Texas Education Agency
Policy Committee on Public Education Information (PCPEI)
August 15, 2023
Zoom
10:00 a.m. to 2:00 p.m.

Meeting Minutes

Call the Meeting to Order   **Marcos Zorola, PCPEI Chair**

Marcos Zorola called the PCPEI meeting to order at 10:00 a.m.

Roll call of the PCPEI members was taken by Leticia Ollervidez.

PCPEI Members Present:
Joy Baskin, Patti Blue, Eric Combs, Jackie Janacek, Marcos Zorola, Velma Soliz-Garcia, Randal Shaffer

PCPEI Alternate Members Present:
Damon Jackson, Evelyn Jenkins, Dawn Cummings, Gwen Hill, Mary Morgan, Melissa Urenda, Tonya Booth, Sheryl Moulden, Joe Medley, Casey Neal

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

School Safety and Security Division:
James Finley

Supportive Schools Division:
Dr. Amy Blakey

Texas Tutoring Supports/HB4545 Division:
Dr. Colby Self

Research and Analysis Division:
Linda Roska, Freya Gaertner, Jennifer Broussard, Kayan Lewis

Early Childhood Education Division:

Rebecca Matz

Approve Meeting Minutes from February 7, 2023, PCPEI Meeting   Action Item

Marcos Zorola called for a motion to approve the meeting minutes from the February 27, 2023, PCPEI meeting.

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

ITF Vice-Chair, David McKamie, presented the ITF report to PCPEI.

==ITF Meeting: July 25, 2023==

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-ELIGIBLITY-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 full time TXVSN school option above because TXVSN schools are public schools. Additionally, the description in TEC 29.916(a)(1) specifically describes home-schooled 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.

PCPEI Discussion:

Jamie Muffoletto shared that the ITF committee questioned if Texas Virtual School Network (TXVSN) students would be eligible for the allotment for non-enrolled student UIL participation, and the program area responded that the TXVSN students are not eligible as TXVSN is considered a public school. Per the legislation, public school students are ineligible for the allotment.

Jackie Janacek asked if the legislation included participation by private school students. Jamie clarified that the legislation does not provide inclusion of private school students.

Evelyn Jenkins asked for clarification on identifying students as "home-schooled" for eligibility for UIL participation and funding. Jamie stated that TEC §29.916(a)(1) defines a home-schooled student. Jamie further explained that the program area is developing rules to address the identification of home-schooled students and requirements for eligibility for participation and funding. Jamie added that the NON-ENROLLED-STUDENT-UIL-ACTIVITY (E1739) data element is not reported until the PEIMS Summer Submission; however, LEAs need to have the information early, so they are aware of the changes and requirements for students to be eligible for the allotment. Jamie concluded HB 3708 provides funding for home-schooled students to participate in UIL activities. Home-schooled student participation in UIL was added during the 87th Regular Legislative Session by HB 547.

PCPEI Chair, Marcos Zorola called for additional 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. 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 marihuana 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

PCPEI Discussion and Vote
See page 29.

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:
Leticia 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.

PCPEI Discussion and Vote
See page 33.

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

PCPEI Discussion:
PCPEI Chair, Marcos Zorola called for questions or comments. Hearing none, he requested a motion.

PCPEI Action:
Damon Jackson made a motion to approve the proposal.
Eric Combs seconded the motion.
Vote: Passed

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

PCPEI Discussion:
Jamie Muffoletto introduced Dr. Colby Self, Director of Texas Tutoring Supports/HB4545, to answer any questions from the committee.

Damon Jackson stated his concern for the volume of work the legislation creates for LEAs to transfer this information in the Texas Records Exchange (TREx). Damon asked if ITF had discussed this particular concern. David McKamie confirmed that ITF discussed concerns regarding the volume of data not currently collected in an LEA Student Information System (SIS). ITF concluded that the SIS would need to create an environment to capture, track, and export the data to transfer in TREx. David stated that as a vendor, ITF member John Newcom provided insight into how they would implement this change.

Eric Combs stated that instructional staff are implementing and tracking his district's accelerated education plan information using third-party software. This system produces a PDF document that could be attached to TREx, but with the new data elements in TREx, they would still require some manual entry in their SIS.

Melissa Urenda shared her concern that TREx changes are being implemented before the PEIMS requirement changes. Melissa felt PEIMS requirement changes would prompt vendors to make the element changes sooner and asked if PEIMS requirement changes could precede TREx changes. Jamie replied that the program area requested that the changes be first implemented in TREx to allow an LEA to transfer the accelerated instruction information. Then TEA would add the data elements in the 2024-2025 school year for LEAs to begin reporting the data in the PEIMS Summer Submission. TEA posted an early notice in the 2023-2024 Post-Addendum version of the data standards published on September 1, 2023. The early notice provides the PEIMS data reporting requirements that begin in the 2024-2025 school year.

