Members:
Nancy Dunnam, Chair
David McKamie, Vice Chair
Diane Borreson
Aaron Daitz
Belinda Dyer
Dara Fuller
Adrian Garcia
Patty Streat
Keitha Ivey
Debbie Largent
Kim O'Leary
Brenda Padalecki
Tom Priem
Linda Roska
Judi Sparks
Janet Spurgin
Peggy Sullivan

Information Task Force (ITF) Meeting Minutes February 18, 2014

10:00 AM to 12:00 PM
William B Travis Bldg
Webinar Meeting
Hosted from
Room **G-100, PDC7**

Members via Webinar:	*Nancy Dunnam, David McKamie, Diane Borreson, Aaron Daitz, Dara Fuller, Adrian Garcia, Patty Streat, Keitha Ivey, Brenda Padalecki, Tom Priem, Judi Sparks, Peggy Sullivan*
Alternates via Webinar:	*Brenda Richmond (Hays CISD)*
Others Attending:	*Terri Hanson, Bryce Templeton, Fernando Garcia, Jeanine Helms, Tessie Bryant, Howard Morrison (TEA Federal and State Initiatives)*

Call the Meeting to Order: **Nancy Dunnam, ITF Chair** **The ITF meeting was called to order at 10:00 AM**	
Approval of the January 21, 2014 Meeting Minutes Nancy Dunnam introduced the meeting minutes from the January 21, 2014 ITF meeting and asked for comments and corrections. Hearing none offered, Nancy called for a motion. Aaron Daitz made a motion to approve the ITF minutes from the January 21, 2014 ITF meeting as presented. Tom Priem seconded the motion and the motion passed unanimously.	**Action Item**
Early Childhood Data System The Texas Education Agency is proposing to move the first non-PEIMS collection into the Texas Student Data System. The system being proposed in the Early Childhood Data System (ECDS) (formerly known as the Kindergarten Readiness System (KRS)). Terri Hanson introduced this topic by recapping the purpose of the TSDS system; to eliminate schools sending in the same data more than once when the data was shared by multiple collections. The goal is to achieve a single data collection concept from the schools, from which all TEA data collections would draw the data needed for their state and federal reporting. The ECDS collection has been collected for the past several years and was known to schools as the Kindergarten Readiness System. The data was formerly reported through the OZ systems. In the many schools that have reported this data, there was a district/school contact that was responsible for submitting this information through the KRS system. The goal of the system is to compare prekindergarten student populations to the reading skills of the matched kindergarten students, as determined by the Reading assessments. The school's current SIS vendors may or may not be responsible for reporting the ECDS data collection. Districts administering an assessment that is not compatible with ECDS as described in the 'To The Administrator Addressed' letter will notify the TEA program contact (Howard Morrison) of the type of assessment used, and the district will be responsible for retaining the data should TEA decide to collect at a later date. Fernando Garcia presented an ECDS proposal to the ITF committee requesting that early childhood data be collected using the Texas Student Data System. The proposed Early Childhood data collection will leverage the existing TSDS interchanges (including data elements and code tables).	**Action Item**

Fernando presented the list of data elements that are required for the collection. The list consisted of 36 Kindergarten and 25 Pre-K data elements. The list included one new data element (E1555-PK-SCHOOL-TYPE) and one new related code table (DC-PK-SCHOOL-TYPE). Fernando also presented the XML data samples, ECDS report mockups, and proposed Business Rules / edits for the ECDS data collection proposal.

Federal and State Education Policy has requested the collection of early childhood data using the Texas Student Data System. The proposed Early Childhood data collection would leverage the existing TSDS interchanges.

To accommodate the Pre-Kindergarten requirements, we will propose adding an additional data element and related code table:

- E1555 – PK-SCHOOL-TYPE

- DC152 – PK-SCHOOL-TYPE

Fernando Garcia described the data collection process and stated that the ECDS data will be collected using an Excel Template provided by TEA. An XML Converter provided by TEA will be used to convert the data in the ECDS Excel Template to the TEDS Compliant interchange XML files. This ECDS Excel Template will be supplied until all LEAs are able to supply data in the TEDS Compliant XML format.

