



**Texas Education Agency**  
**Policy Committee on Public Education Information**  
**Tuesday, June 2, 2015**

Via GoToMeeting  
Wm. B. Travis Building, G-100, PDC7  
1701 N. Congress Avenue  
**10:00 a.m. – 2:00 p.m.**

**Meeting Minutes**

1. Call to Order **Mary Ann Whiteker (Chair)**

Mary Ann Whiteker called the meeting to order at 10:00 AM.

Roll Call

In attendance:

Mary Ann Whiteker, Paul Clore, John Bass, Ronny Beard, Carol Bonds, Sharon Wermuth, Cody Carroll, David C. Harris, Danny Lovett, Scott Niven, Paul Norton, Berhl Robertson, Terry Driscoll, Clyde Steelman, Gilbert Trevino, Mark White, Scott Lewis, Lisa Garcia, Dr. Patty Shafer, Wade Wesley

ITF Member in attendance

David McKamie, ITF Vice Chair

TEA staff in attendance:

Melody Parrish, Terri Hanson, Bryce Templeton, Fernando Garcia

2. Approve Minutes from the February 3, 2015 PCPEI Meeting Action Item

Mary Ann Whiteker introduced the PCPEI meeting minutes from the February 3, 2015 PCPEI meeting and asked for any comments or corrections. No comments or corrections were offered.

Mary Ann Whiteker called for a motion to accept the February 3, 2015 PCPEI meeting minutes. Paul Norton made a motion to accept the February 3, 2015 PCPEI meeting minutes as presented. Carol Bonds seconded the motion and the motion passed unanimously.

3. ITF Report to PCPEI Committee  
Presentation of action item recommendations and discussion items  
from the April 7, 2015 ITF Meeting Action Item

**Presented by David McKamie, Information Task Force Vice Chair**

**Information Task Force (ITF) Report to the  
Policy Committee on Public Education Information (PCPEI)  
For the April 7, 2015 ITF meeting**

**1. Early College High School Indicator Action Item**

Early College High Schools (ECHS) are innovative high schools that allow students least likely to attend college an opportunity to earn a high school diploma and 60 college credit hours. Early College High Schools:

- provide dual credit at no cost to students
- offer rigorous instruction and accelerated courses
- provide academic and social support services to help students succeed
- increase college readiness, and
- reduce barriers to college access.

Under the authority of Texas Education Code (TEC) §29.908(b) and Texas Administrative Code (TAC) §102.1091, the TEA developed a designation process for Early College High Schools. The designation process ensures that districts and colleges operating ECHS campuses maintain the integrity of the model, which was researched and designed to target and serve students who might not otherwise attend college.

Fernando Garcia presented a TSDS-Legacy PEIMS proposal for the collection of a new Early College High School Indicator data element in the 2015-2016 school year. He explained that the Early College High Schools are innovative high schools that allow students less likely to attend college an opportunity to earn a high school diploma and 60 college credit hours. He mentioned that the TEA is required to evaluate the ECHS program, but that currently there is not a way to identify the students participating in the ECHS programs. This new data element (E1560 ECHS-INDICATOR-CODE) would be collected in the Fall, Summer, and Extended Year submissions. The proposed Legacy-PEIMS implementation would be to add this new data element to the 102 STUDENT DATA DEMOGRAPHIC record, while the TSDS-PEIMS implementation would be to add the new data element to the TX-StudentCharacteristicsExtension Complex Type.

**ITF Discussion**

The ITF members asked further questions regarding the nature of the Early College High School (ECHS) program. Laura Gaines, TEA Curriculum Division, explained that the ECHS program started as a grant program. Eventually the grant funds ran out. Without the grant program and the integrated data reporting that was associated with the ECHS grant program, the TEA does not have the ability to track the schools that are participating in the program due to lack of grant fund controls that previously existed. However, the legislative requirement to evaluate the program still exists.

Local Education Agencies can operate an ECHS program as either a stand-alone campus, or as a program within another campus that is not dedicated to the ECHS program. Therefore, it is necessary to add a student level identifier to the PEIMS and TSDS data collection systems to identify the students regardless of the campus arrangement within a LEA in order to evaluate the performance of the program.

