Jeanine Helms (ITS), Stephanie Sharp (ITS), Leticia Ollervidez (ITS), Connor Briggs (ITS), Ed Linden (ITS), Candice DeSantis (ITS), Kathy Adaky (ITS), Melissa Witcher (ITS), John Reese (ITS), Alison Wright (ITS), Donna Holmes (Monitoring, Review and Support Division), Zane Wubbena (Monitoring, Review and Support Division), Nez Paniagua (Federal Program Compliance Division), Idalia Ibanez (Federal Program Compliance Division), Brandi Carter (Early Childhood Education Division), Sylina Valdez (Early Childhood Education Division), Monica Martinez (Standards & Support Services Division)

Approve Meeting Minutes from October 04, 2022, ITF Meeting   Action Item
Joel Garcia called for a motion to approve the meeting minutes from the October 04, 2022, ITF meeting.

Traci Pesina made a motion to approve the minutes.
D'Lynne Johnson seconded the motion.
Vote: Passed.

<u>Old Business</u>

<u>1. SB1888 Texas First Early High School Completion Program   Action Item</u>
Background:
During the 87th legislative session, SB 1888 was passed, which amends TEC§ 28.0253. As a result, the Texas Education Agency (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 (one semester or more) 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 expected graduation date of 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 who meet the requirements for the Texas First Early High School Completion Program. 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.

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 (EXXX1) 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 (CXX1):
   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 Upgrade:
1. Add the new data element TexasFirstEarlyHSCompletionProgram (EXXX1) 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 (CXX1):
    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.

In the Texas Records Exchange Data Standards:
1. Add the new data element TEXAS-FIRST-EARLY-HS-GRADUATE (TEXX1) to the AAR-Transcript.

ITF Discussion:
ITF Chair, Joel Garcia called for questions or comments. Jamie introduced Monica Martinez from the Standards and Support Services Division. Monica informed the ITF committee that TEA would send a To The Administrator Addressed (TAA) this week. Monica added that the TAA would include a link to the webpage with additional information on the Texas First Early High School Completion Program.

Traci Pesina asked what type of training TEA plans to provide and whether that will include groups other than PEIMS coordinators. Monica replied that TEA is working with the THECB to provide high school counselors guidance and training to report this data. Traci further asked if the link on the TAA would provide information about upcoming training. Monica informed the committee that the link would provide additional information but does not have the training information yet. TEA will provide an update regarding training when the information is available.

Kim Lyons asked what qualifies a student to graduate early under this program. Monica replied that the information provided in the TAA would outline the requirements a student must satisfy to be eligible for the Texas First Early High School Completion Program. Monica further added that a student would need to be aware of the program in ninth grade to begin completing the course requirements for early graduation.

Georgia Kalligeris asked if the LEA would only report this data element if the student officially enrolled in college. Catherine Bray questioned how the LEA would know that a student had enrolled in a college. Monica stated that no requirements in the statute indicate that college enrollment verification needs to be reported to TEA. The LEA only needs to report the students who graduated early under this program and do not need to know if the student actually enrolled in college. Leanne

Simons added that TEA would provide the THECB with a report of students who have graduated with the TEXAS-FIRST-EARLY-HS-COMPLETION-PROGRAM indicator, and THECB would use that to validate against students enrolled in college and will report the list of students back to TEA.

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

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

2. Early Childhood Data System (ECDS) Kindergarten Submission Due Date Discussion Item

Leanne Simons informed the ITF committee that based on the concerns brought up in the last ITF meeting, Information Technology Services Division (ITS) met with the Early Childhood Education Division and are working on options for the Early Childhood Education Division to obtain access to the assessment data earlier in the process. Leanne added that the ECDS Kindergarten Submission due date would remain the same, and the proposal would be removed by TEA from ITF consideration.

New Business

1. State Performance Plan Indicator 7 (SPPI-7)   Action Item
Background:
Each state is required to develop a six-year performance plan that evaluates the state's efforts to implement the requirements and purposes of the Individuals with Disabilities Education Act of 2004 (IDEA 2004), Section 616(b). The State Performance Plan (SPP) illustrates how the state will continuously improve upon this implementation and includes updates through the Annual Performance Report (APR) submitted annually each February.

