Texas Education Agency
Policy Committee on Public Education Information (PCPEI)
October 28, 2025
Zoom
10:00 a.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 Lynne Smith.

PCPEI Members Present:

Fatuma Ereng, Dr. Morris Lyon, Randal Shaffer, Wanda Thomas, Marcos Zorola

PCPEI Alternate Members Present:

Irma Aguilar, Amanda Bigbee, Kelley Foley, Evelyn Jenkins, Joe Medley, Melissa Urenda, Jay Young, Casey Neal

TEA Staff Present:

Office of Information Technology:

Connor Briggs, David Butler, Terri Hanson, Monica Harwig, Scott Johnson, Melody Keith, Laurie Kelso, Jamie Muffoletto, Leticia Ollervidez, Gabriel Perez, Donna Pruitt, Leanne Simons, Lynne Smith, Melissa Witcher

Complaints and Inquiries Department:

Abby Rodriguez

Educator Data, Research, & Strategy Department:

Paige Tooley

Financial Compliance Department:

Dahlinda Alaniz, David Marx

Office of Special Populations & Student Supports:

Kristin McGuire

Special Populations General Supervision & Monitoring Department:
Edward O'Neill

State Funding Department:
Sara Kohn

ITF Member Present:
ITF Vice-Chair, Joel Garcia

Approve Meeting Minutes from August 19, 2025, PCPEI Meeting   Action Item
Marcos Zorola called for a motion to approve the meeting minutes from the August 19, 2025, PCPEI meeting.

Joe Medley made a motion to approve the minutes.
Dr. Morris Lyon seconded the motion.
Vote: Passed

ITF Vice-Chair, Joel Garcia, presented the ITF report to PCPEI.

ITF Meeting: September 30, 2025

1. Collection of Grievance Data   Action Item
Background:
During the 89th legislative session, Senate Bill (SB) 12 was passed, which amends Subtitle E, Title 2, Education Code, by adding Chapter 26A. This new section requires local education agencies (LEAs) to submit a report to the Texas Education Agency (TEA) on grievances filed in the LEA during the preceding school year (June 1 through May 31). The report must include, for each grievance, the resolution of the grievance and any corrective action taken.

Overview:
Texas Education Data Standards Changes:
Beginning in the 2026-2027 school year, TEA proposes adding one new entity, Grievance, to be reported in the PEIMS Summer Submission with three new data elements, LEAGrievanceIdentifier (E3XX1), GrievanceResolved (E3XX2), GrievanceCorrectiveAction (E3XX3), and one new common type, GrievanceLevelResolution with three new data elements, ResolutionOfGrievance (E3XX4),GrievanceLevel (E3XX5), and GrievanceLevelResolved (E3XX6). Additionally, TEA proposes adding two new descriptor tables, GrievanceCorrectiveAction (C3X1) and ResolutionOfGrievance (C3X2), with a total of 11 new descriptors to the PEIMS Summer Submission. TEA also proposes adding the data element reporting requirements in the Grievance Entity. One new report will be added, and data validation rules will be added to the PEIMS Summer Submission based on the changes in this proposal.

Texas Records Exchange (TREx) Changes:
None

Presentation:

Lynne Smith presented the proposal which includes:

In the Texas Education Data Standards:

1. Add new Grievance Entity to the Education Organization Domain to be reported in the PEIMS Summer Submission with the following new data elements:
    a. LEAGrievanceIdentifier (E3XX1)
    b. GrievanceResolved (E3XX2)
    c. GrievanceCorrectiveAction (E3XX3)
2. Add new GrievanceLevelResolution common type in the Grievance Entity to be reported in the PEIMS Summer Submission with the following new data elements:
    a. ResolutionOfGrievance (E3XX4)
    b. GrievanceLevel (E3XX5)
    c. GrievanceLevelResolved (E3XX6)
3. Add the Data Element Reporting requirements to the Grievance Entity.
4. Add a new descriptor table GrievanceCorrectiveAction (C3X1):
    a. 01 -
        Short Description – Administrative Remedies
        Long Description – Administrative Remedies - Reversal or modification of decisions related to student discipline, grading policies, attendance records, campus transfers or classroom assignments
    b. 02 -
        Short Description – Personnel-Related Actions
        Long Description – Personnel-Related Actions - Reassignment of staff, changes to job responsibilities, evaluation or retraining of staff
    c. 03 -
        Short Description – Policy Adjustments
        Long Description – Policy Adjustments - Amendments to local policies or procedures, clarification or reinterpretation of existing local policies (e.g., dress code, homework practices)
    d. 04 -
        Short Description – Communication And Transparency
        Long Description – Communication And Transparency - Issuance of written decisions with explanations and supporting documentation
    e. 05 -
        Short Description – Procedural Corrections
        Long Description – Procedural Corrections - Remanding grievance for further review
    f. 06 -
        Short Description – Non-Retaliation Enforcement
        Long Description – Non-Retaliation Enforcement - Investigation and disciplinary action against staff who retaliate against the complainant. Reporting educators to the State Board of Certification as