Fernando Garcia also reviewed with the ITF the reports that are planned to be written from the ECDS data that is collected.

Texas Public School Prekindergarten Programs and Student Enrollment

Academic Year	2011-12			2012-13		
Program Type	Full Day	Half Day	Subtotal	Full Day	Half Day	Subtotal
Number Of Districts	660	375	1,035	690	347	1,037
Number Of Schools	1,748	1,476	3,224	1,759	1,473	3,232
Number Of Students	109,701	114,530	224,231	112,395	114,686	227,081

Texas Public School Prekindergarten Student Enrollment by Ethnicity

Academic Year	2011-12		2012-13	
	Students Enrolled	Percent Enrolled	Students Enrolled	Percent Enrolled
Ethnicity				
American Indian or Alaska Nat	1,022	0.46%	1,055	0.46%
Asian	6,448	2.88%	6,586	2.90%
Black or African American	33,292	14.85%	33,624	14.81%
Hispanic/Latino	145,991	65.11%	148,062	65.20%
Native Hawaiian/Other Pacific	278	0.12%	268	0.12%
Two or more races	3,154	1.41%	3,493	1.54%
White	34,046	15.18%	33,993	14.97%

Texas Public School Prekindergarten Student Enrollment by Gender

Academic Year	2011-12		2012-13	
	Students Enrolled	Percent Enrolled	Students Enrolled	Percent Enrolled
Gender				
Female	110,776	49.40%	112,098	49.36%
Male	113,455	50.60%	114,983	50.64%

Texas Public School Prekindergarten Student Enrollment by Economically Disadvantaged Status

Academic Year	2011-12		2012-13	
	Students Enrolled	Percent Enrolled	Students Enrolled	Percent Enrolled
Economically Disadvantaged Status				
No	26,459	11.80%	29,778	13.11%
Yes	197,772	88.20%	197,303	86.89%

Texas KRS Prekindergarten Programs and Student Enrollment

Prekindergarten Year	Program Type	Number of Programs	Students in Prekinder-garten
	Program Type		
	Full Day program	1,948	63,906
2010-11	**Half Day Program**	454	21,012
	Unknown	146	5,380
Total		**2,548**	**90,298**

Texas KRS Prekindergarten Programs by Facility Type and Student Enrollment

Prekindergarten Year	Facility Type	Number of Programs	Students in Prekinder-garten
	Facility Type		
	Family Day Home childcare program	2	93
	For-profit childcare program	407	2,927
	Head Start program	435	9,807
2010-11	**ISD Prekindergarten program**	1,348	71,937
	Not Specified	206	4,156
	Not-for-profit childcare program	94	888
	Religious or Faith-based childcare program	56	490
Total		**2,548**	**90,298**

Kindergarten Readiness of Students Enrolled in Texas KRS Programs

Prekindergarten Year	Students in Prekindergarten	Students Meeting Kindergarten Readiness Assessment	Percent Meeting Assessment	Students Not Meeting Kindergarten Readiness Assessment	Percent Not Meeting Assessment
Prekindergarten Year					
2010-11	90,298	56,507	62.6%	33,791	37.4%

Kindergarten Readiness of Students Enrolled in Texas KRS Programs by Ethnicity

Prekinder	Ethnicity	Students in Prekinder-garten	Students Meeting Kindergarten Readiness	Percent Meeting Assessment	Students Not Meeting Kindergarten Readiness Assessment	Percent Not Meeting Assessment
	Asian	960	820	85.4%	140	14.6%
	Black	1	8,	75.0%	2,955	25.0%
	Hispanic	5	33,	56.4%	25,625	43.6%
2010-11	**Native Alaskan**	755	412	54.6%	343	45.4%
	Pacific Islander	81	64	79.0%	17	21.0%
	Two or More Races	562	446	79.4%	116	20.6%
	Unknown	5,072	3,	66.6%	1,694	33.4%
	White	1	9,	76.3%	2,901	23.7%

Fernando Garcia reviewed the business rules and validations that would be applied to the data during the collection process.