Nancy Dunnam asked about the timeline for implementing this data element and specifically asked the PEIMS software Vendor ITF members if this request was doable

within their development timeline for the 2015-2016 school year. Lynn Heatherly (ESC 20) stated that this change would not be a big impact for the TxEIS system and that the software would be ready for the 2015-2016 school year.

Glenn Shelton asked if this information would be applicable to the TReX system. The Curriculum staff present did not think this data should be added to the TReX system.

### **ITF Recommendation**

The ITF Committee made a recommendation to approve the collection of the new student level E1560 ECHS-INDICATOR-CODE data element for the 2015-2016 (and subsequent) school years. The ITF recommendation applies to both the Legacy and TSDS PEIMS implementation proposals.

### **PCPEI Discussion**

None.

### **PCPEI Action**

### **Motion:**

Ronnie Beard made a motion to approve the ITF recommendation to add the Early College High School Indicator Code (E1560 ECHS-INDICATOR-CODE) to the TSDS and Legacy PEIMS systems beginning with the 2015-2016 school year. Paul Clore seconded the motion.

**Vote:** The PCPEI motion passed unanimously.

## 2. T-STEM Indicator

## Action Item

Texas Science, Technology, Engineering, and Mathematics (T-STEM) Academies are rigorous secondary schools focusing on improving instruction and academic performance in science and mathematics-related subjects and increasing the number of student who study and enter T-STEM careers. T-STEM Academies are demonstration schools and learning labs that develop innovative methods to improve science and mathematics instructions.

There is a single pathway that a campus can take to become designated as a T-STEM Academy. In accordance with the Texas Administrative Code §102.1093, a campus must submit an application to the Texas Education Agency during the annual T-STEM designation process. The T-STEM designation application is based on the T-STEM Blueprint.

Once a campus is designated, professional development and technical assistance are provided to designated T-STEM academies to serve as demonstration schools and learning labs to showcase innovative instruction methods which integrate technology and engineering into science and mathematics instruction. Designated campuses serve either grades 6-12 or 9-12.

Fernando Garcia presented the TSDS-Legacy PEIMS proposal for the collection of a new E1559 STEM- INDICATOR-CODE data element. He explained that Texas Science, Technology, Engineering, and Mathematics (T-STEM) Academies are rigorous secondary schools focusing on improving instruction and academic performance in science and mathematics-related subjects and increasing the number of student who study and enter T-STEM careers. T-STEM Academies are demonstration schools and learning labs that develop innovative methods to improve science and mathematics instructions.

Fernando stated that TEA is required to evaluate the T-STEM program, but there is not currently a way to identify the students that participate in the T-STEM programs.

This new data element (E1559 STEM-INDICATOR-CODE) would be collected in the Fall, Summer, and Extended Year submissions. The proposed Legacy-PEIMS implementation would be to add this new data element to the 102 STUDENT DATA DEMOGRAPHIC record, while the TSDS-PEIMS implementation would be to add the new data element to the TX-StudentCharacteristicsExtension Complex Type.

### ITF Discussion

ITF members asked about how many campuses were currently participating in the T-STEM program. Stacey Avery, TEA Federal and State Education Policy division, stated that there are about 91 campuses currently offering the program and that TEA expects as many as 150 campuses to participate in the 2015-2016 school year. Stacey also clarified for the ITF members that the T-STEM program was not directly related to the STEM Endorsement option that is available to the students pursuing the Foundation High School Program.

Nancy Dunnam asked about the timeline for implementing this data element and specifically asked the PEIMS software Vendor ITF members if this request was doable within their development timeline for the 2015-2016 school year. Judi Sparks stated that this change would not be a big impact for the TxEIS system and that the software would be ready for the 2015-2016 school year.

Glenn Shelton asked if this information would be applicable to the TReX system. The Curriculum staff present did not think this data should be added to the TReX system.

### **ITF Recommendation**

The ITF Committee made a recommendation to approve the collection of the new student level E1560 STEM-INDICATOR-CODE data element for the 2015-2016 (and subsequent) school years. The recommendation to approve applies to both the Legacy and TSDS PEIMS implementation proposals.

