



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

July 25, 2023

Zoom

10:00 a.m. – 2:00 p.m.

Meeting Minutes

Call Meeting to Order

Joel Garcia, ITF Chair

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

Roll call of the ITF members was taken by Letty Ollervidez.

ITF Members Present:

David Taylor, David McKamie, Joel Garcia, Catherine Bray, Irma Hasnain, Georgia Kalligeris, Linda Roska, John Newcom, Traci Pesina, Joe Herrera, Brittany Wright, David Marx

ITF Alternate Members Present:

Linda Raney, Elisa Sanchez, Sandra Kratz, Kim Lyons, Justin Jons, Christine Barnes, Tamara Kavanagh, Shawna Ohnesorge

TEA Staff Present:

Customer Relationship Management and Data Standards Department:

Terri Hanson, Leanne Simons, Scott Johnson, Jamie Muffoletto, Jeanine Helms, Candice DeSantis, Kathy Adaky, Melissa Witcher, John Reese, Ed Linden, Connor Briggs, Shabana Momin, Deborah DeBerry, Letty Ollervidez, Becky McCully, Connor Briggs, Lynne Smith, Alison Wright, Alfredo Salinas

Department of Curriculum Standards and Student Support:

Jessica Snyder, Shelly Ramos

Supportive Schools Division:

Dr. Amy Blakey, Dr. Gaye Lang, Hank Weikert, Mary Scott

Texas Tutoring Support Division:

Dr. Colby Self

Approve Meeting Minutes from January 10, 2023, ITF Meeting

Action Item

Joel Garcia called for a motion to approve the meeting minutes from the January 10, 2023, ITF meeting.

David Taylor made a motion to approve the minutes.

Traci Pesina seconded the motion.

Vote: Passed

1. HB 3708 Non-Enrolled UIL Participant New Data Element and Code Table Action

Item

Background:

During the 88th legislative session, HB 3708 was passed, which amends Subchapter G, Chapter 48, Education Code, by adding Section 48.305. This new section adds an annual allotment to a school district of \$1,500 per University Interscholastic League Activity (UIL) in which non-enrolled students participate. A non-enrolled student is a home-schooled student who predominantly receives instruction in a general elementary or secondary education program provided by the parent or a person standing in parental authority in or through the child's home.

Overview:

Texas Education Data Standards XML Changes:

The Texas Education Agency (TEA) proposes adding one new sub-complex type, TX-UIL with one data element, NON-ENROLLED-STUDENT-UIL-ACTIVITY (EXXX1), to the PEIMS Summer Submission with a corresponding code table with 76 codes. A new report will be added to the PEIMS Summer Submission. Additionally, data validation rules will be added as needed.

Texas Education Data Standards Upgrade Changes:

TEA proposes adding one new data element, NonEnrolledStudentUILActivity (EXXX1), to the PEIMS Summer Submission with a corresponding descriptor table with 76 codes.

Presentation:

Jamie Muffoletto presented the proposal, which includes:

In the Texas Education Data Standards for XML:

1. Add one new sub-complex type, TX-UILActivity to the StudentExtension complex type to be reported as optional in the PEIMS Summer Submission.
2. Add the data element NON-ENROLLED-STUDENT-UIL-ACTIVITY (EXXX1) to the TX-UILActivity sub-complex type to be reported as conditionally mandatory in the PEIMS Summer Submission.
3. Update General Reporting Requirements and Data Element Reporting Requirements for the StudentExtension complex type.
4. Add a new code table NON-ENROLLED-STUDENT-UIL-ACTIVITY (CXX1) with 76 codes.
5. Add a new roster style report to reflect the changes in this proposal.
6. Add associated data validation rules to reflect the changes in this proposal.

In the Texas Education Data Standards for Upgrade:

1. Add the data element NonEnrolledStudentUILActivity (EXXX1) to the Student entity in the Student Identification and Demographics domain to be reported as optional in the PEIMS Summer Submission.
2. Add a new descriptor table NonEnrolledStudentUILActivity (CXX1) with 76 descriptors.

ITF Discussion:

Jamie Muffoletto introduced Jessica Snyder and Shelly Ramos from Curriculum Standards and Student Support to address any questions.

David McKamie asked how TEA would determine eligibility for the annual \$1,500 per University Interscholastic League (UIL) activity allotment for non-enrolled students. Shelly stated that funding for this UIL allotment comes from the Foundation School Program (FSP), which gives the commissioner rulemaking authority. Because of this, the Curriculum Standards and Student Support department anticipates the adoption of rules that would define UIL participation guidelines for the eligibility of the allotment.