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

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

Vote: Passed

ITF 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

ITF 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.

ITF Meeting: August 8, 2023

1. HB 8 Associate Degree Indicator Changes (E1596)   Action Item

Background:
During the 88th legislative session, House Bill (HB) 8 amended Section 29.908 Education Code. Under this section, any student participating in an Early College Education Program on or before the fifth anniversary of the student's first day of high school can receive a high school diploma and either an applied associate degree or an academic associate degree.

The Texas Education Agency (TEA) collects if a student earned an associate degree through the ASSOCIATE-DEGREE-INDICATOR-CODE (E1596) data element. A student may be reported as having

earned an associate degree at any point while they are in 11th or 12th grade, or by August 31, immediately following graduation. Since HB 8 further defines the type of associate degree a student can earn, TEA will need to collect the specific associate degree students earn.

Overview:

Texas Education Data Standards XML Changes:

TEA proposes updating the data element ASSOCIATE-DEGREE-INDICATOR-CODE (E1596) to use a new code table beginning with the 2023-2024 PEIMS Summer Submission. TEA proposes adding a new code table ASSOCIATE-DEGREE-INDICATOR (CXXX) with five new codes so LEAs can report the type of associate degree earned by a student. Lastly, TEA will update the associated data element reporting requirements and review data validation rules and reports to determine any impact.

Texas Education Data Standards Upgrade Changes:

TEA proposes to update the data element AssociateDegreeIndicator (E1596) to report the type of associate degree a student earns. TEA proposes to add a new descriptor table AssociateDegreeIndicator (CXXX), with five new codes to report the type of associate degree earned by a student.

Texas Records Exchange (TREx) Changes:

TEA proposes to update the data element definition for ASSOCIATE-DEGREE-INDICATOR-CODE (TE119) to align terminology with TEDS. TEA proposes to add a new code table, ASSOCIATE-DEGREE-INDICATOR (TC48), with five new codes to report the type of associate degree earned by a student.

Presentation:

Jamie Muffoletto presented the proposal, which includes:

In the Texas Education Data Standards for XML:

1. Revise the data element Code Table ID field for ASSOCIATE-DEGREE-INDICATOR-CODE (E1596) for the 2023-2024 PEIMS Summer Submission.
2. Revise ASSOCIATE-DEGREE-INDICATOR-CODE (E1596) data element reporting requirements guidance in the StudentExtension complex type.
3. Add a new code table ASSOCIATE-DEGREE-INDICATOR (CXXX):
   a. 2 - Associate of Arts (AA)
   b. 3 - Associate of Applied Arts (AAA)
   c. 4 - Associate of Applied Science (AAS)
   d. 5 - Associate of Arts in Teaching (AAT)
   e. 6 - Associate of Science (AS)
4. Revise the following TSDS reports to reflect the changes in this proposal:
   For the 2024-2025 PEIMS Fall Submission:
   a. PDM1-124-004 School Leaver Roster
   b. PDM1-124-007 Graduate Roster by Graduation Type
   c. PDM1-120-016 Student Advanced Academic Roster by Grade
   For the 2023-2024 PEIMS Summer Submission:
   d. PDM3-120-007 Student Indicator Report by Grade
   e. PDM3-120-010 student Advanced Academic Roster by Grade
5. Revise associated data validation rules to reflect the changes in this proposal.

In the Texas Education Data Standards for Upgrade:
1. Revise the data element Table Identification and Data Type data fields for AssociateDegreeIndicator (E1596).
2. Add a new descriptor table AssociateDegreeIndicator (CXXX):
    a. 2 -
       Short Description - Associate of Arts (AA)
       Long Description - Associate of Arts (AA)

    b. 3 -
       Short Description - Associate of Applied Arts (AAA)
       Long Description - Associate of Applied Arts (AAA)

    c. 4 -
       Short Description - Associate of Applied Science (AAS)
       Long Description - Associate of Applied Science (AAS)

    d. 5 -
       Short Description - Associate of Arts in Teaching (AAT)
       Long Description - Associate of Arts in Teaching (AAT)

    e. 6 –
       Short Description - Associate of Science (AS)
       Long Description - Associate of Science (AS)

In the Texas Records Exchange Data Standards:
1. Revise the data element Definition, Special Instructions, and Code Table ID for ASSOCIATE-DEGREE-INDICATOR-CODE (TE119).
2. Add a new code table ASSOCIATE-DEGREE-INDICATOR (TC48):
    a. 2 - Associate of Arts (AA)
    b. 3 - Associate of Applied Arts (AAA)
    c. 4 - Associate of Applied Science (AAS)
    d. 5 - Associate of Arts in Teaching (AAT)
    e. 6 - Associate of Science (AS)

ITF Discussion:
Traci Pesina asked to confirm that LEAs would report the ASSOCIATE-DEGREE-INDICATOR-CODE (E1596) using the PARTICIPATION-INDICATOR-CODE (C088) table in the 2023-2024 PEIMS Fall Submission for the 2022-2023 graduates and using the new table for students who earn an associate degree at any time during the 2023-2024 school year in the 2023-2024 PEIMS Summer Submission. Jamie Muffoletto confirmed and added that beginning in the 2024-2025 school year, LEAs would only report the ASSOCIATE-DEGREE-INDICATOR-CODE (E1596) using the new code table with the five new codes.