### **PCPEI Discussion**

Mary Ann Whiteker emphasized the need for the TEA to train ESCs and schools on the difference between TSTEM program and STEM Endorsement reported through the Foundation High School Program.

### **PCPEI Action**

#### **Motion:**

Clyde Steelman made a motion to approve the ITF recommendation to add the new E1560 STEM-INDICATOR-CODE data element to the PEIMS collections effective with the 2015-2016 (and subsequent) school years. Danny Lovett seconded the motion.

#### **Vote:**

The motion passed unanimously.

### 3. Homeless Status Code and Unaccompanied Youth Code Reporting Changes Action Item

Data reporting changes are needed to align the data in the *Unaccompanied homeless youth* subgroup with that of the other three subgroups [*Migratory children/youth*, *Children with disabilities (IDEA)*, and *Limited English Proficient (LEP) students*] for federal reporting purposes.

Kelly Kravitz, Barbara James, and Patrick Lopez presented changes that are needed to align the data in the *Unaccompanied homeless youth* subgroup with that of the other three subgroups (*Migratory children/youth*, *Children with disabilities (IDEA)*, and *Limited Proficient (LEP) students*) for federal reporting purposes.

The summary of the changes are as follows:

#### PEIMS Code Table C192 Unaccompanied Youth Status Code

Code Table ID	Name	Date Issued	Date Updated
C192	UNACCOMPANIED-YOUTH-STATUS-CODE	03/01/12	08/01/12

Code	Translation
0	<del>Homeless student is not unaccompanied at any time during the current school year</del> <b>Deleted</b>
1	<del>Homeless student is unaccompanied (i.e., is not in the physical custody of a parent or legal guardian) and received services under the McKinney Vento program at any time during the current school year</del> <b>Deleted</b>
2	<del>Homeless student is unaccompanied (i.e., is not in the physical custody of a parent or legal guardian) and did NOT receive services under the McKinney Vento program at any time during the current school year</del> <b>Deleted</b>
3	<b>Homeless Student is <u>in</u> the physical custody of a parent or legal guardian (i.e., homeless student is not unaccompanied) for the entire school year. (NEW)</b>
4	<b>Homeless Student is <u>not</u> in the physical custody of a parent or legal guardian (i.e., homeless student is not unaccompanied) at any time during the school year. (NEW)</b>

This revision simplifies the Unaccompanied-Youth-Status-Code table to indicate that the homeless student was not an unaccompanied homeless youth (Code 3) or was an unaccompanied homeless youth (Code 4). The field is left blank for non-homeless students.

PEIMS Code Table C189 Homeless Status Code revisions

Code Table ID	Name	Date Issued	Date Updated
C189	HOMELESS-STATUS-CODE	03/01/12	

Code	Translation
0	Student is <b>not homeless</b> at any time during current school year
1	<p>Student lives in a <b>shelter</b>, transitional housing, or is awaiting foster care at any time during current school year</p> <p><b>Shelters</b> are defined as supervised publicly or privately operated facilities designed to provide temporary living accommodations. The shelters category for homeless students includes emergency shelters, family shelters, domestic violence shelters, youth shelters, transitional housing programs, and temporary placements while awaiting foster care. The shelters category for homeless students <b>does not</b> include residential treatment facilities, Title I Neglected or Delinquent facilities, or <b>Texas Youth Commission TJJJD</b> facilities.</p>
2	<p>Student lives temporarily <b>doubled-up</b> (sharing residence with a family or individual) at any time during current school year</p> <p><b>Doubled-Up</b> (e.g., living with another family) is defined as sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason. This classification requires a case-by-case determination.</p>
3	<p>Student is <b>unsheltered</b> (i.e., lives on the street, lives in cars, parks, campgrounds, temporary trailers [including FEMA trailers], or abandoned buildings) at any time during current school year</p> <p><b>Unsheltered</b> is defined as a nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. It includes such places as cars, parks, campgrounds (if they live there because they lack an alternative accommodation), temporary trailers (if they live there because they lack an alternative accommodation), abandoned buildings, and substandard housing. Substandard housing may be determined by local building codes, community norms, and/or a case-by-case determination as to whether the accommodation is a "fixed, regular, and adequate nighttime residence."</p>
4	<p>Student lives in <b>motel or hotel</b> at any time during current school year</p> <p>Students who stay at a motel or hotel are considered homeless if they reside there because they have lost their housing, lack an alternative accommodation, and do not have a "fixed, regular, and adequate nighttime residence."</p>