In alignment with IDEA, the US Department of Education Office of Special Education Programs (ED/OSEP) identifies five monitoring priorities within the SPP and 17 indicators within five monitoring priorities.

- Monitoring Priority: Free Appropriate Public Education in the Least Restrictive Environment
    - Graduation (Indicator 1)
    - Dropout (Indicator 2)
    - Participation and Performance on Statewide Assessment (Indicator 3A-D)
    - Suspension/Expulsion (Indicator 4A-B)
    - Educational Environments, School Age (Indicator 5A-C)
    - Preschool Environments, (Indicator 6A-C)
    - Preschool Outcomes (Indicator 7A-C)
    - Parent Involvement (Indicator 8)
- Monitoring Priority: Disproportionate Representation

- - o Disproportionate Representation in the special education program (Indicator 9)
    - o Disproportionate Representation in by specific disability categories (Indicator 10)
  - Monitoring Priority: Effective General Supervision Part B/Child Find
    - o Child Find (Indicator 11)*
  - Monitoring Priority: Effective General Supervision Part B/Effective Transition
    - o Early Childhood Transition (Indicator 12)*
    - o Secondary Transition (Indicator 13)
    - o Post-School Outcomes (Indicator 14A-C)*
  - Monitoring Priority: Effective General Supervision Part B/General Supervision
    - o Resolution Sessions (Indicator 15)
    - o Mediation (Indicator 16)
    - o State Systemic Improvement Plan (SSIP) (Indicator 17)

***Note**: Post-School Outcomes (Indicator 14A-C) are currently collected in the Texas Student Data System (TSDS) SPPI-14 Core Collection. In addition, Child Find (Indicator 11) and Early Childhood Transition (Indicator 12) are currently collected in the TSDS Child Find Collection.

This ITF proposal is to add the State Performance Plan Indicator 7 (SPPI-7) Collection to the TSDS Core Collection. SPPI-7 measures the demonstrated improvement for preschool children aged three through five with Individualized Education Programs (IEPs) in the following areas:
1. Positive social-emotional skills (including social relationships).
2. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
3. Use of appropriate behaviors to meet their needs.

Local education agencies (LEAs) utilize the Childhood Outcomes Summary (COS) Process to document children's progress in each of the three outcomes. LEAs report these outcomes using a specific rating category on a seven-point scale at entry and exit of a 3-, 4-, or 5-year-old child in the early childhood special education (ECSE) program. Currently, LEAs submit the data through the SPPI-7 online application via the Texas Education Agency Login (TEAL).

Overview:
The Texas Education Agency (TEA) is proposing to add a new core collection, SPPI-7 (Preschool Outcomes), to the Texas Student Data System (TSDS) Core application beginning with the 2023-2024 school year. By creating a new core collection, TEA can streamline the data collection process and align with the agency's goal for state reporting under one platform.

Presentation:
Leticia Ollervidez presented the proposal, which includes:
In the Texas Education Data Standards for XML:
1. Add existing LocalEducationAgencyExtension complex type as "Mandatory" for the SPPI-7 Collection.
2. Add existing SchoolExtension complex type as "Mandatory" for the SPPI-7 Collection.
3. Add existing Program complex type as "Mandatory" for the SPPI-7 Collection.
4. Add existing StudentSchoolAssociationExtension complex type as "Mandatory" for the SPPI-7 Collection.