Kim Lyons asked if TEA would add a code "1" to the new code table to mean the student earned an associate degree and not the specific associate degree type. Jamie informed Kim that the code table would not have a code "1" added as TEA needs to know the specific degree earned by students.

Traci asked if TEA could obtain the associate degree earned by a student from the Texas Higher Education Coordinating Board (THECB) instead of using PEIMS. Jamie stated she would contact the program area and provide a response.

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

Traci requested to table this proposal until TEA could provide a response about obtaining the type of associate degree earned by a student from THECB.

Terri Hanson stated the proposal could be tabled for a few days, and TEA would request a response from committee members through email.

ITF Action: No Vote

On Thursday, August 10, 2023, all ITF committee members were sent the following email:

ITF Committee Members:

During the ITF meeting on August 8, 2023, the committee requested additional information about obtaining associate degree information from the Texas Higher Education Coordinating Board (THECB) rather than collecting from the local education agencies (LEAs). The program area informed our team that THECB does collect graduation information from most Texas Institutions but not all institutions and makes this available to the Texas Education Agency (TEA). One piece of data that TEA does not receive is associate degree information earned by students from the Independent Colleges and Universities of Texas (ICUT). In the past, THECB requested sharing this data with TEA for accountability purposes, but ICUT rejected this use.

The program area has also informed our team that although the THECB shares this information with TEA, the completion file THECB receives from colleges and universities is reported once per institution per year and is lagged by six additional months than when the LEAs receive the data. If TEA were to use the data provided by THECB, the federal reporting would be incomplete and delayed.

The proposal, HB 8 Associate Degree Indicator Changes, is attached to this email. This proposal is identical to the one presented during the August 8, 2023, ITF meeting. We ask that all members vote on this proposal using the link provided below by 4:00 p.m. on Friday, August 11, 2023. If you do not respond with your vote, TEA will assume the proposal is approved.

If you have any questions or comments, please let me know immediately.

Please use this link to vote on this proposal: https://forms.office.com/Pages/ResponsePage.aspx?id=w7PWZTZyGEiWEySNvXE6b8bj8do3gYpEsUH SMEnUGbVUMTVIN0s0SzBZMlQ0NVdYUkNJVzdENjg1Vy4u

There were no additional questions or comments from the members. The results of the vote were as follows:

Approve: 16
Not Approve: 0
Abstain: 1

PCPEI Discussion:
PCPEI Chair, Marcos Zorola called for additional questions or comments. Hearing none, he requested a motion.

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

2. HB 2729 PK Teacher Requirement Code Table Changes   Action Item

Background:
During the 88th legislative session, HB 2729 was passed which amends Section 29.167, Education Code by making changes to the high-quality prekindergarten program teacher requirements. The Early Childhood Education Division has requested changes to the codes that are used to collect high-quality prekindergarten program teacher information.

Overview:
Texas Education Data Standards XML Changes:
The Texas Education Agency (TEA) proposes removing two codes and adding seven new codes to the PK-TEACHER-REQUIREMENT (C207) table. Reports will be updated to reflect the changes in this proposal. Finally, new and revised data validation rules will be included the Early Childhood Data System Collection Prekindergarten Submission.

Texas Education Data Standards Upgrade Changes:
TEA proposes removing two descriptors and add seven new descriptors to the PKTeacherRequirement (C207) table.

Presentation:
Jamie Muffoletto presented the proposal, which includes:
In the Texas Education Data Standards for XML:
1. Remove the following codes from the PK-TEACHER-REQUIREMENT (C207) code table:
    a. 02 – At least eight years' experience of teaching in a nationally accredited child care program
    b. 04 – A graduate or undergraduate degree in early childhood education or early childhood special education
2. Add the following new codes to the PK-TEACHER-REQUIREMENT (C207) code table:
    For teachers in a LEA-provided Prekindergarten Classroom:

a. 07 – An associate or baccalaureate degree in early childhood education or a related field
b. 08 – At least eight years' experience of teaching in a nationally accredited child care program or Texas Rising Star Program

For teachers in a Prekindergarten Classroom provided by an entity with which a school district contracts to provide a Prekindergarten program (29.167 (b-1))

c. 09 – Contract Entity - At least two years' experience of teaching in a nationally accredited child care program or Texas Rising Star Program and a Child Development Associate (CDA) credential or another early childhood education credential approved by the agency
d. 10 – Contract Entity - At least two years' experience of teaching in a nationally accredited child care program or Texas Rising Star Program and a certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education
e. 11 – Contract Entity - Been employed as a prekindergarten teacher in a school district that has ensured specific prekindergarten professional development requirements have been met
f. 12 – Contract Entity - An associate or baccalaureate degree in early childhood or a related field
g. 13 – Contract Entity - At least eight years' experience of teaching in a nationally accredited child care program or Texas Rising Star Program

3. Revise existing TSDS reports to reflect the changes in this proposal.
4. Revise associated data validation rules to reflect the changes in this proposal.