ECDS Proposed Field Validation Rules

Rule #	Rule Text	Business Meaning	Error Level
Organization Data Category Field Validation Rules			
10010-000A	DISTRICT-ID must be unique for each Local Education Agency.	StateOrganizationId must be unique for each Local Education Agency.	Fatal
10020-000C	The combination of the following fields must be unique for each campus: CAMPUS-ID and EDUCATION-ORG-ID.	The combination of the following fields must be unique for each campus: StateOrganizationId and ID.	Fatal
Student Data Category Field Validation Rules			
40100-000E	The combination of the following fields must be unique for each student: TX-UNIQUE-STUDENT-ID and DISTRICT-ID.	The combination of the following fields must be unique for each student: StudentUniqueStateId and StateOrganizationId.	Fatal
40100-0016	FIRST-NAME, MIDDLE-NAME, and LAST-NAME must only contain the following characters: A-Z, 0-9, apostrophe, hyphen, and the space character.	The FirstName, MiddleName and LastSurname of a student must only contain the following characters: A-Z, 0-9, apostrophe, hyphen, and the space character.	Fatal
40110-000H	TX-UNIQUE-STUDENT-ID must be unique for each Student Program.	StudentUniqueStateId must be unique for each Student Program.	Fatal
40110-	The combination of the following fields must be	The combination of the following fields must be unique for each Student School	Fatal

000V	unique for each Student School Association: TX-UNIQUE-STUDENT-ID and CAMPUS-ID (SchoolReference).	Association: StudentUniqueStateId (StudentReference) and StateOrganizationId (SchoolReference).	
46010-000A	The combination of the following fields must be unique for each Student Assessment: ADMINISTRATION-DATE, StudentReference and AssessmentReference.	The combination of the following fields must be unique for each Student Assessment: AdministrationDate, StudentReference, and AssessmentReference.	Fatal

Assessment Data Category Field Validation Rules

60010-000A	The combination of the following fields must be unique for each Assessment: ASSESSMENT-TITLE, ACADEMIC-SUBJECT, ASSESSMENT-GRADE-LEVEL-ASSESSED, and ASSESSMENT-VERSION.	The combination of the following fields must be unique for each Assessment: AssessmentTitle, AcademicSubject, GradeLevelAssessed, and Version.	Fatal

ECDS Proposed Business Context Rules			
Rule #	**Rule Text**	**Business Meaning**	**Error Level**

Organization District/LEA Context Rules

10010-0001	DISTRICT-ID must match an entry registered with the TEA, and the last three characters must not be "950".	StateOrganizationId must match an entry registered with the TEA, and the last three characters must not be "950".	Fatal

Organization Campus/School Context Rules

10020-0024	CAMPUS-ID must match an entry registered with TEA.	For a school, the StateOrganizationId must be registered with TEA.	Fatal

Student Basic Information Context Rules

40100-0099	TX-UNIQUE-STUDENT-ID must match an entry in the TSDS Unique ID system.	A student's StudentUniqueStateId must match an entry in the TSDS Unique Id system.	Fatal
40100-0300	For each student, student school association and	Student school association and student program data must be reported for each student reported in the ECDS data	Fatal

	student program data must be reported with a matching TX-UNIQUE-STUDENT-ID.	collection.	
40100-0301	If GRADE-LEVEL-CODE is "PK", then September 1 age should at least 4.	A student in grade PK should be at least 4 years old on September 1.	Special Warning
40100-0302	If GRADE-LEVEL-CODE is "KG", then September 1 age should at least 5.	A student in grade KG should be at least 5 years old on September 1.	Special Warning
Student Enrollment Context Rules			
40110-0001	For a student enrollment, TX-UNIQUE-STUDENT-ID must match a TX-UNIQUE-STUDENT-ID for a student.	For each student reported with enrollment data, there must be corresponding student data reported.	Fatal
40110-0300	TX-UNIQUE-STAFF-ID must match an entry in the TSDS Unique ID system.	A teacher's StaffUniqueStateId must match an entry in the TSDS Unique Id system.	Fatal

Note: These rules apply to the following Interchanges/Complex Types:
1) InterchangeEducationOrganizationExtension (LocalEducationAgencyExtension complex type, SchoolExtension complex type)
2) InterchangeStudentExtension (StudentExtension complex type)
3) InterchangeStudentEnrollmentExtension (StudentSchoolAssociation complex type, StudentProgramExtension complex type)
4) InterchangeAssessmentMetadata (Assessment complex type)
5) InterchangeStudentAssessment (StudentAssessment complex type)

ECDS - Legislative Background:

Sec. 29.161. SCHOOL READINESS CERTIFICATION SYSTEM.