applicable by law and rule.

5. Add a new descriptor table ResolutionOfGrievance (C3X2):
    a. 01 -

    Short Description – Grievance Relief Granted

    Long Description – Grievance Relief Granted - LEA granted all requested remedies

    b. 02 –

    Short Description – Grievance Relief Denied

    Long Description - Grievance Relief Denied - All remedies prior to a board of trustees hearing were denied

    c. 03 -

    Short Description – Grievance Relief Granted In Part

    Long Description – Grievance Relief Granted In Part- LEA granted some requested remedies

    d. 04 –

    Short Description – Remanded The Administration's Decision

    Long Description - Remanded The Administration's Decision -Decision was sent back to the prior grievance level for review

    e. 05–

    Short Description – Denied Grievance And Upheld Administration's Decision

    Long Description - Denied Grievance And Upheld Administration's Decision – Board of Trustees upheld the prior decision

6. Add new TSDS reports to reflect the changes in this proposal.
7. Add associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:
None

ITF Discussion:
Lynne Smith introduced Abby Rodriguez, Director, from the Complaints and Inquiries Department, to address any questions.

Keitha Ivey asked whether grievance reporting would begin in the 2026–2027 school year. Jamie Muffoletto said that the grievances from the 2026-2027 school year would be reported in the 2026-2027 PEIMS Summer Submission.

Catherine Bray asked whether the data would be reported using the student information system (SIS) or the human resources system. Jamie responded that the LEAs would need to work with their vendors to determine how this data will be reported. Catherine followed up with a question about LEAs using two different vendors, expressing concern about how data may be reported using these different vendors. Jamie explained that the LEA would need to determine how to report the data to ensure there are no duplicates.

Dr. Lindsey McDaniel asked how LEAs would handle grievances that are filed late in the school year, such as on May 30. Abby stated that she would provide additional information in the next meeting.

Sharron Zirkelbach asked what qualifies as a grievance. Abby clarified that under Senate Bill (SB) 12, a grievance is defined as a formal complaint filed by a parent, either in writing or online. Informal attempts to resolve issues are not counted unless they escalate to a formal grievance level. SB 12 also allows extended timelines for parents who initially attempt informal resolutions.

Elisa Sanchez asked whether the LEAs had already collected this data or if it was new under SB 12. Jamie clarified that LEAs already have grievance processes in place, with each LEA having its own policies and procedures. Jamie stated that the grievance process itself is not new, but SB 12 introduces the requirement for formal data collection and reporting into the Public Education Information Management System (PEIMS).

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:
Sharron Zirkelbach made a motion to approve the proposal.
Keitha Ivey seconded the motion.
Vote: Passed

PCPEI Discussion:
Jay Young stated that LEAs already report grievance data and asked how this new collection differed from what was already being reported. Jamie Muffoletto explained that TEA currently collects only the LEAGrievanceLink (E3132) data element from LEAs. This link provides the internet website address where the LEA's grievance procedures and standardized forms are published. Jamie added that, starting in the 2026–2027 school year, LEAs will begin reporting the actual grievances filed and their resolutions.

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

PCPEI Action:
Dr. Morris Lyon made a motion to approve the proposal.
Fatuma Ereng seconded the motion.
Vote: Passed

2. Teacher Vacancy New Collection   Action Item
Background:
During the 89th legislative session, House Bill (HB) 2 was passed, which amends Subchapter J, Chapter 21, Education Code, by adding §21.468. This new section adds a collection of data from school districts and open-enrollment charter schools to address teacher retention and recruitment, including

the classifications, grade levels, subject areas, duration, and other relevant information regarding vacant teaching positions at Local Education Agencies (LEAs).