In the Texas Education Data Standards for Upgrade:

3. Remove the following descriptors from the PKTeacherRequirement (C207) descriptor table:
   a. 02 –
   Short Description: At least 8 yrs exp teach in nat accredited child care program
   Long Description: At least eight years' experience of teaching in a nationally accredited child care program
   b. 04 –
   Short Description: A graduate or undergraduate degree early child edu or early child SPED
   Long Description: A graduate or undergraduate degree in early childhood education or early childhood special education
4. Add the following new descriptors to the PKTeacherRequirement (C207) descriptor table:
   For teachers in a LEA-provided Prekindergarten Classroom:
   a. 07 –
   Short Description: An associate or baccalaureate degree in ECE or a related field
   Long Description: An associate or baccalaureate degree in early childhood education or a related field
   b. 08 –
   Short Description: At least 8 yrs exp teach in a nat acc child care prog or TX Rise Star Prog

Long Description: At least eight years' experience of teaching in a nationally accredited child care program or Texas Rising Star Program

For teachers in a Prekindergarten Classroom provided by an entity with which a school district contracts to provide a Prekindergarten program (29.167 (b-1))

    c. 09 –
    Short Description: At least 2 yrs child care prog or TX Rise Star Prog and CDA or other ECE
    Long Description: Contract Entity - At least two years' experience of teaching in a nationally accredited child care program or Texas Rising Star Program and a Child Development Associate (CDA) credential or another early childhood education credential approved by the agency

    d. 10 –
    Short Description: 2 yrs teach nat acc prog or TX Rise Star and Cert through program listed
    Long Description: Contract Entity - At least two years' experience of teaching in a nationally accredited child care program or Texas Rising Star Program and a certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education

    e. 11 –
    Short Description: Emp PK teach in LEA specific PK prof dev
    Long Description: Contract Entity - Been employed as a prekindergarten teacher in a school district that has ensured specific prekindergarten professional development requirements have been met

    f. 12 –
    Short Description: An associate or baccalaureate degree in early childhood or a related field
    Long Description: Contract Entity - An associate or baccalaureate degree in early childhood or a related field

    g. 13 –
    Short Description: At least 8 yrs exp teach in a nat acc child care prog or TX Rise Star Prog
    Long Description: Contract Entity - At least eight years' experience of teaching in a nationally accredited child care program or Texas Rising Star Program

ITF Discussion:

Brittany Wright stated that legislation indicates each teacher for a prekindergarten program class must be certified under Subchapter B, Chapter 21, and lists "an equivalent qualification" as a valid qualification. Brittany asked if TEA would add a new code or if code "06" (Documented completion of the Texas School Ready Training Program (TSR Comprehensive)) in the PK-TEACHER-REQUIREMENT (C207) code table is considered an "other equivalent qualification."

Rebecca Matz, Early Childhood Program Enrollment and Partnership specialist in the Early Childhood Division, introduced herself. Rebecca stated that code "06" (Texas School Ready Training Program (TSR Comprehensive)) is an identifier for an additional qualification and would not be used for reporting "other equivalent qualification." Rebecca added that the Early Childhood Division is working

on defining "other equivalent qualifications." Jamie confirmed that the data reporting requirements for PK-TEACHER-REQUIREMENT (E1581) in the StaffExtension complex type would be updated to clarify reporting "other equivalent qualification."

Brittany asked to confirm that TEA would identify "other equivalent qualifications" reportable by the LEA. Rebecca clarified that the guidance would be updated to help an LEA understand the meaning of "other equivalent qualifications."

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

PCPEI Discussion:
PCPEI Chair, Marcos Zorola called for questions or comments. Hearing none, he requested a motion.

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

3. HB 114 Discipline Changes (C165 and C166) Version 2   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 marihuana 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. <mark>The bill takes effect on September 1, 2023. The changes being proposed will begin on September 1, 2023.</mark>

Overview:
Texas Education Data Standards XML Changes:
The Texas Education Agency (TEA) proposes adding ~~two~~ <mark>three</mark> 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 the PEIMS Summer Submission.