## Homeless Reporting Business Rules modifications

**HOMELESS-STATUS-CODE (E1082)** As defined by NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths"

1. means individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 103(a)(1)]; and
2. includes:
  - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
  - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 103(a)(2)(C)];

The four categories are: Shelters, Doubled-Up, Unsheltered, and Motels/Hotels.

- **Shelters:** Supervised publicly or privately operated facilities designed to provide temporary living accommodations. Included are emergency shelters, family shelters, domestic violence shelters, youth shelters, transitional housing programs, and temporary placements while awaiting foster care. The shelters category for homeless students does not include residential treatment facilities, Title I Neglected or Delinquent facilities, or TJJD facilities.
  - **Doubled-Up:** Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (e.g., living with another family). This classification requires a case-by-case determination.
  - **Unsheltered:** A nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. It includes such places as cars, parks, campgrounds (if living there because they lack an alternative accommodation), temporary trailers (if living there because they lack an alternative accommodation), abandoned buildings, and substandard housing. Substandard housing may be determined by local building codes, community norms, and/or a case-by-case determination as to whether the accommodation is a "fixed, regular, and adequate nighttime residence."
  - **Motels/Hotels:** Students who stay at a motel or hotel are considered homeless if they reside there because they have lost their housing, lack an alternative accommodation, and do not have a "fixed, regular, and adequate nighttime residence."
- iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
  - iv. migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purpose of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

HOMELESS-STATUS-CODE is to be used by all districts for reporting whether or not a student is homeless and, if homeless, what their primary nighttime residence is at the time of identification. There are only four categories of homeless primary nighttime residence, and if a student is homeless, their nighttime residence must be in one of these four categories.

The four categories are: Shelters, Doubled-Up, Unsheltered, and Motels/Hotels.

1. **Shelters:** Supervised publicly or privately operated facilities designed to provide temporary living accommodations. These include but are not limited to emergency shelters, family shelters, domestic violence shelters, youth shelters, transitional housing programs, and temporary placements while awaiting foster

- care. The shelters category for homeless students **does not** include residential treatment facilities, Title I Neglected or Delinquent facilities, or TJJD facilities.
2. **Doubled-Up:** Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (e.g., living with another family). This classification requires a case-by-case determination.
  3. **Unsheltered:** A nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. It includes such places as cars, parks, campgrounds (if living there because they lack an alternative accommodation), temporary trailers (if living there because they lack an alternative accommodation), abandoned buildings, and substandard housing. Substandard housing may be determined by local building codes, community norms, and/or a case-by-case determination as to whether the accommodation is a "fixed, regular, and adequate nighttime residence."
  4. **Motels/Hotels:** Students who stay at a motel or hotel are considered homeless if they reside there because they have lost their housing, lack an alternative accommodation, and do not have a "fixed, regular, and adequate nighttime residence."

Code "0" is used for students who are not homeless

HOMELESS-STATUS-CODE is used to identify all the students that have experienced homelessness at some point during the school year. If a student is homeless, but later that school year enters into permanent housing, this status code should not be changed and should still indicate that the student had been homeless. For PEIMS reporting purposes, all students identified as homeless in the Fall Snapshot must also be coded as homeless in the summer collection. The homeless status of each student should be determined upon enrollment and at the start of each new school year. Additionally, every school district needs to have processes and procedures in place to help identify students who become homeless after enrollment or after the start of a new school year. The homeless status of each student must be determined each year.

The McKinney-Vento Homeless Education Assistance Improvements Act (Title X, Part C of the *No Child Left Behind Act*) requires that all students that meet the statutory definition of homelessness be identified by the school district. The law requires that all students experiencing homelessness are able to enroll, attend, and succeed in school. The purpose of identifying students experiencing homelessness is to make sure that all are able to enroll, that they have access to services for which they are eligible, and to provide a count of the numbers of students that experience homelessness during a given school year.