Overview:
Texas Education Data Standards Changes:
Beginning in the 2026-2027 school year, the Texas Education Agency (TEA) proposes adding a new core collection, the Teacher Vacancy Collection. The new collection will include information such as staff classification, program assignment, instructional grade level, academic subject, posting, and filled dates for vacant teaching positions from September 1 through August 31 of each year. The new collection will be due yearly on the fourth Thursday of September

Timeline:

Due Date	Submission
08/03/2026*	TSDS Ready to load data to IODS
09/07/2027	2026-2027 Teacher Vacancy Collection ready for users to complete
09/23/2027	Teacher Vacancy Collection due date for LEAs
10/07/2027	Teacher Vacancy Collection data available to customers

*vacant positions as of 9/1/2026 will be promoted for the 2026-2027 school year

Example:
September 1, 2026-August 31, 2027, vacancies due in September 2027.
September 1, 2027-August 31, 2028, vacancies due in September 2028.

Teacher Vacancy Collection:
For the Teacher Vacancy Collection, LEAs will report the following data for vacant teacher positions from the previous school year.

1. LocalEducationAgency:
   - E3019 EducationOrganizationCategory
   - E3037 NameOfInstitution
   - E0212 LocalEducationAgencyId
   - E3036 LocalEducationAgencyCategory
2. **New** OpenStaffPositionExt:
   - LocalEducationAgency (Reference)
   - **New** PositionNumber
   - E0721 StaffClassification
   - E3045 ProgramAssignment
   - E0017 GradeLevel
   - **New**InstructionalSubject
3. **New** OpenStaffPositionExt>PositionVacancy
   - **New** DatePositionVacant
   - **New**VacancyReason
4. **New**RequistionExt:
   - **New** OpenStaffPositionExt (Reference)

- ****New** RequisitionNumber**
- ****New** EmploymetnStatus**
- ****New** DatePosted**
- ****New** DatePostingClosed**
- ****New** PostingClosedReason**
- E3032 HireDate

Texas Records Exchange (TREx) Changes:

None

Presentation:

Lynne Smith presented the proposal which includes:

In the Texas Education Data Standards:

1. Add the existing LocalEducationAgency Entity in the Education Organization Domain to be reported in the new Teacher Vacancy Collection, including the following data elements:
    a. EducationOrganizationCategory (E3019)
    b. NameOfInstitution (E3037)
    c. LocalEducationAgencyId (E0212)
    d. LocalEducationAgencyCategory (E3036)
2. Add the new OpenStaffPositionExt Entity in the Staff Domain to be reported in the new Teacher Vacancy Collection with following data elements:
    a. LocalEducationAgency (Reference)
    b. PositionNumber (E3XX1)
    c. StaffClassification (E0721)
    d. ProgramAssignment (E3045)
    e. GradeLevel (E0017)
    f. InstructionalSubject (E3XX2)
3. Add the new PositionVacancy common type in the OpenStaffPositionExt Entity to be reported in the new Teacher Vacancy Collection with the following new data elements:
    a. DatePositionVacant (E3XX3)
    b. VacancyReason (E3XX4)
4. Add the new RequisitionExt Entity in the Staff Domain to be reported in the new Teacher Vacancy Collection with the following data elements:
    a. OpenStaffPositionExt (Reference)
    b. RequisitionNumber (E3XX5)
    c. EmploymentStatus (E3XX6)
    d. DatePosted (E3XX7)
    e. DatePostingClosed (E3XX8)
    f. PostingClosedReason (E3XX9)
    g. HireDate (E3032)
5. Add Entity Description, General, and Data Element Reporting requirements for the new OpenStaffPositionExt Entity.
6. Add Entity Description and Data Element Reporting requirements for the new RequisitionExt Entity.
7. Add a new descriptor table InstructionalSubject (C3X1)
    a. 01 -