Texas Education Data Standards Upgrade Changes:
TEA proposes adding ~~two~~ three 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~~ three 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)
   c. 64 – Possessed, Sold, Gave, Used, Delivered, Or Was Under The Influence Of Other Controlled Substance – TEC 37.007(b)
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)
   c. 64 –
      Short Description – Possessed, Sold, Gave, Used, Delivered, Or Was Under The Influence Of Other Controlled Substance
      Long Description – Possessed, Sold, Gave, Used, Delivered, Or Was Under The Influence Of Other Controlled Substance – TEC 37.007(b)

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)
   c. 64 - Possessed, Sold, Gave, Used, Delivered, Or Was Under The Influence Of Other Controlled Substance – TEC 37.007(b)

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:
Kim Lyons and Catherine Bray asked if the mandatory DAEP placement for a student applies to a District of Innovation (DOI) district, as a DOI may not send every student to DAEP but would send a student to In School Suspension (ISS). Mary Scott replied that she would ask the DOI Division for clarification and send a response to Jamie.

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

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

On August 17, 2023, Mary Scott, the Student Discipline Program Specialist in the Supportive Schools Department, provided the following:

TAC, 102.1309, provides the list of prohibited exemptions for District of Innovation (DOI) schools. According to §102.1309((a)(1)(H), DOI schools are prohibited from being exempted from TEC, §§37.005, 37.006(l), 37.007(e), 37.011, 37.012, 37.013, and 37.020.

PCPEI Discussion:
Joy Baskin asked to confirm that this legislation did not change the mandatory DAEP placement for DISCIPLINARY-ACTION-REASON-CODE "64" (Possessed, Sold, Gave, Used, Delivered, Or Was Under The Influence Of Other Controlled Substance – TEC 37.007(b)). Jamie Muffoletto confirmed that the mandatory DAEP placement for DISCIPLINARY-ACTION-REASON-CODE "64"(Possessed, Sold, Gave, Used, Delivered, Or Was Under The Influence Of Other Controlled Substance – TEC 37.007(b)) did not change.

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

PCPEI Action:
Damon Jackson made a motion to approve the proposal.
Jackie Janacek seconded the motion.
Vote: Passed

4. 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 Texas Education Agency (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:
Jamie Muffoletto 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 Dr. Amy Blakey and Hank Weikert from the Supportive Schools Division to address any questions.

Catherine Bray stated that if an LEA has a policy not to enter data from the student discipline record received from the prior school attended when the student transfers to the new LEA, the first school discipline would not be transferred in TREx. Hank stated that when the LEA receives a discipline record for a new student, the record becomes part of the student's discipline record. Hank added that entering the discipline data in the Student Information System (SIS) is optional. However, the LEA must have a policy for storing and managing the data or attachment so LEAs can transmit all discipline records when the student transfers.

Catherine asked if a transfer student could complete the enrollment process if a parent did not provide a copy of the discipline record. Hank replied that the LEA the student is transferring from must provide the record. Hank added that LEAs should ask the parent if the student has a discipline record if the student was transferring from a private school or from out of state. Catherine asked Justin Jons and Joe Herrera if the parent did not provide the discipline record, could the student proceed with enrollment. Joe stated he would obtain an answer and provide a response to members.

After the meeting, the response from Joe Herrera: TEA's legal department responded to the question.

> *The amendment by HB 3 to TEC, Sec. 25.002(a), does not provide for an enrollment stop or disenrollment requirement. TEA does not currently prevent enrollment or allow disenrollment for lack of school records transferred between districts, so these new provisions would not provide any explicit authority to change that position. (The immunization exclusion provisions are specifically authorized by TEC, Sec. 38.001, not TEC, Sec. 25.002.)*

Linda Raney asked if TEA had communicated with the Texas State Library and Archives Commission to change the five-year retention schedule. Hank stated that the current retention policy would continue to be followed. Hank added that the receiving LEA should receive five years of prior discipline data if the student had been in a Texas School and had discipline records.

Catherine stated that discipline data would move to TEA more frequently with the Ed-fi upgrade. Using enrollment tracking as a model, could a discipline portal be set up to send discipline? Hank replied that creating a system to transfer discipline data using TREx could be possible.

Georgia Kalligeris added that TEA would need to work with the vendors to ensure that vendors accommodate historical discipline data, similar to how LEAs currently transfer credits. Working with the vendors on transferring and storing student discipline data would prevent individual LEAs from creating different policies on handling student discipline records.

Dr. Blakey stated that a system to streamline the transfer of discipline records would be ideal and acknowledged Georgia and Catherine's concerns about the proposed change creating record management issues. Dr. Blakey added that she would share their concerns with TEA leadership.

Melody Parrish stated she understood the concern of committee members and added that TEA has considered how to implement the changes efficiently within the timeline provided by the legislation. Melody confirmed that TEA would work closely with the SIS vendors, Hank and Dr. Blakey, to obtain a resolution. Melody added that LEAs must find a way to store and transfer the data until a long-term solution is available.