John Newcom asked if the UIL allotment would be per non-enrolled student or activity. John added that if the UIL allotment was per activity, it would be more appropriate to add the data to existing campus-level reporting instead of adding reporting on students that may be non-reportable.

Jamie asked Jessica and Shelly to clarify the eligibility criteria for the UIL allotment. Jessica replied that, pending the development of rules, the eligibility criteria for the allotment would be per student and each activity the student participated in. Jessica added that the reported data would be at the student level.

Linda Raney and Catherine Bray asked if this change would require the creation of a new ADA-ELIGIBILITY-CODE (C059) to report non-enrolled students during the PEIMS Summer Submission. Jamie stated TEA would not create a new code as ADA-ELIGIBILITY-CODE (C059) was not reported during the PEIMS Summer Submission. Jamie added that the vendors would need to allow LEAs to report non-enrolled students, similar to how LEAs report non-enrolled students for Charter School Waitlist.

Traci asked if a means exists to report this data in the PEIMS Summer Submission or if this data would be new. Jamie confirmed the data would be a new reporting requirement for TEA. Jamie added that some LEAs currently allow non-enrolled students to participate in UIL activities without receiving funding or reporting the students to TEA. Jamie stated that the new legislation would now provide funding for those LEAs which allow non-enrolled student participation in UIL activities. Jamie added that if an LEA wants to participate and receive funding, the LEA would need to report the non-enrolled students in the PEIMS Summer Submission.

Catherine Bray asked what additional information an LEA would need to collect for non-enrolled students, and would the non-enrolled student need to be assigned a Unique ID. Jamie confirmed that LEAs would need to collect information similar to Charter School Waitlist and Child Find non-enrolled students. TEA would provide LEAs with additional information.

Traci Pesina asked about communication for LEAs. Shelly stated that TEA is developing a To the Administrator Addressed letter and expects to send something to LEAs. Shelly added that TEA would work with UIL to coordinate communication.

Brittney Wright asked how TEA would ensure LEAs only report non-enrolled students eligible for this funding. Jamie replied that TEA is developing rules that would not allow the reporting of UIL activities for enrolled students.

Traci asked if the proposal could be approved without identifying the UIL eligibility participation rules. Jamie indicated that if the proposal is not approved, vendors would not have the opportunity to develop the change in time for the PEIMS Summer Submission and would delay the timely issuance of the allotments to participating LEAs.

Catherine Bray asked if a student enrolled through a TXSVN program can participate in UIL. The program area is currently researching this question.

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

ITF Action:

David McKamie made a motion to approve the proposal.

David Taylor seconded the motion.

Vote: Passed

On August 14, 2023, Jessica Snyder, the Director of Special Projects in the Curriculum Standards and Student Support Department, provided the following:

In regard to the allotment established by HB 3708, Texas Education Codes (TEC) §48.305 states that "non-enrolled student" means a student who receives instruction as described by **TEC §29.916(a)(1) from a nonpublic school**. The allotment would not apply to students enrolled in either fulltime TXSVN school option above because TXSVN schools are public schools. Additionally, the description in TEC 29.916(a)(1) specifically describes home-school students:

From TEC, §29.916(a)(1)

(1) "Home-schooled student" means a student who predominantly receives instruction in a general elementary or secondary education program that is provided by the parent, or a person standing in parental authority, in or through the child's home.

2. HB 114 Discipline Changes (C165 and C166)

Action Item

Background:

During the 88th legislative session, HB 114 was passed, which amends Section 37.006, Education Code to direct a mandatory disciplinary alternative education program (DAEP) placement for a student observed possessing, using, being under the influence, selling, giving, or delivering to another person marijuana or tetrahydrocannabinol on or within 300 feet of school property, or while attending a school-sponsored or school-related activity on or off of school property. Additionally, the

bill directs a mandatory DAEP placement for a student observed possessing, using, selling, giving, or delivering to another person an e-cigarette. The bill also changes the placement requirement for a felony alcohol violation. Finally, the bill amends Section 37.009, Education Code, to add procedures for student placement in a DAEP when the DAEP is at capacity, or a position is needed for a student who engaged in violent conduct.

Overview:

Texas Education Data Standards XML Changes:

TEA proposes adding two new codes and revising one code in the DISCIPLINARY-ACTION-REASON-CODE (C165) table. One new code will also be added to the DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE (C166) table. Reports will be updated to reflect the changes in this proposal. Finally, new, and revised data validation rules will be included in the PEIMS Summer Submission.

Texas Education Data Standards Upgrade Changes:

TEA proposes adding two new descriptors and revising one descriptor in the Behavior (C165) table. One new descriptor will be added to the DisciplineActionLengthDifferenceReason (C166) table.