Short Description – Technology Applications
Long Description - Technology Applications

b. 02 -
Short Description - Special Education
Long Description – Special Education

c. 03 -
Short Description – Social Studies
Long Description – Social Studies

d. 04 -
Short Description – Self-Contained
Long Description – Self-Contained

e. 05 -
Short Description – Science
Long Description – Science

f. 06 -
Short Description – Physical Education & Health
Long Description – Physical Education & Health

g. 07 -
Short Description – Other
Long Description – Other

h. 08 -
Short Description – Non-Classroom Role
Long Description – Non-Classroom Role

i. 09-
Short Description – Mathematics
Long Description - Mathematics

j. 10-
Short Description – Foreign Language
Long Description – Foreign Language

k. 11 -
Short Description – Fine Arts
Long Description – Fine Arts

l. 12 -
Short Description – English Language Arts
Long Description – English Language Arts

m. 13 -
Short Description – Career & Technology Education
Long Description – Career & Technology Education

8. Add a new descriptor table VacancyReason (C3X2)

a. 01 -
Short Description – New Position
Long Description – New position

b. 02 -
Short Description – Position Vacated: Retired
Long Description – Position is vacant because the incumbent retired from the

position
    c. 03 -
        Short Description – Position Vacant: Leaving the profession
        Long Description – Position is vacant because the incumbent left the profession
    d. 04 -
        Short Description – Position Vacant: Transfer
        Long Description – Position is vacant because the incumbent took another position within the LEA
    e. 05 –
        Short Description – Position Vacant: Other
        Long Description – Position is vacant for reason other than what is listed

9. Add a new descriptor table EmploymentStatus (C3X3)
    a. 01 -
        Short Description - Probationary
        Long Description - Probationary
    b. 02 -
        Short Description - Contractual
        Long Description – Contractual
    c. 03 -
        Short Description - Employed/Affiliated With Outside Agency (Part-Time)
        Long Description - Employed by or affiliated with an outside organization other than the school system, working part-time
    d. 04 -
        Short Description - Employed/Affiliated With Outside Agency
        Long Description - Employed by or affiliated with an outside organization other than the school system
    e. 05 -
        Short Description - Employed Part-Time
        Long Description - Employed part-time
    f. 06 -
        Short Description - Other
        Long Description - Other
    g. 07 -
        Short Description - Substitute/Temporary
        Long Description - Substitute/temporary
    h. 08 -
        Short Description - Permanent
        Long Description - Permanent
    i. 09-
        Short Description - Volunteer/No Contract
        Long Description - Volunteer/no contract

10. Add a new descriptor table PostingClosedReason(C3X4)
    a. 01 -
        Short Description – Position Filled
        Long Description – Position filled

b. 02 -
   Short Description – Posting Cancelled
   Long Description – Posting cancelled

11. Add the following new descriptors to the ProgramAssignment (C338) descriptor table:
    a. 02 -
       Short Description - Regular Education
       Long Description - Regular Education
    b. 03 -
       Short Description - Bilingual
       Long Description – Bilingual
    c. 04 -
       Short Description – Compensatory/Remedial Education
       Long Description – Compensatory/Remedial Education
    d. 05 -
       Short Description – Gifted and Talented
       Long Description – Gifted and Talented
    e. 06 -
       Short Description – Career and Technical Education
       Long Description – Career and Technical Education
    f. 07 -
       Short Description – Special Education
       Long Description – Special Education
    g. 08 -
       Short Description – ESL
       Long Description – ESL
    h. 09 -
       Short Description – Adult Basic Education
       Long Description – Adult Basic Education
    i. 10 -
       Short Description – Honors
       Long Description – Honors
    j. 11 -
       Short Description – Migratory
       Long Description – Migratory

12. Add new TSDS reports to reflect the changes in this proposal.
13. Add associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:
None

ITF Discussion:
Lynne Smith introduced Mark Olofson, Director of Educator Data, Research, and Strategy, Paige Tooley, Director of EDRS Project Management, Educator Data, Research, and Strategy Department, and Trenton Law, Director of Educator Credentialing, Educator Preparation and Certification Department to address any questions.

Catherine Bray asked about the reporting timeline of September 1 to August 31, expressing concern that it mixes school years. Jamie Muffoletto responded that while hiring often occurs in the summer, the intent is to capture vacancies for the school year they are associated with, aligning them with the LEA's Individual Operational Data Store (IODS). Mark added that the goal is to avoid requiring two separate collections in a single year. Mark added that any position vacant at any point between September 1 and August 31 should be reported in that respective school year. Mark also suggested that more examples should be published in the Data Standards to help clarify how to handle overlapping dates.