Terri Hanson clarified that with the Ed-fi upgrade, TEA would have near real-time data, but with or without the upgrade, current year data is not validated until the PEIMS Summer Submission. TREx must be used to transfer the student discipline records to comply with legislation. Terri added that LEAs must send the current and historical data through TREx until a long-term solution can be developed.

Traci Pesina agreed that using TREx to send and manage records would create a hardship for campuses. Traci added that LEAs would need more time to communicate the change and implement a policy. Dr. Blakey replied that she would share concerns with TEA senior leadership and added that she is not aware of any options to extend the implementation deadline of September 1, 2023.

Joel Garcia agreed that LEAs would not be ready to implement by September 1, 2023, and asked Hank to discuss options for extending the deadline with the TEA legal division.

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

ITF Action:
Traci Pesina made a motion not to approve the proposal.
Catherine Bray seconded the motion.

Jamie stated that with a motion not to approve the proposal as written, each committee member would need to vote.

Lynne Smith called roll to obtain the vote.
Nine committee members voted not to approve the proposal.
One committee member voted to approve the proposal.
Five committee members voted to abstain.

Vote: The committee does not approve the proposal.

<u>PCPEI Discussion</u>
Jamie introduced Dr. Amy Blakey, Director of Supportive Schools, to answer any questions from the committee.

David McKamie summarized the HB 3 discussions from the July 25, 2023, and August 8, 2023, ITF meetings in which the ITF Committee chose not to approve the proposal due to several concerns.

Velma Soliz-Garcia asked if ITF discussed the proposal tabled during the July 25, 2023, meeting, during the August 8, 2023, meeting. Jamie Muffoletto confirmed that the original proposal with no changes was included in the August 8, 2023 meeting.

Melody Parrish, Deputy Commissioner of Technology, shared with the committee that based on the ITF concerns about transferring discipline records, including DISCIPLINARY-ACTION-REASON-CODE "21" (Violation of Student Code of Conduct), the program area met with TEA Legal. The result of the meeting is that the legislation requires an LEA to transfer all PEIMS reportable discipline incidents, including those with DISCIPLINARY-ACTION-REASON-CODE "21".

Melody shared that ITF was also concerned about retaining and transferring historical discipline records. After the last ITF meeting, TEA is considering including in the Texas Records Exchange (TREx) a method of transferring historical data that TEA collects in the PEIMS Summer Submission. LEAs would still need to transfer current year discipline data.

Melody clarified that since ITF did not pass the proposal, and if PCPEI also did not, the Commissioner of Education will review the proposal and determine the next steps. Melody reminded the committee that since the law passed, TEA and the Commissioner must find a way to implement the legislation.

Terri Hanson, Associate Commissioner of Customer Relationship Management and Data Standards Department, added that the ITF committee shared concerns about storing historical discipline records from the sending district in their Student Information System (SIS). If a student transferred multiple times in the five-year period, the student could potentially have discipline records from multiple districts. After internal discussion, since TEA has historical PEIMS discipline data, a process could be developed to create a PDF of the historical discipline data reported in PEIMS for the student being transferred in TREx. This new process may eliminate the need for a registrar to enter historical discipline data in their SIS.

Velma asked if LEAs should continue removing discipline data from their SIS based on their retention schedule. Terri responded that PEIMS reportable discipline should be retained based on the retention schedule published by the Texas State and Library Archives Commission (TSLAC), which is five years. Velma asked for confirmation that the historical data that was not currently retained would need to be retained. Dr. Blakey confirmed that discipline data would need to be kept based on local retention policies.

Marcos Zorola asked how the vendors would be supporting this process. Terri confirmed that historical discipline data would be attached in TREx so the LEA would not need to enter the data manually into their SIS. This change would require the LEA to develop processes for maintaining and sharing the data (the PDF of the historical PEIMS data) with the appropriate personnel at the campus.

Marcos commented that his district's SIS cannot import PDF data into a student's record. In his district, end users would need to review discipline in two locations to see a student's full discipline history.

Jackie Janacek, Joy Baskin, and Evelyn Jenkins raised concerns that charter schools and open enrollment districts could use the historical discipline data to deny student enrollment instead of its intended use by the campus Safe and Supportive Schools team. Joy stressed that rules must be extremely clear regarding how this information should be used.

Eric Combs shared that in the past, only unexpired discipline records were shared with other LEAs. Eric also stated that his district's legal team interpreted HB 3 as only requiring the sharing of current discipline records with other LEAs.

Joy reiterated her request for very clear rules regarding what documentation needs to be sent, including documentation for threat assessments. Dr. Blakey agreed that they would provide more specific guidance and rules. Dr. Blakey also stated that TEA's legal team had determined that this bill requires all historical discipline data and completed threat assessments to be transferred.

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

PCPEI Action:
A motion was not made to approve the proposal. Terri stated that each committee member would need to vote on the proposal.