Texas Records Exchange (TREx) Changes:

TEA proposes adding two new codes and revising one code in the DISCIPLINARY-ACTION-REASON (TC07) table.

Presentation:

Jamie Muffoletto presented the proposal, which includes:

In the Texas Education Data Standards for XML:

1. Add the following new codes to the DISCIPLINARY-ACTION-REASON-CODE (C165) table:
 - a. 62 – Possessed, Sold, Gave, Used, Delivered, Or Was Under The Influence Of Marihuana Or Tetrahydrocannabinol - TEC 37.006(a)(2) (C-1)
 - b. 63 – Possessed, Sold, Gave, Delivered, Or Used E-Cigarette - TEC 37.006(a)(2) (C-2)
2. Revise the code translation for code **04** in the DISCIPLINARY-ACTION-REASON-CODE (C165) code table from Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance – TEC §37.006(a)(2)(C) and 37.007(b) **TO** Possessed, Sold, Used, Delivered, Or Was Under The Influence Of Other Controlled Substance – TEC §37.006(a)(2)(C) and 37.007(b)
3. Add the following new code to the DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE (C166) table:
 - a. 11 – Term Modified By District - Disciplinary Alternative Education Program Capacity
4. Revise TSDS reports to reflect the changes in this proposal.
5. Add new and revise existing data validation rules to reflect the changes in this proposal.

In the Texas Education Data Standards for Upgrade:

1. Add the following new descriptors to the Behavior (C165) table:
 - a. 62 –
Short Description – Possessed, Sold, Gave, Used, Delivered, Or Was Under The Influence Of Marihuana Or THC

- Long Description** – Possessed, Sold, Gave, Used, Delivered, Or Was Under The Influence Of Marihuana Or Tetrahydrocannabinol - TEC 37.006(a)(2) (C-1)
- b. 63 –
Short Description – Possessed, Sold, Gave, Delivered, Or Used E-Cigarette
Long Description – Possessed, Sold, Gave, Delivered, Or Used E-Cigarette - TEC 37.006(a)(2) (C-2)
2. Revise the short and long descriptions for descriptor **04** in the Behavior (C165) table:
Short Description – Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other CS **TO** Possessed, Sold, Used, Delivered, Or Was Under The Influence Of Other Controlled Substance
Long Description – Possessed, Sold, Used, Delivered, Or Was Under The Influence Of Marihuana Or Other Controlled Substance - TEC 37.006(a)(2)(C) and 37.007(b) **TO** Possessed, Sold, Used, Delivered, Or Was Under The Influence Of Other Controlled Substance - TEC 37.006(a)(2)(C) and 37.007(b)
3. Add the following new descriptor to the DisciplineActionLengthDifferenceReason (C166) table:
a. 11 –
Short Description – Term Modified By District – DAEP Capacity
Long Description – Term Modified By District – Disciplinary Alternative Education Program Capacity

In the Texas Records Exchange Data Standards:

1. Add the following new codes to the DISCIPLINARY-ACTION-REASON (TC07) table:
a. 62 – Possessed, Sold, Gave, Used, Delivered, Or Was Under The Influence Of Marihuana Or Tetrahydrocannabinol - TEC §37.006(a)(2) (C-1)
b. 63 – Possessed, Sold, Gave, Delivered, Or Used an E-Cigarette - TEC §37.006(a)(2) (C-2)
2. Revise the code translation for code **04** in the DISCIPLINARY-ACTION-REASON (TC07) code table from Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance – TEC §37.006(a)(2)(C) and 37.007(b) **TO** Possessed, Sold, Used, Delivered, Or Was Under The Influence Of Other Controlled Substance – TEC §37.006(a)(2)(C) and 37.007(b)

ITF Discussion:

Jamie Muffoletto introduced Mary Scott and Dr. Amy Blakey from Supportive Schools to address any questions.

Georgia Kalligeris asked if the discipline changes apply to charter schools. Mary stated that open-enrollment charters are not subject to §37.006, Education Code, nor are they subject to §37.008, Education Code. According to §12.131, Education Code, the governing body of an open-enrollment charter school must adopt a code of conduct for its district or for each campus. In addition to establishing standards for behavior, the code of conduct must outline generally the types of prohibited behaviors and their possible consequences. The code of conduct must also outline the school's due process procedures with respect to expulsion. Therefore, an open-enrollment charter should consult their local policies and procedures regarding a specific behavior and the possible resulting consequence for that behavior when assigning a disciplinary action that would otherwise result in a DAEP placement for a school district that is subject to §37.008, Education Code.