(a) The State Center for Early Childhood Development, in conjunction with the P-16 Council established under Section 61.076, shall develop and adopt a school readiness certification system for use in certifying the effectiveness of prekindergarten programs, Head Start and Early Head Start programs, government-subsidized child-care programs provided by nonprofit or for-profit entities, government-subsidized faith-based child-care programs, and other government-subsidized child-care programs in preparing children for kindergarten. The system shall be made available on a voluntary basis to program providers seeking to obtain certification as evidence of the quality of the program provided.

(b) In developing and adopting the system, the center shall seek the active participation of all

interested stakeholders, including parents and program providers.

(c) The system must:

(1) be reflective of research in the field of early childhood care and education;

(2) be well-grounded in the cognitive, social, and emotional development of young children;

(3) apply a common set of criteria to each program provider seeking certification, regardless of the type of program or source of program funding; and

(4) be capable of fulfilling the reporting and notice requirements of Sections 28.006(d) and (g).

(d) The agency shall collect each student's raw score results on the reading instrument administered under Section 28.006 from each LEA using the system created under Subsection (a) and shall contract with the State Center for Early Childhood Development for purposes of this section.

(e) The State Center for Early Childhood Development shall, using funds appropriated for the school readiness certification system, provide the system created under Subsection (a) to each LEA to report each student's raw score results on the reading instrument administered under Section 28.006.

(f) The agency shall:

(1) provide assistance to the State Center for Early Childhood Development in developing and adopting the school readiness certification system under this section, including providing access to data for the purpose of locating the teacher and campus of record for students; and

(2) require confidentiality and other security measures for student data provided to the State Center for Early Childhood Development as the agency's agent, consistent with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g).

For Kindergarten:
TEC 28.006 (c) – READING DIAGNOSIS
Each LEA shall administer, at the kindergarten and first and second grade levels, a reading instrument on the list approved by the commissioner or by the LEA-level committee. The LEA shall administer the reading instrument in accordance with the commissioner's recommendations under Sub-section (a)(1).

TEC 28.006(d)
The superintendant of each LEA shall:
(1) Report to the commissioner and the board of trustees of the LEA the results of the reading instruments;
(2) Report, in writing, to a student's parent or guardian the student's results on the reading instrument; and
(3) Using the school readiness certification system provided to the LEA in accordance with Section 29.161(e), report electronically each student's raw score on the reading instrument to the agency for use in the school readiness certification system.

TEC 28.006 (d-1) The agency shall contract with the State Center for Early Childhood Development to receive and use scores under Subsection (d)(3) on behalf of the agency.

For Pre-Kindergarten:
Sec. 29.1532. PREKINDERGARTEN PROGRAM REQUIREMENTS:
(a) An LEA's prekindergarten program shall be designed to develop skills necessary for success in the regular public school curriculum, including language, mathematics, and social skills.
(b) If an LEA contracts with a private entity for the operation of the LEA's prekindergarten program, the program must at a minimum comply with the applicable child-care licensing standards adopted by the Department of Protective and Regulatory Services under Section 42.042, Human Resources Code.
(c) An LEA that offers prekindergarten classes shall include the following information in the LEA's Public Education Information Management System (PEIMS) report:
(1) demographic information, as determined by the commissioner, on students enrolled in the LEA's prekindergarten classes, including the number of students who are eligible for classes under Section 29.153;

(2) the numbers of half-day and full-day prekindergarten classes offered by the LEA; and

(3) the sources of funding for the prekindergarten classes.