Leticia Ollervidez called roll to obtain a vote on the proposal.
Two committee members voted to approve the proposal.
Ten committee members voted not to approve the proposal.
Two committee members voted to abstain.
Vote: The committee does not approve the proposal.

Note: Terri Hanson confirmed that since neither committee approved the proposal, all feedback would be shared with the Commissioner as he decides how to move forward. If he approves, changes will be made to TREx in September. Terri thanked the committee for their feedback on a very difficult proposal.

5. HB 3803 Parent Request Retention Changes (E1729)   Discussion Item

Background:

During the 88th legislative session, HB 3803 was passed, which amends Section 28.02124, Education Code to allow a parent or guardian to request that a high school student repeat any course for high school credit in which the student was enrolled during the previous school year or for a student to repeat grades one through eight. Currently, under this section, a parent or guardian can request a student in grade prekindergarten up to grade three to repeat the grade in which the student was enrolled during the previous school year.

Overview:

Texas Education Data Standards XML Changes:

TEA proposes updating the special instructions and guidance for PARENT-REQUEST-RETENTION-INDICATOR (E1729) to explain a parent's or guardian's options under Sec. §28.02124 for requesting their student repeat grade prekindergarten up to grade eight or repeating a course for high school credit. The rules will be reviewed and updated based on changes in this proposal.

Texas Education Data Standards Upgrade Changes:

TEA proposes updating the special instructions for the Parent Request Retention descriptor in the StudentCharacteristics (E3063) data element.

Presentation:

Leticia Ollervidez presented the proposal, which includes:

In the Texas Education Data Standards for XML:

1. Revise the data element special instructions for the PARENT-REQUEST-RETENTION-INDICATOR (E1729).
2. Revise the data element reporting requirements for the PARENT-REQUEST-RETENTION-INDICATOR (E1729).
3. Revise associated data validation rules to reflect changes in this proposal.

In the Texas Education Data Standards for Upgrade:

1. Revise the special instructions for the Parent Request Retention (18) descriptor in the StudentCharacteristic (E3063) data element.

ITF Discussion:

Catherine Bray asked if TEA would consider allowing the minutes when a student repeats a class to count towards the 120 minutes per day or the 240 minutes per day instructional time requirement. Joe Herrera replied that TEA had added a sub-section that states if a parent requests a student repeat a course for high school credit under TEC 28.02124, the time that the student spends taking the course for a subsequent time does count towards the accumulation of attendance hours for FSP funding purposes; that is, time does count as instructional time for purposes of the two-through-four-hour rule.

Brittany Wright asked to clarify the language for high school course completers in the special instructions for PARENT-REQUEST-RETENTION-INDICATOR (E1729). Brittany stated that LEAs report this data element in the PEIMS Fall Submission of the repeated year, and the student may still need to complete the repeated course. Brittany suggested updating the language to indicate a student is repeating a course instead of using language that indicates the student has already repeated or completed a course. The change to the proposed definition would clarify when an LEA should report when a student is repeating a course.

Jamie Muffoletto stated that TEA would consider the proposed clarification and determine further changes to the special instruction for PARENT-REQUEST-RETENTION-INDICATOR (E1729).

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

PCPEI Discussion:
PCPEI Chair, Marcos Zorola called for questions or comments and heard none. As this was a discussion item, a vote was not required.

Other Business – ITF   Discussion Item
On-Time Federal Reporting Discussion
Terri Hanson and Linda Roska from Research and Analysis presented information about On-Time Federal Reporting. Jennifer Broussard, Kayan Lewis, and Freya Gaertner were in attendance to address any questions.

Terri stated that TEA is looking for feedback on proposed recommendations to change PEIMS reporting timelines to ensure TEA meets federal reporting guidelines. TEA would take the feedback provided by the committee to TEA leadership.

ITF Discussion:
Traci Pesina asked if TEA considered combining the PEIMS Fall Enrollment submission with the Class Roster Fall collection. Terri said that was something that could be considered and clarified that the same data would be reported whether the Fall Enrollment submission is separate or combined with Class Roster. Traci stated fewer data submissions would be more manageable with two data submissions in October rather than three. Traci added that she was concerned about LEAs not having a resubmission for the enrollment data, as LEAs submit corrections in the current PEIMS Fall Resubmission.

Catherine Bray stated that the omission of resubmission and moving the PEIMS Fall Enrollment submission to October would impact the ability of LEAs to properly identify students' special programs. Catherine added that some calendars begin the fourth Monday unless the LEA is a district of innovation. Catherine clarified that the identification of students in special programs such as Special Education, Economic Disadvantage, and Emergent Bilingual may not coincide with the PEIMS Fall Enrollment submission timeline, and added program areas need time to enter the student into special services. For example, in the current school year LEAs have 45 days to reclassify Emergent Bilingual students, and the students may not be reclassified by the new reporting time. Catherine

further added if the early reading indicator is included in the Enrollment submission, a student that begins school on August 28 would be subject to a test within the first two weeks of school.