Catherine Bray asked if an LEA would report two DISCIPLINARY-ACTION-CODES (C164) in the PEIMS Summer Submission if a student is in In School Suspension (ISS) waiting for space in a Disciplinary Alternative Education Program (DAEP). Terri Hanson clarified that the LEA would report one DISCIPLINARY-ACTION-REASON-CODE (C165) and two DISCIPLINARY-ACTION-CODEs (C164). The first shows the ISS placement, and the second shows the DAEP placement. Catherine added that reporting both actions result in Performance Based Monitoring, counting the actions twice for discipline data validation indicators.

Terri stated that the LEAs should report to PEIMS what happened, such as the student being placed in ISS and then DAEP. Catherine added that reporting both actions resulted in a discipline data validation review for reporting disproportionate data. Traci provided an example; Black or African American discretionary DAEP student placement is higher than the discretionary DAEP placement for all students. Terri stated that Performance Based Monitoring would need to address how multiple actions are counted for discipline data validation review.

Jamie and Catherine agreed to discuss the concerns about the discipline data validation indicator offline.

Traci asked when communication would be shared. Mary stated that TEA is developing a To the Administrator Addressed (TAA) letter. Dr. Blakey added that TEA is attempting to send the TAA by August 14, 2023, before the school year starts. Traci further asked if TEA provides any training to discipline staff in addition to the TAA. Dr. Blakey stated that Mary delivers yearly discipline training, and TEA would work on developing additional discipline training opportunities.

Kim Lyons asked for comprehensive training on content related to discipline. Dr. Blakey replied that the department would work on getting something together.

David McKamie added that getting messages to principals and assistant principals regarding changes is challenging.

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.

David McKamie seconded the motion.

Vote: Passed

3. HB 3 TREx Discipline

Action Item

Background:

During the 88th legislative session, HB3 was passed, which amends Section 25.002(a), Education Code to include in the documents required to be transferred when a student moves from one school to a new school a copy of the child's disciplinary record and any threat assessment involving the child's behavior as documented under Section 37.115. Currently, through the Texas Records Exchange

(TReX), schools transfer unexpired discipline actions when a student moves to a new school. The Supportive Schools Division at the TEA has requested that additional discipline and threat assessment information be added to TReX to allow a school to transfer the information to a new school.

Overview:

Texas Records Exchange (TReX) Changes:

TEA proposes adding one new data element BEHAVIORAL-THREAT-ASSESSMENT (TEXX1) to the TReX StudentDemographic complex type, to indicate the behavior of a student resulted in a review by the Safe and Supportive School Team. Additionally, TEA will add one new data element, DISCIPLINE-SCHOOL-YEAR (TEXX2) and nine existing data elements with two corresponding code tables from the TSDS PEIMS Summer Submission to the TReX DisciplineAction complex type to allow an LEA to transmit all discipline actions for a student (including those from prior school years):

1. DISCIPLINARY-INCIDENT-NUMBER (E1016)
2. DATE-OF-DISCIPLINARY-ACTION (E1036)
3. ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT (E1008)
4. CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY (E1037)
5. OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT (E1007)
6. DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE (E1009) and (C166)
7. INCONSISTENT-CODE-OF-CONDUCT-INDICATOR-CODE (E1656)
8. BEHAVIOR-LOCATION-CODE (E1083) and (C190)
9. SAFE-SUPPORTIVE-SCHOOL-PROGRAM-TEAM-REVIEW (E1734)

TEA will update three data element definitions and special instructions in TReX for the following data element:

1. DISCIPLINARY-ACTION-CODE (TE030)
2. DISCIPLINARY-ACTION-NUMBER (TE032)
3. DISCIPLINARY-ACTION-REASON (TE033)

Last, TEA will delete one data element, DISCIPLINARY-ACTION-END-DATE (TE031) from the TReX DisciplineAction complex type.

Presentation:

Letty Ollervidez presented the proposal, which includes:

In the Texas Records Exchange Data Standards:

1. Add the following new data element to the StudentDemographic complex type:
 - a. BEHAVIORAL-THREAT-ASSESSMENT (TEXX1)
2. Add the following new data elements to the DisciplineAction complex type:
 - a. DISCIPLINARY-INCIDENT-NUMBER (TEXX2)
 - b. DISCIPLINE-SCHOOL-YEAR (TEXX3)
 - c. DATE-OF-DISCIPLINARY-ACTION (TEXX4)
 - d. ACTUAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT (TEXX5)
 - e. CAMPUS-ID-OF-DISCIPLINARY-RESPONSIBILITY (TEXX6)
 - f. OFFICIAL-LENGTH-OF-DISCIPLINARY-ASSIGNMENT (TEXX7)
 - g. DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE (TEXX8)
 - h. INCONSISTENT-CODE-OF-CONDUCT-INDICATOR-CODE (TEXX9)