Catherine followed up with a scenario about a vacancy for a teacher, posted in May 2027 and filled in July for the 2026–2027 school year. Mark replied that if the position became vacant in May and was filled in July, it would be reported in the 2026-2027 Teacher Vacancy Collection due on September 23, 2027. Leanne Simons clarified that the focus is on capturing vacancy data, not necessarily the hiring process itself, and that some positions may remain vacant at the end of the reporting period.

Sharron Zirkelbach asked how the data would be used. Mark explained that the data would support recruitment and retention analysis, including how long vacancies remain open and breakdowns by subject area. Catherine expressed concern that this approach would result in a mix of vacancies from different school years, making it difficult to track retention accurately. Mark acknowledged the issue and said the team would analyze the data to distinguish between vacancies during the school year and those that occur between school years.

Catherine then asked whether the reporting would include both 087 (teacher) and 047 (long-term substitute) StaffClassifications (C021). Jamie clarified that the new collection is for 087 (teacher) only.

Dr. Lindsey McDaniel asked if the InstructionalSubject (C3X1) 04 (Self-Contained) referred to elementary grades, and Mark confirmed that it did.

Catherine brought up a scenario where a campus posts a vacancy for an English teacher but ends up hiring a CTE teacher and moving an existing staff member to the English vacancy. Catherine asked whether this type of scenario would require the reporting of two separate vacancies. Mark asked for clarification and confirmed that if the subject of the position changes before it is filled, only the final subject should be reported. Jamie added that LEAs can change the subject during the data validation process.

Catherine asked about internal transfers, especially in the context of school closures. Catherine asked whether reassigning staff from one campus to another counts as a vacancy. Mark clarified that if no external posting or hiring occurs, it is not considered a vacancy. However, if a position is posted, even if filled internally, it should be reported. Catherine noted that many LEAs post positions even when they plan to fill them internally. Haily Rambo added that posting all open positions may be a legal requirement, which complicates tracking for LEAs. Jamie said they would provide more guidance on which vacancies need to be reported.

Catherine asked about how grade levels should be reported. Jamie confirmed that each grade level

should be listed separately. Catherine described a situation where she posted a vacancy for a fifth-grade teacher but hired a kindergarten teacher, then filled the fifth-grade position by internally moving staff. Terri Hanson asked whether the original vacancy should be reported. Mark agreed that the original vacancy is relevant and that the system should capture the reason for the vacancy.

Terri then asked how LEAs track position numbers and whether they change with reassignments. Catherine suggested that instead of tracking each vacancy individually, it might be more practical to report the grade ranges, such as elementary or middle school. Mark and Terri agreed to consider this for the new collection.

Catherine asked about split assignments, such as a teacher for both bilingual and regular education. Catherine wanted to know if multiple ProgramAssignments (C338) could be reported. Jamie said TEA could add the ability to allow multiple ProgramAssignments. Haily added that she had hired candidates who covered multiple areas, such as Career and Technical Education, Special Education, and English as a Second Language. Leanne noted that this feedback is valuable and would provide changes in the next meeting.

Catherine asked whether the reporting distinguishes between full-time and part-time positions. Mark said that the collection does not distinguish between full- and part-time positions.

Terri echoed the committee's need for additional guidance on whether the data should reflect the position that became vacant or the one that was ultimately filled. Mark agreed to provide additional guidance to the committee. Terri asked if the committee was comfortable voting on the structure of the new collection and refine the guidance later.

Catherine voiced concern about moving forward without knowing more about the implementation, and Keitha Ivey agreed, noting that HR teams would likely have many questions. Leanne reassured the group that guidance could be updated and emphasized the urgency of releasing the technical framework so vendors could begin development. Melody Parrish echoed the importance of early communication with vendors, given the volume of upcoming changes. Leanne added that for new data collections, publishing in the preliminary version of the Texas Education Data Standards is critical.

Catherine then asked what the next step would be. Jamie responded that they could proceed with either a roll call vote or a general vote, depending on the group's preference, and clarified that the concerns raised seemed more about implementation than technical feasibility. Catherine agreed and suggested proceeding with a roll call vote.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a roll call vote.