The Early Childhood Data System (ECDS) Release Plan is as follows:

- Phase 1 will include Kindergarten data which will be submitted starting May 1, 2014 and will be due by July 31, 2014.
- Phase 2 will include Pre-Kindergarten data which will be submitted starting August 1, 2014 and will be due by October 31, 2014.

ITF Discussion

Aaron Daitz asked if a district would have to absorb the cost of the XML extracts for the ECDS data collection. Terri Hanson stated that in the early years of this collection, TEA would provide a Microsoft Excel spreadsheet and a XML conversion tool to the schools so that they would not be burdened by paying a vendor to build the ECDS extract for them. Terri suggested that the vendors that would most likely be interested in this work would be the assessment vendors (i.e. DMAC and Eduphoria).

Nancy Dunnam asked when this data was normally submitted to the Agency. Howard Morrison stated that the data was previously collected at the beginning of the year; about October.

Davis McKamie asked about the newness of the data elements. TEA staff stated that if a school is already loading data to the TSDS StudentGPS Dashboards that they are likely already loading all of the Kindergarten data being proposed in this collection. TEA is leveraging the existing TSDS data structures to eliminate duplicate data reporting.

Peggy Sullivan asked if a school was only allowed one type of reading assessment test when reporting the ECDS data. Howard Morrison stated that it is possible if a Headstart program is working in collaboration with the school district. Tessie Bryant stated that if the school does utilize more than one kind of reading assessment test, then the reporting system will allow the school to report more than one reading assessment test.

Brenda Richmond asked TEA about the date range for the testing. Howard Morrison stated that the reading assessments are given at the beginning of the year. Brenda asked about when software vendors such as Eduphoria will have the extract ready. Terri Hanson stated that TEA does not know when the software vendors will implement these reporting extract requirements.

Brenda Richmond also voiced a concern that this reporting requirement would naturally fall to the school district PEIMS Coordinators due to the data being collected through the TSDS system. To avoid this scenario, school will have to determine who at the districts have been submitting this information previously in order to potentially avoid the PEIMS Coordinator from being responsible.

Terri Hanson discussed the current development of the "To the Administrator Addressed"(TAA) letter that will be distributed once the collection was approved through the TEA governance process (ITF, PCPEI, and Data Governance Board). As soon as the TAA letter can be written, it can be shared with the committee.

Nancy Dunnam asked who will be responsible for conducting the training for the ECDS reporting system. Terri Hanson stated that TEA will develop and share training materials with the ESCs for use and distribution. Terri also stated that this information would be shared with the ESC executive directors at their next meeting with the Commissioner of Education. Nancy asked specifically about the training needs for the 2014-2015 school year. Terri Hanson stated that TEA is working on the training and will communicate the materials and options as soon as possible.

David McKamie asked about the timelines for the reporting of the ECDS kindergarten information. Howard Morrison stated that for the 2013-2014 school year, the kindergarten reading assessment data from October 2013 will reported by the end of July 2014. For the 2014-2015 school year, the collection will resume its normal schedule with the data being due to TEA by mid December 2015.

David McKamie asked if school districts will be required use the spreadsheet procedure if they already have the data in the XML format. Terri Hanson stated that the ultimate goal is for all school districts to send the ECDS data in the XML format as extracted from the student information system. However, for the interim period, schools will be able to use the Excel spreadsheet to compile the data and then convert the Excel spreadsheet to the XML format. Adrian Garcia asked if this data will be part of the TSDS Early Adopter data submission activities. Terri Hanson stated that if a school district is already loading data to the ODS for the TSDS StudentGPS Dashboards, then the districts submitting that information are already loading the kindergarten data needed for this collection.

Nancy Dunnam called for a motion. Aaron Daitz made a motion to approve the proposed ECDS data collection as described above. Adrian Garcia seconded the motion and the motion passed unanimously.

Other Business **None**	**Discussion Item**
Upcoming ITF Meetings for the 2013-2014 School Year – April 8, 2014 (Cancelled) May 20, 2014	**Discussion Item**
Adjournment Aaron Daitz made a motion to adjourn the ITF meeting. Tom Priem seconded the motion and the motion passed unanimously. The ITF meeting adjourned at 11:25 AM.	