- i. BEHAVIOR-LOCATION-CODE (TEX10)
 - j. SAFE-SUPPORTIVE-SCHOOL-PROGRAM-TEAM-REVIEW (TEX11)
- 3. Revise the following data elements definitions and special instructions:
 - a. DISCIPLINARY-ACTION-CODE (TE030)
 - b. DISCIPLINARY-ACTION-NUMBER (TE032)
 - c. DISCIPLINARY-ACTION-REASON (TE033)
- 4. Delete the following data element from the DisciplineAction complex type:
 - a. DISCIPLINARY-ACTION-END-DATE (TE031)
- 5. Add a new code table BEHAVIOR-LOCATION-CODE (TCXX1)
 - a. 00 - Not Applicable
 - b. 01 - On Campus
 - c. 02 - Off Campus, but within 300 feet of campus property line
 - d. 03 - Off Campus, but at a school sponsored or school related activity
 - e. 04 - Off Campus, and further than 300 feet from the campus boundary (Student was not in attendance at a school sponsored or school related activity)
 - f. 05 - On campus of another school district, or while in attendance at a school sponsored or school related activity of another school district
- 6. Add a new code table DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE (TCXX2)
 - a. 00 - No Difference Between Official And Actual Lengths Of Disciplinary Assignments
 - b. 01 - Term Modified By District
 - c. 02 - Term Modified By Court Order
 - d. 03 - Term Modified By Mutual Agreement Of District, Student, And/Or Parents
 - e. 04 - Student Completed Term Requirements Sooner Than Expected
 - f. 05 - Student Incarcerated
 - g. 06 - Term Decreased Due To Extenuating Health-Related Circumstances
 - h. 07 - Student Withdrew From School
 - i. 08 - School Year Ended Before Completion Of Disciplinary Action Assignment
 - j. 09 - Continuation Of Previous Year's Disciplinary Action Assignment
 - k. 10 - Term Modified By Placement Program Due To Student Behavior While In The Placement
 - l. 99 – Other
- 7. Update the TReX data standards Section 2.15 Attachments to include threat assessment documentation that must be sent to a new LEA.

ITF Discussion:

Jamie Muffoletto introduced Hank Weikert from the Supportive Schools Division to address any questions.

Catherine Bray asked if LEAs would violate any Admission, Review, and Dismissal (ARD) regulations when sending discipline information on a student that resulted from their disability. Hank clarified that a record transfer would include the special education (SPED) records, such as the student's Individual Education Program (IEP), with the support plan as part of the IEP. ARD committee

members would record the information in the ARD meeting and transfer it to the new LEA. Hank also stated he would obtain clarification from the Special Education Division.

Catherine added that sometimes the SPED records are sent separately from TREx and resulted in delayed information. Hank replied, per the statute, the LEA would transfer discipline and threat assessments records through TREx.

Hank added that information about a student receiving special education services should be transferred using TREx. LEAs should attach in TREx all SPED records, such as the ARD determination, IEP, and the Full and Individual Initial Evaluation (FIIE).

Linda Raney asked which discipline records would be included in TREx due to this proposed change. Hank responded that LEAs would send the student's cumulative discipline records as reported in PEIMS via TREx.

Brittany Wright asked, with the removal of the DISCIPLINARY-ACTION-END-DATE (TE031) TREx data element, does the receiving LEA still know whether the discipline action has expired. Jamie responded that the receiving LEA would know if the action had expired with the addition of the DISCIPLINARY-LENGTH-DIFFERENCE-REASON-CODE (E1009) and (C166). The changes in TREx would represent what is reported in the PEIMS Summer Submission.

Traci Pesina asked to confirm that LEAs would send all historical discipline records. Hank confirmed that LEAs would send a student's cumulative discipline record in TREx, including all discipline actions reported in PEIMS, regardless of threat assessment.

Catherine asked how LEAs send discipline records removed by court order. Dr. Amy Blakey replied that the department would check with the TEA legal team regarding court-ordered records to be removed. Dr. Blakey added that LEAs should also consult their legal team for discipline-related questions.

Traci asked about communication and training for LEAs. Hank replied that TEA is developing a To the Administrator Addressed letter, and training would include a webinar conducted by the Office of School Safety. Jamie added that she would conduct legislative-specific training to share this information. Hank and Jamie would work together to address questions about which attachments should be sent using TREx and add additional guidance in the TREx Data Standards. TEA would provide this information to ESCs, who would then provide that information to LEAs.

Traci asked Mary Scott and Dr. Blakey to add this information to the Discipline training. Dr. Blakey acknowledged that this content could be part of the Discipline training provided by Mary.

