Texas Education Agency
Policy Committee on Public Education Information (PCPEI)
October 25, 2022
Zoom
10 a.m. to 2 p.m.
Meeting Minutes

Call the Meeting to Order   Dr. Danny Lovett
Danny Lovett called the PCPEI meeting to order at 10:00 a.m.

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

PCPEI Members Present:
Danny Lovett, Joy Baskin, Patti Blue, Eric Combs, Susana Garza, Jackie Janacek, Judd Marshall, Velma Soliz-Garcia, Lynn Torres, Roshunda Roberts-Jackson, John McCullough, Randal (Randy) Shaffer, Kellie Spencer, Kimberly Cantu

PCPEI Alternate Members Present:
Jennifer Carver, Joe Medley, Karmen Ybanez, Damon Jackson, Casey Neal, Evelyn Jenkins, Dawn Cummings (for Morris Lyon), Gwen Hill, Mary Morgan, Nicole (Nikki) White, Marcos Zorola, Kelley Foley, Melissa Urenda, Tonya Booth, Sheryl Moulden, Horacio Hernandez (for Jeanine Meza-Chavez)

TEA Staff Present:
Terri Hanson (ITS), Leanne Simons (ITS), Scott Johnson (ITS), Jamie Muffoletto (ITS), Beth Polo (ITS), Rhonda Williams (ITS), Alison Wright (ITS), Jeanine Helms (ITS), Stephanie Sharp (ITS), Leticia Ollervidez (ITS), Connor Briggs (ITS), Kathy Adaky (ITS), Ed Linden (ITS), John Reese (ITS), Shabana Momin (ITS-Training)

Approve Meeting Minutes from May 12, 2022, PCPEI Meeting   Action Item
Danny Lovett called for a motion to approve the meeting minutes from the May 12, 2022, PCPEI meeting.

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

PCPEI Information Overview

Terri Hanson thanked the new members for agreeing to be part of the policy committee. Terri announced that Andrew Kim had left his district and would no longer be serving as the PCPEI Chair. Terri thanked Danny Lovett for agreeing to chair this PCPEI meeting. Terri added that TEA will name a permanent PCPEI Chair by the meeting on February 1, 2023.

Terri presented information about the policy committee's expectations, responsibilities, roles, and meeting schedule. Additionally, Terri presented the Information Task Force (ITF) member names. Finally, Terri discussed the Texas Education Data Standards (TEDS) publication dates and information about the proposals the committee would review.

Jamie Muffoletto presented the ITF report to PCPEI since David McKamie was unable to attend.

ITF Meeting: October 4, 2022

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

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

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

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

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

Texas Education Data Standards 3.x Changes:

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

Presentation:

Stephanie Sharp presented the proposal, which includes:

In the Texas Education Data Standards for XML:

1. Delete the code table TOOL-ASSESSMENT-CODE (DC162).

2. Add a new code table, TOOL-OR-ASSESSMENT-USED (DCXX1):

      a. 00 – Not Assessed

      b. OW – OWLS II (Diagnostic)

      c. CA – CASLLS (Proficiency)

      d. CM – Communication Matrix (Proficiency)

      e. AS – ASLA (Diagnostic)

      f. VC – VCSL (Proficiency)

3. Revise the following TSDS reports to reflect the changes in this proposal:

      a. SEL0-100-001, TSDS Special Education Language Acquisition Roster

      b. SEL0-100-003, TSDS Language Acquisition Assessment Summary By Age

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

1. Revise the ToolOrAssessmentUsed (C320) descriptor table:

      a. Remove descriptors 01 through 03

      b. Add descriptors OW, CA, CM, AS, and VC

            i. OW – OWLS II (Diagnostic) – Oral and Written Language Scales (OWLS), Second Edition (Proficiency)

            ii. CA – CASLLS (Proficiency) – Cottage Acquisition Scales for Listening, Language and Speech (CASLLS) (Proficiency)

            iii. CM – Communication Matrix (Proficiency) – Communication Matrix (Proficiency)

            iv. AS – ASLA (Diagnostic) – American Sign Language Assessment (Diagnostic)

            v. VC – VCSL (Proficiency) – Visual Communication and Sign Language (Proficiency)

ITF Discussion:

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

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

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

ITF Action:

Traci Pesina made a motion to approve the proposal.

Irma Hasnain seconded the motion.

Vote: Passed.
PCPEI Discussion:
Danny Lovett called for questions or comments. Roshunda Roberts-Jackson asked what the impact would be if an LEA used an assessment not listed in the new TOOL-OR-ASSESSMENT-USED (DCXX1) table. Velma Soliz-Garcia asked whether TEA tracks the types of assessments used by LEAs and if that information is available. Jamie Muffoletto replied that TEA would send these questions to the program area and provide the committee with the information.