The McKinney-Vento Act requires that every school district designate a homeless liaison. Contact your local homeless liaison for questions about the statutory definition of homelessness in the McKinney-Vento Act, whether or not a student meets that definition, and what category of living situation is appropriate. Information can also be obtained from the Texas Homeless Education Office. To contact the Texas Homeless Education Office, call 1-800-446-3142. For access to the McKinney-Vento Act and other relevant laws and rules, as well as guidance and information about serving the needs of homeless students, visit the Texas Homeless Education Office Website at <http://www.utdanacenter.org/theo>. A database of district homeless liaisons can be accessed at <http://www.utdanacenter.org/theo/index.php>.

One of the responsibilities assigned to homeless liaisons under the McKinney-Vento Act is the identification of students experiencing homelessness. Many districts use a residency questionnaire to help determine homeless status. A sample residency questionnaire is available on the Texas Homeless Education Office website.

**UNACCOMPANIED-YOUTH-STATUS-CODE (E1084)** As defined by NCLB, Title X, Part C, Section 725(6), the term "unaccompanied youth" means a youth not in the physical custody of a parent or guardian.

## ITF Discussion

Dara Fuller asked TEA staff why the code table could not maintain the use of codes 0 and 1. TEA staff explained that when the meaning of codes are changed, that it is not possible to continue the use of those codes due to the problems that are created with the use of longitudinal data studies. For example, it is not sound data development practice for the same code to have different meanings across multiple school years. If this is done, the longitudinal value of the data is lost.

Judi Sparks stated that the software systems could be programmed to use 0 and 1 for the data entry codes and then crosswalk the values to the correct codes upon creating the extract for TEA submission.

### **ITF Recommendation**

Brenda Padalecki made a motion to approve the changes that would modify PEIMS code table C192 Unaccompanied Youth Code to eliminate codes 0, 1, and 2 and replace with new codes 3 and 4 and modify the Homeless Status Code table C189 code 1 to change the reference from Texas Youth Commission (TYC) to Texas Juvenile Justice Department (TJJD). Cathleen Freeman seconded the motion and the motion passed unanimously.

### **PCPEI Discussion**

None

### **PCPEI Action**

#### **Motion:**

John Bass made a motion to approve the ITF recommendation to amend the PEIMS code table C192 – Unaccompanied Youth Code to eliminate codes 0, 1, and 2 and replace with new codes 3 and 4 and modify the Homeless Status Code table C189 code 1 to change the reference from Texas Youth Commission (TYC) to Texas Juvenile Justice Department (TJJD).and the changes (both Legacy and TSDS PEIMS) for the 2015-2016 and subsequent school years. Mark White seconded the motion.

#### **Vote:**

The motion passed unanimously.

#### 4. TREx System Modifications

#### Action Item

House Bill 5, 83rd Texas Legislature, Regular Session, 2013, established the Foundation High School Program for all students entering grade 9 in the 2014-2015 school year.

Under the authority of Texas Education Code, §28.025(a), the State Board of Education (SBOE) by rule shall determine curriculum requirements for the Foundation High School Program. The SBOE adopted rules for the Foundation High School Program in January 2014. Beginning with the 2014-2015 school year, all students entering the 9<sup>th</sup> grade are required to pursue a high school graduation plan under the Foundation High School Program.

Under the authority of Texas Education Code §28.025(e), each school district shall report the academic achievement record of students who have completed a high school program on transcript forms adopted by the State Board of Education (SBOE).

This proposal would add data elements to the Texas Records Exchange System (TREx) to report new requirements and course options for students graduating on the Foundation High School Program.

*The words academic achievement record and transcript are interchangeable.*

#### **Part 1**

##### Summary:

Texas Administrative Code §74.11(a), requires that a student graduating on the Foundation High School Program demonstrate proficiency, **as determined by the district in which the student is enrolled**, in

- delivering clear verbal messages;
- choosing effective nonverbal behaviors;
- listening for desired results;
- applying valid critical-thinking and problem-solving processes; and
- identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

As a result of the new graduation program requirement and for the purpose of the academic achievement record (AAR)/high school transcript, TEA is proposing for the 2015-2016 school year, the following TREx data element to indicate that a student has completed the speech requirement.