5. Add existing StudentExtension complex type as "Mandatory" for the SPPI-7 Collection.
6. Add existing StudentProgramAssociation complex type as "Mandatory" for the SPPI-7 Collection.
7. Add existing StudentSpecialEdProgramAssociationExtension complex type with one new sub-complex type, TX-StudentEarlyChildhoodOutcomesExtension, and the following new data elements to be "Mandatory" for the SPPI-7 Collection:
   a. ECSE-SERVICE-START-DATE (EXXX1)
   b. ECSE-SERVICE-ENTRY-REASON (EXXX2)
   c. ECSE-ENTRY-SOCIAL-EMOTIONAL-SKILLS-RATING (EXXX3)
   d. ECSE-ENTRY-KNOWLEDGE-SKILLS-RATING (EXXX4)
   e. ECSE-ENTRY-APPROPRIATE-FUNCTIONING-SKILLS-RATING (EXXX5)
   f. ECSE-SERVICE-EXIT-DATE (EXXX6)
   g. ECSE-SERVICE-EXIT-REASON (EXXX7)
   h. ECSE-EXIT-SOCIAL-EMOTIONAL-SKILLS-RATING (EXXX8)
   i. ECSE-EXIT-SOCIAL-EMOTIONAL-NEW-SKILLS (EXXX9)
   j. ECSE-EXIT-KNOWLEDGE-SKILLS-RATING (EXX10)
   k. ECSE-EXIT-KNOWLEDGE-NEW-SKILLS (EXX11)
   l. ECSE-EXIT-APPROPRIATE-FUNCTIONING-SKILLS-RATING (EXX12)
   m. ECSE-EXIT-APPROPRIATE-FUNCTIONING-NEW-SKILLS (EXX13)
8. Add a new code table ECSE-SERVICE-ENTRY-REASON (CXX1)
   - 01 – New student
   - 02 – Transfer student from another Local Education Agency (LEA)
9. Add a new code table ECSE-SERVICE-EXIT-REASON (CXX2)
   - 01 – Child Aged Out
   - 02 – Dismissed by Admission Review and Dismissal (ARD) Committee
   - 03 – Left early childhood special education (ECSE) Program Prior to Six Months
   - 04 – Moved from the Local Education Agency (LEA) before meeting Exit criteria
   - 05 – Left for another Reason (i.e., death)
10. Add new code table ECSE-ENTRY-EXIT-CHILD-OUTCOMES (CXX3)
    - 01 – Not Yet
    - 02 – Not Yet/Emerging
    - 03 – Emerging
    - 04 – Emerging/Somewhat
    - 05 – Somewhat
    - 06 – Somewhat/Completely
    - 07 – Completely
11. Add TSDS reports to reflect the changes in this proposal.
12. Add associated data validation rules to reflect the changes in this proposal.

In the Texas Education Data Standards Upgrade:
1. Add existing LocalEducationAgency entity as "Mandatory" for the SPPI-7 Collection.
2. Add existing School entity as "Mandatory" for the SPPI-7 Collection.
3. Add existing Program entity as "Mandatory" for the SPPI-7 Collection.
4. Add existing StudentSchoolAssociation entity as "Mandatory" for the SPPI-7 Collection.
5. Add existing Student entity as "Mandatory" for the SPPI-7 Collection.

6. Add existing StudentEducationOrganizationAssociation entity as "Mandatory" for the SPPI-7 Collection.
7. Add new StudentEarlyChildhoodOutcomes common type with the following new data elements in the StudentSpecialEducationProgramAssociation entity to be reported as "Mandatory" for the SPPI-7 Collection:
    a. ECSEServiceStartDate (EXXX1)
    b. ECSEServiceEntryReason (EXXX2)
    c. ECSEEntrySocialEmotionalSkillsRating (EXXX3)
    d. ECSEEntryKnowledgeSkillsRating (EXXX4)
    e. ECSEEntryAppropriateFunctioningSkillsRating (EXXX5)
    f. ECSEServiceExitDate (EXXX6)
    g. ECSEServiceExitReason (EXXX7)
    h. ECSEExitSocialEmotionalSkillsRating (EXXX8)
    i. ECSEExitSocialEmotionalNewSkills (EXXX9)
    j. ECSEExitKnowledgeSkillsRating (EXX10)
    k. ECSEExitKnowledgeNewSkills (EXX11)
    l. ECSEExitAppropriateFunctioningSkillsRating (EXX12)
    m. ECSEExitAppropriateFunctioningNewSkills (EXX13)
8. Add a new descriptor table ECSEServiceEntryReason (CXX1):
    a. 01
        i. Short Description – New Student
        ii. Long Description – New Student
    b. 02
        i. Short Description - Transfer student from another LEA
        ii. Long Description - Transfer student from another Local Education Agency (LEA)
9. Add a new descriptor table ECSEServiceExitReason (CXX2)
    a. 01
        i. Short Description – Child Aged Out
        ii. Long Description – Child Aged Out
    b. 02
        i. Short Description – Dismissed by ARD Committee
        ii. Long Description – Dismissed by Admission Review and Dismissal (ARD) Committee
    c. 03
        i. Short Description – Left ECSE Program Prior to Six Months
        ii. Long Description – Left early childhood special education (ECSE) Program Prior to Six Months
    c. 04
        i. Short Description - Moved from the LEA before meeting Exit criteria
        ii. Long Description - Moved from the Local Education Agency (LEA) before meeting Exit criteria
    e. 05
        i. Short Description - Left for another Reason (i.e., death)