Karmen Ybanez asked where the assessment codes are documented. Jamie replied that the existing table, TOOL-ASSESSMENT-CODE (DC162), lists the current assessments and is published in the Texas Education Data Standards (TEDS). Jamie added the new code table will be published for the 2023-2024 school year in the TEDS Preliminary standards on December 1, 2022.

Danny asked if the committee's questions needed a response before voting on the proposal. Leanne Simons stated that if the committee voted to postpone the approval of the proposal, TEA would provide the answers to the committee and request a vote by email.

Danny called for additional questions or comments. Hearing none, he requested a motion to approve the proposal as presented.

PCPEI Action:
Eric Combs made a motion to approve the proposal.
Velma Soliz-Garcia seconded the motion.
Vote: Passed.

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

Currently, the assessment window for LEAs to administer the beginning of year (BOY) assessment reported in the ECDS-KG submission is the first 60 days of school. The current ECDS-KG submission due date is the fourth Thursday in January. However, the results are not available to the ECDS program area until the second Thursday in February, resulting in a delay in the program area providing services to LEAs. Moving the ECDS-KG submission's due date would allow the program area to receive the submission data earlier, thereby allowing the program area to provide support and resources to the LEAs to improve student outcomes and guide instruction.

Overview:

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

Presentation:
Leticia Ollervidez presented the proposal, which includes:

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

Current:

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

Proposed:

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

*An exception is being made for November 2023 due to the Thanksgiving holiday. Going forward, the regular cycle for ECDS Kindergarten data available to customers will be 2 Weeks After the Second Thursday in November.
Note: The dates for "ECDS Kindergarten ready for users to promote data" and "…data is available to customers" were updated to align with the timeline change.

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

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

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

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

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

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

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

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

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

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

Traci asked if there has been consideration given for separate deadlines for the ECDS collection, one for the assessment data to be loaded by the vendor and one for the LEAs to complete the ECDS submission. Tori replied that the deadline for the vendors is not the actual issue. Vendors cannot provide TEA with assessment data if the LEA has not assessed their students. Traci added that if LEAs knew there was a deadline to upload assessments, that would push the LEAs to complete the assessments. Tori agreed in theory and mentioned that the first 60-day assessment window is a suggestion, not a mandated one.

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

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

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

ITF Action:
Vote: Tabled.

PCPEI Discussion:
Jamie covered the original proposal reviewed in the October 4th ITF meeting. She then provided the updates from the October 18th ITF meeting indicating that the proposal had been withdrawn (see October 18th discussion below).

Danny Lovett called for questions or comments and heard none. As this item was tabled by the ITF committee at the October 4, 2022, ITF meeting and withdrawn during the October 18th ITF meeting, a vote from the policy committee was not required.

3. MIGRANT-INDICATOR-CODE Definition and Code Table Updates   Discussion Item

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

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

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

Texas Education Data Standards 3.x Changes:
TEA proposes to update the StudentCharacteristic descriptor of "Migrant" (03) to "Migratory" (03) and the associated definition from "migrant" to "migratory". Additionally, TEA proposes to update the short and long description from "Migrant" to "Migratory" in the PopulationServed descriptor table.

Presentation:

Stephanie Sharp presented the proposal, which includes:

In the Texas Education Data Standards for XML:

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

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

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

ITF Discussion:

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

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

PCPEI Discussion:

Danny Lovett called for questions or comments and heard none. As this was a discussion item, a vote was not required.

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

Background:

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

To be eligible for an award under the program, a student must:
  1. Be a resident of this state as determined by THECB rules;

2. Have graduated early from high school under the Texas First Early High School Completion Program; and

3. Completed the Financial Aid Application Requirement for High School Graduation (TEC§ 28.0256).

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

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

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

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

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

Texas Education Data Standards 3.x Changes:
TEA will add one new data element, TexasFirstEarlyHSCompletionProgram (EXXXX), and a corresponding descriptor table. The data element will be added to the StudentAcademicRecord.Diploma entity in the Student Academic Record domain and the PriorYearLeaver.GraduationSet in the Prior Year Leaver domain. The descriptor table, TexasFirstEarlyHSCompletionProgram (CXXX) will indicate if a student graduated two or more or less than two semesters early. Two new validation rules will be added based on the changes in this proposal.