**New Data Element for SPEECH-REQUIREMENT-MET-DATE.**

Common Name		XML Name	Complex Type
SPEECH-REQUIREMENT-MET-DATE		MetDate	AcademicStatusType
Definition			
<p>SPEECH-REQUIREMENT-MET-DATE is the date (month and year) the student met the speech requirement for the Foundation High School Program.</p> <p>To receive a high school diploma on the Foundation High School Program, a student must demonstrate proficiency, as determined by the school district in which the student is enrolled, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations (TAC §74.11(a)(3)).</p>			
Special Instructions			
SPEECH-REQUIREMENT-MET-DATE must be present if GRADUATION-DATE is present and Grad Type Code=34.			
Data Specifications			
Element ID	Code Table ID	Required?	Domain of Values
TE116		No	yyyy = 1957-2052 mm = 01-12
Applicable Record	Length	Type	Pattern
Student Record AAR-Transcript	7	DATE	yyyy-mm

**Part 2**

Summary:

Special explanation code is a description authorized by TEA as a means to document on the AAR/transcript specific information regarding the course to which the code is associated. Examples include explanation codes for course credit earned in middle school or at a college-level. The use of the “A” code for courses included in an articulated agreement is required. The use of the “D” code for dual credit courses is required. The use of all other existing codes is optional.

TEA is proposing the addition of the following special explanation codes for course options available to students on the Foundation High School Program.

**Revised Data Element Code Table for SPECIAL-EXPLANATION-CODE.**

Common Name		XML Name	Complex Type
SPECIAL-EXPLANATION-CODE		Explanation	CourseType
Definition			
SPECIAL-EXPLANATION-CODE is a description authorized by TEA as a means to document on the transcript (AAR) specific information regarding the course to which the code is associated. Examples include explanation codes for course credit earned in middle school or at a college-level.			
Special Instructions			
More than one SPECIAL EXPLANATION CODE may be included with a Course Type. For example, if a student earns credit for Algebra I in middle school as an honors course, codes H and J may be included as special explanations for that course.			
<b>Note: The Special Explanation Codes will be expanded to allow a length of two characters starting with the 2010 – 2011 school year.</b>			
Data Specifications			
Element ID	Code Table ID	Required?	Domain of Values
TE070	TC19	No	
Applicable Record	Length	Type	Pattern
AAR-Transcript	2	CODED	*

New Special Explanation Codes

<u>6</u>	<u>A course for which credit is awarded based on the district's evaluation of a student's proficiency in the Texas Essential Knowledge and Skills (TEKS) for the course (19 TAC §74.24)</u>
<u>7</u>	<u>A TEKS-based course that includes 100 minutes of moderate to vigorous physical activity per five-day school week taken to satisfy the physical education requirement on the <b>Foundation High School Program</b> (19 TAC §74.12(b)(6)(B).)</u>
<u>8</u>	<u>A course other than a languages other than English (LOTE) course taken to satisfy the LOTE requirement on the <b>Foundation High School Program</b> (19 TAC §74.12(b)(5)(B) or (D).)</u>
<u>9</u>	<u>A course taken by a student with written permission from the student's parent/guardian to satisfy the fourth science requirement for the arts and humanities endorsement on the <b>Foundation High School Program</b> (19 TAC §74.13(e)(5)(EE).)</u>
<u>10</u>	<u>A course taken as a part of a <b>Foundation High School Program</b> endorsement.</u>
<u>LD</u>	<u>A locally developed course created and provided in partnership with public or private institution of higher education and local business, labor, and community leaders.(TEC §28.002 (g-1).)</u>
<u>CP</u>	<u>A college preparatory course developed and provided by a district in partnership with at least one institution of higher education (TEC §28.014.)</u>

### **Part 3**

#### **Summary:**

TEXAS-GRANT-INDICATOR definition modified to indicate the element is only reported for students on track to graduate under the Minimum/Recommended/Distinguished High School Programs. The TEXAS-GRANT-INDICATOR will not be reported for the Foundation High School Program.