    ii. Long Description - Left for another Reason (i.e., death)
  10. Add a new descriptor table ECSEEntryExitChildOutcomes (CXX3)
    a. 01
      i. Short Description – Not Yet
      ii. Long Description – Not Yet
    b. 02
      i. Short Description – Not Yet/Emerging
      ii. Long Description – Not Yet/Emerging
    c. 03
      i. Short Description - Emerging
      ii. Long Description - Emerging
    d. 04
      i. Short Description - Emerging/Somewhat
      ii. Long Description - Emerging/Somewhat
    e. 05
      i. Short Description - Somewhat
      ii. Long Description - Somewhat
    f. 06
      i. Short Description - Somewhat/Completely
      ii. Long Description – Somewhat/Completely
    g. 07
      i. Short Description – Completely
      ii. Long Description - Completely

ITF Discussion:

ITF Chair, Joel Garcia called for questions or comments. Leticia introduced Zane Wubbena and Donna Holmes from the Monitoring, Review and Support Division. Kim Lyons voiced concerns about adding another Special Education-type collection in the Texas Student Data System (TSDS). Kim added that the program area would need to communicate more about these changes with the LEA program area. Kim further added that the PEIMS coordinators are typically tasked with completing each new collection when it should be the Special Education departments. Kim suggested that LEAs need an additional PEIMS specialist to handle the special education collections. Traci Pesina agreed and stated that keeping track of all the current TSDS collections has been difficult.

Traci asked why the reporting period for the SPPI-7 Collection runs through June 30th when most LEA calendars end before June 30th. Zane stated that the timeframe provided is standard for the State Performance Plan (SPP) Collections.

Traci asked how TSDS would handle multiple collections being due on the same day and other collections being due around the same time. Terri Hanson responded that TEA has worked to ensure on enhancing performance of the TSDS promotions and validations. TEA understands the ITF committee member's concerns regarding performance with loading data to the Operational Data Store (ODS), however, the SPPI-7 Collection would not contain a large number of records. Terri clarified that during the summer, TSDS prioritizes the PEIMS Summer Submission files to be

processed ahead of any other collections. In addition, the ODS upgrade will eliminate the need for the LEA to load the data manually and in bulk.

Irma Hasnain agreed with Kim and Traci and added concerns about the delete utility impacting other collections. Terri expressed her understanding and noted the upgrade would eliminate the need for a delete utility.

Catherine Bray agreed with previous statements about the impact on LEAs by moving this data collection to TSDS. Catherine asked if the LEA would continue to report the data as they currently do when the collection is moved to TSDS. Zane replied that for the SPPI-7 Collection, every eligible student is reported, which would continue when the collection is moved to TSDS.

David McKamie asked if there are any new reporting requirements for the SPPI-7 Collection. Zane responded that the data reporting requirements would not be changed when TEA moved the data collection into TSDS.

Traci asked what training will be available for LEA program staff when the collection moves to TSDS. Traci stated that there does not seem to be training relating how the program area currently enters the data to how the program area would report the data in TSDS. Zane replied that the training would be similar to what already exists for entering the data. In addition, Zane would work with the TSDS subject matter experts and the TEA training team to provide additional SPPI-7 Collection guidance for LEAs. Donna added that the proposed data elements collected in TSDS mirror what is currently reported.

Keitha Ivey reiterated the heavy load on PEIMS coordinators, especially given the timelines and the amount of data that LEAs would report. Keitha asked to confirm that the special education program area would know the terms listed in the ECSE-ENTRY-EXIT-CHILD-OUTCOMES code table, such as "somewhat" and "somewhat/completely." Zane confirmed that the ECSE-ENTRY-EXIT-CHILD-OUTCOMES codes are from a table provided by the Office of Special Education Programs (OSEP), and the LEAs currently use a similar table.