Kim Lyons stated that in the past, a student's discipline history would not follow them from year to year. Kim asked any members to clarify when the change occurred for a student's discipline record to follow the student. Hank stated that HB 3 requires transferring the student's entire discipline record. TEA legal determined the discipline record to be a cumulative record limited to the formal discipline actions reported in the PEIMS Summer Submission. The complete record would give the receiving LEA

a comprehensive student discipline history. The receiving LEA can then provide any interventions or support the student needs to succeed.

Joel Garcia asked if legal at TEA confirmed the type of student discipline record to be sent in TREx. Hank confirmed that legal stated the record would be a cumulative discipline record with all discipline reported in the PEIMS Summer Submission.

Dr. Blakey understood the members' concerns and provided a summary of HB3, stating the statute's intent would be for receiving LEAs to obtain a complete picture of a student to maintain support or offer any additional services.

Traci asked TEA to clarify further what a "formal" disciplinary action was. The committee requested clarification if dress code violations and student code of conduct violations should be included when sending records in TREx. Hank stated he would ask the TEA legal team for clarification. Several committee members expressed concern about certain action reasons being sent to the receiving district.

Jamie asked if Traci would like to make a motion to table the HB 3 TREx Discipline proposal until the August 8, 2023, ITF meeting.

Traci motioned to table the HB 3 TREx Discipline proposal until the August 8, 2023, ITF meeting, pending TEA legal clarifications on which action reasons LEAs should transfer through TREx. Catherine seconded the table of the proposal.

No vote was taken.

ITF Action:

Proposal tabled until the August 8, 2023, ITF Meeting.

4. SB 763 New Role ID Chaplain (C021)

Action Item

Background:

During the 88th legislative session, SB 763 was passed which amends Subtitle D, Title 2, Education Codes by adding Chapter 23, School Chaplains which allows a public school to employ or accept as volunteers chaplains. A chaplain employed under this subsection is not required to be certified by the State Board for Educator Certification. The bill also indicates that the funds allocated under Section 48.115 (School Safety Allotment) can be used to employ a chaplain.

Overview:

Texas Education Data Standards XML Changes:

TEA proposes adding one new code to the ROLE-ID (C021) code table to capture the new chaplain role. TSDS reports and data validation rules will be updated to reflect the changes in this proposal.

Texas Education Data Standards Upgrade Changes:

TEA proposes adding one new descriptor to the StaffClassification (C021) descriptor table to capture the new chaplain classification.

Presentation:

Lynne Smith presented the proposal, which includes:

In the Texas Education Data Standards for XML:

1. Add the following new code to the ROLE-ID (C021) code table:
 - a. 121 – Chaplain provides support, services, and programs for students as assigned by the board of trustees of the district or the governing body of the school).
2. Revise existing TSDS reports to reflect the changes in this proposal.
3. Revise associated data validation rules to reflect the changes in this proposal.

In the Texas Education Data Standards for Upgrade:

1. Add the following new descriptor to the StaffClassification (C021) descriptor table:
 - a. 121 -
 - Short Description** – Chaplain
 - Long Description** – Chaplain – provides support, services, and programs for students as assigned by the board of trustees of the district or the governing body of the school

ITF Discussion:

Catherine Bray questioned if a Chaplain does volunteer work, should they be reported in the PEIMS Fall Submission. Lynne Smith and Jamie Muffoletto confirmed that if the chaplain is an employee or volunteer in a professional capacity as of the last Friday in October, LEAs would report the chaplain in the PEIMS Fall Submission.

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.

David Taylor seconded the motion.

Vote: Passed

5. HB 1416 Accelerated Instruction Data Elements (TReX and PEIMS) Action Item

Background:

HB 1416, passed during the 88th legislative session, amends Section 28.0211, Education Code related to accelerated and supplemental instruction for students. Each student that fails to achieve at least satisfactory performance on each assessment instrument administered under Section 39.023, Education Code must be provided supplemental instruction for no less than 15 hours or 30 hours for a student whose performance on the applicable assessment instrument was significantly below satisfactory, as defined by commissioner rule.

The Texas Tutoring Supports division at the TEA has requested that local education agencies (LEAs) have a method to transfer the accelerated education plan developed for each student when the student transfers to a new LEA. Additionally, the division has requested that information be reported to TEA to monitor and evaluate the effectiveness of the accelerated instruction provided by each LEA.

Overview:**For the 2023-2024 School Year****Texas Records Exchange (TReX) Changes:**

TEA proposes adding five new data elements and two new code tables to allow an LEA to transfer information about the accelerated learning plan developed and completed for a student. Additional guidance will be added to TReX to assist LEAs in transferring the information.