Presentation:
Jamie Muffoletto presented the proposal, which includes:
In the Texas Education Data Standards for XML:
1. Add the new data element TEXAS-FIRST-EARLY-HS-COMPLETION-PROGRAM (EXXXX) to the StudentGraduationProgramExtension complex type to be reported as optional in the PEIMS Fall submission.
2. Add a new code table TEXAS-FIRST-EARLY-HS-COMPLETION-PROGRAM (CXXX):
      a. 01 – Student Graduated Two Or More Semesters Early
      b. 02 – Student Graduated Less Than Two Semesters Early

3. Revise the following PEIMS Fall submission report to reflect the changes in this proposal:
    a. PDM1-124-007 Graduate Roster by Graduation Type

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

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

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

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

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

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

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

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

ITF Action:
Vote: Tabled.

PCPEI Discussion:
Danny Lovett called for questions or comments and heard none. As this item was tabled by the ITF committee at the October 4, 2022, ITF meeting, a vote from the policy committee was not required.

Other Business - ITF   Discussion Item

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

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

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

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

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

No questions received from committee members.

Remove PROGRAM-INTENT-CODEs for Budget, Payroll, and Contracted Instructional Staff
Jamie Muffoletto presented the Program Intent Code change discussion item to the committee members.

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

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

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

PCPEI Discussion:
Danny Lovett called for questions or comments. Roshunda Roberts-Jackson asked if the PROGRAM-INTENT-CODE Pre-Kindergarten – Compensatory Education (34) would be replaced by TEA with a new code. Jamie Muffoletto replied that TEA did not add any new program intent codes (PICs). However, Jamie added that TEA has a crosswalk and would send the document to the committee.

Danny called for additional questions or comments and heard none.

ITF Meeting: October 18, 2022

Old Business

1. SB1888 Texas First Early High School Completion Program   Action Item
Background:
During the 87th legislative session, SB 1888 was passed, which amends TEC§ 28.0253. As a result, the 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.

PCPEI Discussion:
Danny Lovett called for questions or comments. Hearing none, he requested a motion.

PCPEI Action:
Jackie Janacek made a motion to approve the proposal.
Eric Combs 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.

PCPEI Discussion:
This item was covered earlier in the October 25th PCPEI meeting. Refer to the same ECDS item under the October 4th ITF Report to PCPEI.

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

The ITF Committee members provided feedback on the SPPI-7 Collection. Various committee members were concerned about adding another Special Education-type collection in the Texas Student Data System (TSDS). The concern was that the LEA PEIMS coordinator would be responsible for the data submission rather than the Special Education department. Additionally, the committee members asked who would receive training on this collection when it is moved to TSDS. Finally, the committee had concerns about adding the SPPI-7 Collection to TSDS right before the TSDS upgrade.

At this time, the committee requested that TEA not move the SPPI-7 Collection into TSDS. The program area agreed they could continue collecting the SPPI-7 data in the TEAL application and is willing to bring this proposal back for ITF review for the 2025-2026 school year.

ITF Action:
Vote: Tabled.

PCPEI Discussion:

Danny Lovett called for questions or comments and heard none. As this item was tabled by the ITF committee at the October 18, 2022, ITF meeting, a vote from the policy committee was not required.

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)
    - Participation and Performance on Statewide Assessment (Indicator 3A-C)
    - Suspension/Expulsion (Indicator 4A-C)
    - Educational Environment, Ages 6-21 (Indicator 5A-C)
    - Educational Environment, Ages 3-5 (Indicator 6A-B)
    - Early Childhood Outcomes (Indicator 7A-C)
    - Parent Participation (Indicator 8)
- Monitoring Priority: Disproportionality
    - Disproportionality in the special education program (Indicator 9)
    - 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:
Based on the discussion related to SPPI-7, the committee also requested that TEA not move the SPPI-13 Collection into TSDS at this time. The program area agreed they could continue collecting the SPPI-13 data in the TEAL application and is willing to bring this proposal back for ITF review for the 2025-2026 school year.

ITF Action:
Vote: Tabled.

PCPEI Discussion:
Danny Lovett called for questions or comments and heard none. As this item was tabled by the ITF committee at the October 18, 2022, ITF meeting, a vote from the policy committee was not required.

Other Business - ITF   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 from 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 reminded the ITF committee that TEA received numerous calls and emails regarding the ECDS Kindergarten Submission due date change proposal from the last meeting. Leanne reminded the 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.

PCPEI Discussion:
Danny Lovett called for questions or comments and heard none.

Adjournment:
Jamie Muffoletto announced to the committee that TEA plans to have an in-person option for the February 1, 2023, PCPEI meeting.

Danny called for additional questions or comments; hearing none, he requested a motion to adjourn.

Velma Soliz-Garcia made a motion to adjourn.
Eric Combs seconded the motion.
Vote: Passed.

The meeting was adjourned at 10:56 a.m.