Keitha asked if this collection would have any non-enrolled students reported similar to Child Find. Zane confirmed that the SPPI-7 Collection would not require non-enrolled students to be reported by an LEA. Next, Keitha asked if this collection would require a clarification period. Zane confirmed that this collection does not have a clarification period. Last, Keitha suggested that the PEIMS coordinators be invited to the training provided to the special education program area so the PEIMS coordinators can understand the data collection.

Kim Lyons suggested providing training videos like the ones provided for HB3. Terri thanked the ITF Committee for their comments and suggestions. Terri added that she would be sure the TSDS training team works with Zane and Donna to provide collaborative training.

Catherine asked if an exit record is required yearly for each student or only when the student turns five or leaves the LEA. Zane stated that assuming the student remained in the same LEA, the LEA

would only ever report one entry and one exit record. Zane further added that if a student transfers, an exit record would be required from the old LEA and a new entry record from the new LEA.

David McKamie added that the special education program area should be reporting the SPPI-7 Collection. David further added that the special education program area could collaborate with the PEIMS coordinators to complete the submission if assistance is needed.

ITF Chair, Joel Garcia asked if this change is required now or if there is any negative impact to continuing to report the SPPI-7 data through the SPP 7 Early Childhood Outcomes application, or if the change can wait until after the TSDS Upgrade project is completed. Terri stated that from a TEA perspective, it is unwise to upgrade the system and add two new data collections simultaneously. Zane added that nothing would prevent the collection from continuing to be collected through the Early Childhood Outcomes application rather than moving it into TSDS.

ITF Chair, Joel Garcia suggested passing the proposal with implementation during the 2025-2026 school year. Joel also suggested a new role be created in TSDS for the special education program area that would allow differentiation between the users for the PEIMS collections and the new special education-type collections. Leanne stated it is up to the ITF committee to approve the proposal with the intention of not implementing until the 2025-2026 school year. Leanne added that TEA would still bring the proposal back to the committee if it is approved today for 25-26. .

ITF Chair, Joel Garcia called for additional questions or comments. Hearing none, he requested a motion to approve the move of the SPPI-7 Collection to TSDS beginning in the 2025-2026 school year, with potential changes. Hearing no motion, the proposal was tabled.

ITF Action:
Vote: Tabled.

2. State Performance Plan Indicator 13 (SPPI-13)   Action Item
Background:
Each state is required to develop a six-year performance plan that evaluates the state's efforts to implement the requirements and purposes of the Individuals with Disabilities Education Act of 2004 (IDEA 2004), Section 616(b). The State Performance Plan (SPP) illustrates how the state will continuously improve upon this implementation and includes updates through the Annual Performance Report (APR) submitted annually each February.

In alignment with IDEA, the US Department of Education Office of Special Education Programs (ED/OSEP) identifies five monitoring priorities within the SPP, and 17 indicators associated with these monitoring priorities.

- Monitoring Priority: Free Appropriate Public Education in the Least Restrictive Environment
  - Graduation (Indicator 1)
  - Dropout (Indicator 2)

- o   Participation and Performance on Statewide Assessment (Indicator 3A-C)
- o   Suspension/Expulsion (Indicator 4A-C)
- o   Educational Environment, Ages 6-21 (Indicator 5A-C)
- o   Educational Environment, Ages 3-5 (Indicator 6A-B)
- o   Early Childhood Outcomes (Indicator 7A-C)
- o   Parent Participation (Indicator 8)
- •   Monitoring Priority: Disproportionality
  - o   Disproportionality in the special education program (Indicator 9)
  - o   Disproportionality by specific disability (Indicator 10)
- •   Monitoring Priority: Effective General Supervision Part B/Child Find
  - o   Child Find (Indicator 11)*
- •   Monitoring Priority: Effective General Supervision Part B/Effective Transition
  - o   Early Childhood Transition (Indicator 12)*
  - o   Secondary Transition (Indicator 13)
  - o   Post-School Outcomes (Indicator 14A-C)*
- •   Monitoring Priority: Effective General Supervision Part B/General Supervision
  - o   Resolution Sessions (Indicator 15)
  - o   Mediation (Indicator 16)
  - o   State Systemic Improvement Plan (SSIP) (Indicator 17)

*Note: Post-School Outcomes (Indicator 14A-C) are currently collected in the Texas Student Data System (TSDS) SPPI-14 Core Collection. In addition, Child Find (Indicator 11) and Early Childhood Transition (Indicator 12) are currently collected in the TSDS Child Find Core Collection.