Catherine asked if TEA is collecting more indicators that cause Texas to be out of compliance for federal reporting compared to other states. Linda replied that Texas is collecting the same number of indicators as other states. Linda added that other states are collecting prior year data as the school year ends or earlier in the fall. Linda stated that the timelines in Texas for collecting data are later than in other states. Melody Parrish clarified that Texas is a large state with more than five million students enrolled. Melody added that other states have fewer students than Texas. Terri added that several states had a snapshot date in early October with no resubmission.

Georgia Kalligeris was concerned about data quality with an earlier submission timeline and no resubmission. Linda replied that she understood Georgia's concern. Linda stated that her team has worked diligently to improve processing time. Texas does not meet federal timelines since the data is not submitted early enough.

Catherine asked whether TEA has considered leaving the school start window and the enrollment snapshot the same but having an earlier submission so LEAs can report students accurately. Terri clarified Catherine's proposal was to leave the snapshot date as last Friday in October and submit the data mid- November. Terri replied that the Information Technology department performs quality assurance before Linda's team receives the data. The teams would need to review these dates to determine which reports could be completed on time and which ones would still be late.

Tracy requested that TEA consider keeping resubmissions. Georgia added that without resubmission, the ability to compile data if an LEA starts the school year late would be a challenge for charter schools.

Kim Lyons asked how leavers would be reported with this change. Linda replied that any student who left during the school year and graduates through May or June would be reported in the PEIMS Summer Submission. Linda added that any "no shows" and summer graduates would be reported in the PEIMS Extended Year Submission. Linda clarified that the school start window would be moved from the last Friday in September to mid-September. Terri added that TEA considers a "no show" student a student that never enrolled in the new school year.

Traci asked if LEAs are would be placed on a corrective action plan (CAP) if an LEA requests an extension. Terri explained that extension requests are not typically shared with other TEA departments. The TSDS team works with the LEA and ESC to get the data submission completed within two or three days of the due date when there are extenuating circumstances and an extension is required. Terri stated that when an LEA requests an update through the working collection, the main databases are not updated, but the corrected data would be passed to the program area and the TEA Self-Reported Data Unit. Terri added that she does not know if the new division plans to impose any CAPs.

PCPEI Discussion:

Melissa Urenda asked if the Class Roster Fall Submission could be incorporated into the new timeline for the Fall PEIMS Submission. Terri Hanson shared that the ITF committee had also made this suggestion, and coordination with the Class Roster program area is ongoing to determine feasibility. Terri felt this was a great suggestion and something that could be considered and incorporated.

Evelyn Jenkins thanked Terri and Linda Roska for their presentation, stating they had answered many of her questions. She added that dividing the current PEIMS Fall Submission into two smaller submissions, even though earlier, may be better. However, the dissolution of the resubmission will be hard for LEAs to accept.

Marcos Zorola worried that shortening the PEIMS Fall Snapshot period from ten weeks to six weeks would adversely affect the reporting of economic disadvantage and other program area reporting. Marcos shared that it is difficult for a larger district to compile that amount of data accurately at the start of the school year.

Eric Combs wondered, since these timeline changes would happen as LEAs move to the new way of reporting data through the API, would the school start window need to be shortened? He asked Terri to consider moving the dropout/leaver reporting to the last day of September due to the real-time data exchange in the TSDS upgrade. Additionally, Eric stated he did like the proposal for the smaller submissions.

Jackie Janacek agreed with Eric's comments. Jackie also stressed that she uses the resubmission to ensure the accuracy of her data. Jackie stated that adjustment will take time and has concerns that data quality will be adversely affected once the resubmission is removed.

Terri thanked everyone for their feedback and support, especially regarding resubmission and student programs. Terri added that the ITF and PCPEI committees' comments and concerns will be shared with the Commissioner as they have further discussions on these changes.

Upcoming ITF Meetings:
September 26, 2023
October 17, 2023
November 14, 2023
January 16, 2024
March 5, 2024
April 9, 2024

Adjournment:
ITF Chair, Joel Garcia, 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 12:15 p.m.

Other Business – PCPEI   Action Item

ITF Membership Changes

Jamie Muffoletto informed the committee that Houston ISD had requested to change their ITF member & alternate member effective immediately, to the following:

Member – Lauren Price

Alternate – Isabel Hovey

PCPEI Chair, Marcos Zorola called for questions or comments. Hearing none, he requested a motion.

PCPEI Action:

Damon Jackson made a motion to approve the nominations.

Velma Soliz-Garcia seconded the motion.

Vote: Passed

Upcoming PCPEI Meetings

October 31, 2023

January 31, 2024

April 30, 2024

Adjournment:

PCPEI Chair, Marcos Zorola, called for additional questions or comments. Hearing none, Marcos 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 11:49 a.m.