ITF Action:
Lynne Smith called roll to obtain the vote:
Eleven committee members voted to approve the proposal.
One committee member voted not to approve the proposal.

Three committee members voted to abstain.
Vote: Passed

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

PCPEI Action:
Dr. Morris Lyon made a motion to approve the proposal.
Joe Medley seconded the motion.
Vote: Passed

3. Special Education Data Collection Funding Changes   Action Item

Background:
During the 89th legislative session, House Bill (HB) 2 was passed to revise special education funding. The bill adjusts the basic allotment for students based on eight tiers of service intensity defined by commissioner rules, including a tier for students who receive only speech therapy as their special education service and a tier for students placed in residential program. HB 2 updates Section 48.051(a), TEC, which addresses the offset of the basic allotment for time spent by a student receiving special education services outside of a general education setting. HB 2 also updates Section 48.102, TEC, so that funding for each special education program equals the sum of the basic allotment and the allotment (if applicable) under Section 48.101, to which the district is entitled multiplied by a legislatively set weight for the highest service tier the student qualifies for. In addition, HB 2 amends Section Subchapter C, Chapter 48, Education Code by adding Sections 48.1021, which create a Special Education Service Group Allotment for each six-week period of services received, with at least four service groups determining funding. At least 55 percent of the funds must be used for special education programs under Subchapter A, Chapter 29. Finally, Section 48.1022 directs the commissioner to adjust weights as necessary for the 2026-2027 school year to ensure that the estimated statewide amount provided by both Sections 48.102 and 48.1021 is approximately $250 million greater than the amount that would have been provided under Section 48.102, as it existed on September 1, 2025, for that school year, calculating both amounts using the basic allotment in effective for the 2026-2027 school year.

Overview:
Texas Education Data Standards Changes:
Beginning in the 2026-2027 school year, the Texas Education Agency (TEA) proposes adding two new entities, SpecialEducationTierOfIntensityAttendance Entity, with eight existing data elements and three new data elements, TierOfIntensity (E3XX1), EligibleDaysPresentInTierOfIntensity (E3XX2), EducationalEnvironment (E3XX3), and FlexibleSpecialEducationTierOfIntensityAttendance Entity, with eight existing data elements and two new data elements, TierOfIntensity (E3XX1), FlexAttendDaysEligibleInTierOfIntensity (E3XX4), to be reported in the PEIMS Attendance, Summer and Extended Year Submissions. In addition, TEA proposes adding two new common types, TierOfIntensitySet with three new data elements, TierOfIntensity (E3XX1), TierOfIntensityBeginDate (E3XX5), TierOfIntensityEndDate(E3XX6), and SPEDServiceGroupSet with three new data elements, SPEDServiceGroup (E3XX7), SPEDServiceGroupBeginDate (E3XX8), and SPEDServiceGroupEndDate (E3XX9). TEA also proposes adding a new data element, NumberOfHoursSPEDInGeneralEd (E3X10),

to the BasicReportingPeriodAttendance Entity. Additionally, TEA proposes adding three new descriptor tables. The first, TierOfIntensity (C3X1), with a total of eight new descriptors, the second, EducationalEnvironment (C3X2), with 30 new descriptors, and the third, SPEDServiceGroup (C3X3), with a total of five new descriptors, to the PEIMS Attendance, Fall, Summer, and Extended Year Submissions. TEA also proposes adding the general and data element reporting requirements in the SpecialEducationTierOfIntensityAttendance, FlexibleSpecialEducationTierOfIntensityAttendance, StudentSpecialEducationProgramAssociation, and BasicReportingPeriodAttendance Entities. Reports and data validation rules will be added and revised in the PEIMS Attendance, Fall, Summer, and Extended Year Submissions based on the changes in this proposal.

Timeline:
For the 2026-2027 academic year, students who receive special education services will continue to be reported using the same data elements as in the 2025-2026 academic year until their annual Admission Review and Dismissal (ARD) meeting is conducted. After the ARD meeting, the LEA will use the data elements outlined in this proposal to report student information.