For the 2024-2025 School Year**Texas Education Data Standards Upgrade Changes:**

TEA proposes adding one new common type, AcceleratedInstructionSet, with six new data elements and three new descriptor tables to the StudentEducationOrganizationAssociation entity in the Student Identification and Demographics domain. New reports and new data validation rules will be added to the PEIMS Summer Submission to reflect the changes in this proposal.

Presentation:

Jamie Muffoletto presented the proposal, which includes:

2023-2024 School Year**In the Texas Records Exchange Data Standards:**

1. Add the following new data element to the StudentDemographicType complex type:
 - a. STUDENT-ACCELERATED-EDUCATION-PLAN (TEXX1)
2. Add the new complex type AcceleratedInstructionType.
3. Add the following new data elements to the AcceleratedInstructionType complex type:
 - a. ACCELERATED-INSTRUCTION-SUBJECT (TEXX2)
 - b. STUDENT-ACCELERATED-INSTRUCTION-PARTICIPATION (TEXX3)
 - c. ASSIGNED-HOURS-ACCELERATED-INSTRUCTION (TEXX4)
 - d. YTD-NUMBER-HOURS-COMPLETED (TEXX5)
4. Add the following new code table ACCELERATED-INSTRUCTION-SUBJECT (TCXX1):
 - a. 01 – Reading/English
 - b. 02 – Math
 - c. 03 – Science
 - d. 04 – Social Studies
5. Add the following new code table STUDENT-ACCELERATED-INSTRUCTION-PARTICIPATION (TCXX2):
 - a. 01 – Student Participates In Supplemental Accelerated Instruction
 - b. 02 – Student Does Not Participate – Parent Opt Out Of Accelerated Instruction
 - c. 03 – Student Does Not Participate – Assigned TIA Teacher
 - d. 04 – Student Does Not Participate – Assigned Accelerated Instruction In Two Other Subjects
 - e. 05 – Student Does Not Participate – Retained
 - f. 06 – Local Education Agency Exempt From Providing Accelerated Instruction

2024-2025 School Year

In the Texas Education Data Standards for Upgrade:

1. Add one new data element, StudentAcceleratedEducationPlan (E3XX1), to the StudentEducationOrganizationAssociation entity in the Student Identification and Demographics domain to be reported in the PEIMS Summer Submission.
2. Add new common type AcceleratedInstructionSet to the StudentEducationOrganizationAssociation entity in the Student Identification and Demographics domain to be reported in the PEIMS Summer Submission including the following data elements:
 - a. AcceleratedInstructionSubject (E3XX2)
 - b. StudentAcceleratedInstructionParticipation (E3XX3)
 - c. AssignedHoursAcceleratedInstruction (E3XX4)
 - d. CompletedHoursAcceleratedInstruction (E3XX5)
 - e. DifferenceReasonHoursAcceleratedInstruction (E3XX6)
3. Add a new descriptor table AcceleratedInstructionSubject (C3X1):
 - a. 01 –
Short Description – Reading/English
Long Description – Reading/English
 - b. 02 –
Short Description – Math
Long Description – Math
 - c. 03 –
Short Description – Science
Long Description – Science
 - d. 04 –
Short Description – Social Studies
Long Description – Social Studies
4. Add a new descriptor table StudentAcceleratedInstructionParticipation (C3X2):
 - a. 01 –
Short Description – Student Participates In Supplemental Accelerated Instruction
Long Description – Student Participates In Supplemental Accelerated Instruction
 - b. 02 –
Short Description – Student Does Not Participate - Parent Opt Out Of Accelerated Instruction
Long Description – Student Does Not Participate - Parent Opt Out Of Accelerated Instruction
 - c. 03 –
Short Description – Student Does Not Participate - Assigned TIA Teacher
Long Description – Student Does Not Participate - Assigned Teacher Incentive Allotment Teacher
 - d. 04 –
Short Description – Student Does Not Participate – Assigned Accel Instr In Two Other Subjects
Long Description – Student Does Not Participate - Assigned Accelerated Instruction In Two Other Subjects
 - e. 05 –