This ITF proposal is to add the State Performance Plan Indicator 13 (SPPI-13) Collection to TSDS. SPPI-13 measures the percent of youth with individualized education programs (IEPs) aged 16 and above with an IEP that includes:
- •   Appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment;
- •   Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and
- •   Annual IEP goals related to the student's transition service's needs.

Additionally, there also must be documented evidence that the student was invited to the admission, review, and dismissal (ARD) committee meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services was invited to the ARD meeting with the prior consent of the parent or student who has reached the age of majority.

Currently, Local Education Agencies (LEAs) report data using a sampling of students for the SPPI-13 Collection. SPPI-13 data is collected through the State Performance Plan (SPP) application accessed through the Texas Education Agency Login (TEAL). In addition, LEAs with less than 100% compliance will have the ability to make corrections to data in what is known as the post-clarification period, two weeks after the Collection due date.

Overview:

The Texas Education Agency (TEA) is proposing to add a new core collection, SPPI-13 (Secondary Transition), to the TSDS Core application beginning in the 2023-2024 school year. LEAs currently collect a sampling of students with an IEP review date within the annual data collection period who are at least 16 years of age up to age 21. With the move to TSDS, LEAs will continue only to report data using the sampling of students. By creating a new core collection, TEA can streamline the data collection process and align with the agency's goal for state reporting through one platform.

Some SPPI indicators have a two-week review process called the clarification period. After the close of the SPPI-13 Collection, LEAs identified by TEA are allowed to participate in correcting potential non-compliance findings. The Monitoring, Review and Support Division will review submitted data and contact LEAs to provide an opportunity to participate in the clarification process.

ITF Discussion:
Leanne Simons asked the program area to confirm whether TEA could postpone moving the SPPI-13 Collection to TSDS until the 2025-2026 school year or if the ITF Committee would need to vote on the proposal provided. Zane confirmed that moving the SPPI-13 Collection to TSDS could also wait until the 2025-2026 school year. Leanne asked the committee if they wanted the proposal presented today or tabled.

ITF Chair, Joel Garcia asked if the committee disagreed with tabling the proposal. No members voiced any disagreements.

ITF Action:
Vote: Tabled.

Other Business   Discussion Item

Follow-up from the ITF meeting on October 4, 2022:

Special Education Language Acquisition (SELA) Assessment/Tool Updates Follow-up
During the October 04, 2022, ITF meeting, Traci Pesina asked whether there was any communication sent or planned to be sent regarding the updated list of assessments.

Stephanie Sharp informed the ITF committee that a TAA was sent on July 9, 2020, outlining the SELA data collection requirements. This TAA provided a link to the list of assessments used and the program area updates the webpage with the annual approved list of assessments. Stephanie will provide the TAA to the committee.

MIGRANT-INDICATOR-CODE Definition and Code Table Updates Follow-up
During the October 04, 2022, ITF meeting, David McKamie asked whether this change would increase or decrease how many migrant students are identified.

Stephanie introduced Nez Paniagua and Idalia Ibanez from the Migrant Education Division. Nez informed the committee that the number of migratory children identified would not change by

changing the terminology from migrant to migratory. Idalia added that there might be a slight increase, but there is a national decline in the number of migratory children.

ITF Committee Reminder
Leanne Simons stated that TEA received numerous calls and emails regarding the ECDS Kindergarten Submission due date change proposal from the last meeting. Leanne reminded the ITF committee that the members could discuss the proposals from the meetings with individuals outside the committee. However, Leanne asked when discussing the proposals that have not passed with other people to communicate that TEA is working through questions and concerns brought forth by the committee and the decision was not final.

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

David McKamie made a motion to adjourn.
Irma Hasnain seconded the motion.
Vote: Passed.

The meeting was adjourned at 11:39 a.m.