Texas Records Exchange (TREx) Changes:
None

Presentation:
Lynne Smith presented the proposal which includes:

In the Texas Education Data Standards:
1. Add new SpecialEducationTierOfIntensityAttendance Entity to the Student Attendance Domain to be reported in the PEIMS Attendance, Summer and Extended Year Submissions with the following data elements:
    a. School (Reference)
    b. Student (Reference)
    c. CalendarCode (E0975)
    d. ReportingPeriod (E0934)
    e. GradeLevel (E0017)
    f. NumberDaysTaught (E0935)
    g. RegionalDaySchoolProgramForDeaf (E0833)
    h. LEAofRDSPDService (E1527)
    i. TierOfIntensity (E3XX1)
    j. EligibleDaysPresentInTierOfIntensity (E3XX2)
    k. EducationalEnvironment (E3XX3)
2. Add new FlexibleSpecialEducationTierOfIntensityAttendance Entity to the Student Attendance Domain to be reported in the PEIMS Attendance, Summer and Extended Year Submissions with the following data elements:
    a. School (Reference)
    b. Student (Reference)
    c. CalendarCode (E0975)
    d. ReportingPeriod (E0934)
    e. GradeLevel (E0017)

  f. NumberDaysTaught (E0935)

  g. FlexibleAttendanceProgram (E1045)

  h. TierOfIntensity (E3XX1)

  i. FlexAttendDaysEligibleInTierOfIntensity (E3XX4)

  j. EducationalEnvironment (E3XX3)

3. Add the new TierOfIntensitySet common type to the StudentSpecialEducationProgramAssociation Entity in the Alternative and Supplemental Services Domain to be reported in the PEIMS Attendance, Fall, Summer, and Extended Year Submissions with the following new data elements:

  a. TierOfIntensity (E3XX1)

  b. TierOfIntensityBeginDate (E3XX5)

  c. TierOfIntensityEndDate (E3XX6)

4. Add the new SPEDServiceGroupSet common type to the StudentSpecialEducationProgramAssociation Entity in the Alternative and Supplemental Services Domain to be reported in the PEIMS Attendance, Fall, Summer, and Extended Year Submissions with the following new data elements:

  a. SPEDServiceGroup (E3XX7)

  b. SPEDServiceGroupBeginDate (E3XX8)

  c. SPEDServiceGroupEndDate (E3XX9)

5. Add the new data element NumberOfHoursSPEDInGeneralEd (E3X10) to the BasicReportingPeriodAttendance Entity in the Student Attendance Domain to be reported as optional in the PEIMS Attendance, and Summer Submissions.

6. Add General and Data Element Reporting requirements to the SpecialEducationTierOfIntensityAttendance Entity.

7. Add General and Data Element Reporting requirements to the FlexibleSpecialEducationTierOfIntensityAttendance Entity.

8. Add Data Element Reporting requirements to the StudentSpecialEducationProgramAssociation Entity.

9. Add Data Element Reporting requirements to the BasicReportingPeriodAttendance Entity.

10. Add a new descriptor table TierOfIntensity (C3X1):

  a. 01 -

    Short Description – Student Receiving Speech Therapy Only

  b. **Long Description –** Student receiving speech therapy only

    02 –

    Short Description – Tier 2

    Long Description - Tier 2

  c. 03 -

    Short Description – Tier 3

    Long Description – Tier 3

  d. 04 –

    Short Description – Tier 4

    Long Description - Tier 4

  e. 05–

    Short Description – Tier 5

    Long Description - Tier 5

f. 06–
   Short Description – Tier 6
   Long Description - Tier 6
g. 07–
   Short Description – Tier 7
   Long Description - Tier 7
e. 08–
   Short Description – Student Receiving Special Education Services In Residential Placement
   Long Description - Student receiving special education services in residential placement

11. Add a new descriptor table EducationalEnvironment (C3X2):
   a. 01 -
      Short Description – Gen Ed Classroom/Setting 100% Instructional Day – Regular Campus
      Long Description – The special education and related services the student receives are provided in a general education classroom or setting for the entire instructional day on the student's regular home campus
   b. 02 –
      Short Description – Gen Ed Classroom/Setting 100% Instr Day – Non-Home Regular Campus
      Long Description - The special education and related services the student receives are provided in a general education classroom or setting for the entire instructional day on a regular campus but not the student's home campus
   c. 03 -
      Short Description – Gen Ed Classroom/Setting 80–99% Instr Day – Regular Home Campus
      Long Description – The special education and related services the student receives are provided in a general education classroom or setting between 80% and 99% of the instructional day on the student's regular home campus
   d. 04 –
      Short Description – Gen Ed Classroom/Setting 80–99% Instr Day – Non-Home Regular Campus
      Long Description – The special education and related services the student receives are provided in a general education classroom or setting between 80% and 99% of the instructional day on a regular campus but not the student's home campus
   e. 05 -
      Short Description – Community Supports-Paid or Unpaid Employment
      Long Description – Supports to maintain paid or unpaid employment aligned to postsecondary goals with regularly scheduled direct involvement by district personnel (only for students who have