- Short Description** – Student Does Not Participate - Retained
Long Description – Student Does Not Participate – Retained
- f. 06 –
Short Description – Local Education Agency Exempt From Providing Accelerated Instruction
Long Description – Local Education Agency Exempt From Providing Accelerated Instruction
5. Add a new descriptor table DifferenceReasonHoursAcceleratedInstruction (C3X3):
- a. 01 –
Short Description – Student Withdrew
Long Description – Student Withdrew
- b. 02 –
Short Description – Parent Opt Out After Initial Acceptance
Long Description – Parent Opt Out After Initial Acceptance
- c. 03 –
Short Description – Student Did Not Attend Assigned Hours
Long Description – Student Did Not Attend Assigned Hours
- d. 04 –
Short Description – Failure To Meet Compulsory Attend Requirements
Long Description – Failure To Meet Compulsory Attendance Requirements
- e. 05 –
Short Description – Hours Not Completed Before Next Test Admin
Long Description – Hours Not Completed Before Next Test Administration
- f. 06 –
Short Description – Unexpected School Closure
Long Description – Unexpected School Closure
- g. 07 –
Short Description – Unable To Participate Homebound Or Other Off-Campus Instru Arrange
Long Description – Unable To Participate Homebound Or Other Off-Campus Instructional Arrangement (TEC §28.0211(i-1))
6. Add new reports to reflect the changes in this proposal.
7. Add associated data validation rules to reflect the changes in this proposal.

ITF Discussion:

Jamie Muffoletto introduced Dr. Colby Self from Texas Tutoring Support Division to address any questions.

Traci Pesina asked if the requested information resulted from HB 4545 (87th Legislative Session), where LEAs offered supplemental instruction as part of the accelerated education plan. Traci added that the currently, accelerated education plan information is collected outside the student information system (SIS) and asked how LEAs would send the data using TReX. Dr. Self stated that HB 1416 is the cleanup bill for HB 4545. He added that HB 1416 authorizes TEA to monitor the

supplemental instruction and to collect the data. Dr. Self stated that HB 1416 would allow LEAs to transfer accelerated education plan information when students transfer to a new LEA.

Jamie added that TEA is adding both TREx-only data elements to allow an LEA to transmit accelerated instruction data when a student moves to a new LEA and PEIMS data elements that TEA will begin collecting in the 2024-2025 PEIMS Summer Submission.

Joel Garcia stated that some LEAs track accelerated education plan information in a centralized database using a custom .NET application.

David McKamie stated that this change calls for collecting this information in the SIS and not using Google Docs.

Traci asked about communication and the target audience for sharing this information. Dr. Self stated that questions are being received and would be addressed through the Texas Tutoring Support Division. Additionally, information would be shared with the superintendents and other field staff. Dr. Self added that the division recently delivered a webinar in which attendees were informed that TREx would be used to transmit plan information across LEAs with PEIMS collection beginning in the 2024-2025 school year.

Jamie added that the 2024-2025 school year changes would be published in the preliminary data standards on December 1, 2023.

Catherine Bray stated that the amount of data being collected would burden those entering the data. Dr. Self noted that tracking the student's accelerated instruction by LEAs should already occur under HB 4545.

Joel asked when the accelerated instruction data would be reported. Jamie responded that transmitting the data in TREx would begin with the 2023-2024 school year and be reported in the PEIMS Summer Submission starting the 2024-2025 school year. TEA assumes these data elements would be added to the SIS, and LEAs would be able to track the accelerated instruction data using the SIS. Development of how the data is captured within the SIS is left to vendor discretion. Jamie further added that once the changes in the proposal are published for TREx and PEIMS, the SIS vendors would have the information to be able to add the data elements to their system.

As a vendor, John Newcom provided insight into how they would implement this change. The implementation goal would be to streamline the data entry process and store the data in a centralized location.

ITF Vice-Chair, David McKamie, presided over the remainder of the meeting as ITF Chair Joel Garcia left at 11:40 a.m.

David reiterated concerns brought forward by committee members. The concerns included workload and effort and the SIS application changes.

Georgia did not oppose the proposal passing and thanked David for the summary of concerns. Georgia added that she was concerned that if the changes are not correctly implemented in the SIS application to capture the accelerated education plan information, it could result in incomplete data.

ITF Vice-Chair, David McKamie 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

Open Forum

Jamie Muffoletto informed attendees that three ITF proposals listed on the original ITF Meeting Agenda were not discussed today. HB 8 Associate Degree Indicator Changes would be brought to the August 8, 2023, ITF Meeting.

Jamie stated that the agenda for the August 8, 2023, ITF Meeting would include items from the 88th legislative session. Jamie informed the committee that changes for the 2024-2025 school year would begin being discussed at the September 26, 2023, ITF Meeting.

Elisa Sanchez asked when the changes would be in TWEDS. Jamie stated TEA would publish a post addendum on September 1, 2023, and TEA would provide all ESCs and Vendors with the information.

Upcoming ITF Meetings:

August 8, 2023

September 26, 2023

October 17, 2023

November 14, 2023

January 16, 2024

March 5, 2024

April 9, 2024

Adjournment:

ITF Vice-Chair, David McKamie called for additional questions or comments. Hearing none, he requested a motion to adjourn.

David Taylor made a motion to adjourn.

Traci Pesina seconded the motion.

The meeting was adjourned at 11:35 a.m.