TEA proposes removing the TEXAS-GRANT-INDICATOR from Foundation High School Program (Graduation Type Code 34) student records and transcripts.

<b>Common Name</b>		<b>XML Name</b>	<b>Complex Type</b>
TEXAS-GRANT-INDICATOR		TexasGrant	AcademicStatusType
<b>Definition</b>			
The TEXAS-GRANT-INDICATOR code is used to show that a student on the Minimum/ Recommended/ Distinguished/ High School Program is on track to graduate by completing the requirements of the State Board of Education-approved Minimum/ Recommended/ Distinguished/ High School Program.			
<b>Special Instructions</b>			
The TEXAS-GRANT-INDICATOR will not be reported for the Foundation High School Program. This designation is made before the end of the student's junior year (Grade 11). The Texas Legislature established the TEXAS (Towards Excellence, Access and Success) Grant to make sure that well-prepared high school graduates with financial need could go to college.			
<b>Data Specifications</b>			
<b>Element ID</b>	<b>Code Table ID</b>	<b>Required?</b>	<b>Domain of Values</b>
TE073	TC21	No	
<b>Applicable Record</b>	<b>Length</b>	<b>Type</b>	<b>Pattern</b>
AAR-Transcript	1	CODED	#

#### **ITF Discussion**

ITF members asked about the applicability of SPEECH-REQUIREMENT-MET-DATE data element. Glenn Shelton stated that the data element was only applicable if the student was a Foundation High School Program graduate (Graduation Type Code 34).

Adrian Garcia asked about the status of a TReX indicator for College Preparatory math and English. Glenn Shelton stated that TEA would not be able to add this information to the TReX system for the 2015-2016 school year.

ITF members asked about the Texas Grant Indicator Code and how the TReX system would validate the information in a TReX transmission. Glenn Shelton stated that the TReX system does not allow the Texas Grant Indicator Code and the Foundation High School Program Indicators to both be reported in a TReX file. Schools will get a load error if both elements are reported as "yes".

### **ITF Recommendation**

ITF recommended adding the Speech Requirement Met Date (TE116), add Special Explanation Codes 6, 7, 8, 9, 10, LD and CP to the TE070 data element code table TC19, and removing the Texas Grant Indicator Code (TE073) from the TREx system for the 2015-2016 school year TREX Data Standards.

**After the completion of the April 7, 2015 Information Task Force meeting, TEA Curriculum staff rescinded their request to add Special Explanation Codes 6, LD, and CP.**

### **PCPEI Discussion**

Mary Ann Whitaker asked about College Prep Math and English Indications on a student transcript. Jessica Snyder clarified that request was related to the additional indicators related to the requirements associated with the Foundation High School Program.

### **PCPEI Action**

#### **Motion:**

Paul Clore made a motion to accept the ITF recommendations to add the Speech Requirement Met Date (TE116) data element, add Special Explanation Codes 6, 7, 8, 9, 10, LD and CP to the TE070 data element code table TC19, and remove the Texas Grant Indicator Code (TE073) from the TREx system for the 2015-2016 school year TREX Data Standards. Ronnie Beard seconded the motion.

#### **Vote:**

The motion passed unanimously.

4. Open Forum  
Sharon Wermuth asked about the possibility or need to add a Cardio-Pulmonary Resuscitation (CPR) Training Indicator to the transcript. Jessica Snyder stated that the CPR training is required instruction (requirement was added as part of the 83<sup>rd</sup> legislative session), but is not a requirement for graduation. Because CPR training is not a high school graduation requirement, the TEA should not add a CPR Training Indicator to the transcript.

**TAC§74.38.** *Requirements for Instruction in Cardiopulmonary Resuscitation (CPR).*

*(a) A school district or an open-enrollment charter school shall provide instruction to students in Grades 7-12 in cardiopulmonary resuscitation (CPR). The instruction:*

- (1) may be provided as a part of any course; and*
- (2) must be provided to each student at least once before graduation from high school.*

5. Next PCPEI meeting  
A tentative PCPEI meeting was planned for July 28, 2015 to present legislation from the 84<sup>th</sup> legislative session that may require implementation for the 2015-2016 school year.
6. The PCPEI meeting adjourned