completed credit and assessment requirements for graduation but are continuing enrollment or have returned in accordance with 19 TAC 89.1070)

f. 06 –

Short Description – Gen Ed Classroom/Setting 50–79% Instr Day – Regular Home Campus

Long Description – The special education and related services the student receives are provided in a general education classroom or setting between 50% and 79% of the instructional day on the student's regular home campus.

g. 07 -

Short Description – Gen Ed Classroom/Setting 50–79% Instr Day – Non-Home Regular Campus

Long Description - The special education and related services the student receives are provided in a general education classroom or setting between 50% and 79% of the instructional day on the student's on a regular campus but not the student's home campus

h. 08–

Short Description – Gen Ed Classroom/Setting 40–49% Instr Day – Regular Home Campus

Long Description - The special education and related services the student receives are provided in a general education classroom or setting less than 50% but at least 40% of the instructional day on the student's regular home campus

i. 09 -

Short Description – Gen Ed Classroom/Setting 40–49% Instr Day – Non-Home Regular Campus

Long Description - The special education and related services the student receives are provided in a general education classroom or setting less than 50% but at least 40% of the instructional day on a regular campus but not the student's home campus

j. 10–

Short Description – Community Setting/Env-Not Operated by District

Long Description - Placed in community setting or environment, not operated by the district (designed to prepare student for postsecondary education/training, competitive integrated employment, and/or independent living) (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned in accordance with 19 TAC 89.1070)

k. 11 -

Short Description – Community Setting/Fac/Env- Operated by District

Long Description - Placed in community setting, facility or environment operated by the district or a partner district (Prepares the student for

postsecondary education/training, competitive integrated employment, and/or independent living. This could include a cooperative arrangement with 2 or more districts) (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned in accordance with 19 TAC 89.1070)

l. 12 –

    Short Description – Gen Ed Classroom/Setting <40% Instr Day – Regular Home Campus

    Long Description - The special education and related services the student receives are provided in a general education classroom or setting less than 40% of the instructional day on the student's regular home campus

m. 13–

    Short Description – Gen Ed Classroom/Setting <40% Instr Day – Non-Home Regular Campus

    Long Description - The special education and related services the student receives are provided in a general education classroom or setting less than 40% of the instructional day on a regular campus but not the student's home campus

n. 14 –

    Short Description – Transition Services-Home Campus

    Long Description - Student placed on home campus to address transition services (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned in accordance with 19 TAC 89.1070)

o. 15 -

    Short Description - Homebound or Hospital

    Long Description - Student receiving special education services in a hospital program/setting or through homebound for medical purposes

p. 16 -

    Short Description - Residential Facility

    Long Description - Student receiving special education and related services in a public or private residential facility placed by their admission, review, and dismissal committee

q. 17 –

    Short Description - Day Placement-Public

    Long Description - Student spends more than 50% of the instructional day in a public day placement (program provided in a facility or classroom owned and operated by the district that is reporting the student but is not on a regular campus; could include students from multiple schools from within or outside the district)

r. 18 –

Short Description - Day Placement-Private

Long Description - Student spends more than 50% of the instructional day in a private day school placement (program provided in a facility or classroom operated by a private provider contracted by the district; facility or classroom can be publicly or privately owned. Also includes Harris County Department of Education placements.

s. 19 –

Short Description – Texas School For The Blind And Visually Impaired

Long Description – Student placed by admission, review, and dismissal committee at Texas School for the Blind and Visually Impaired

t. 20 –

Short Description – Texas School For The Deaf

Long Description - Student placed by admission, review, and dismissal committee at Texas School for the Deaf

u. 21 –

Short Description - Correctional Facility

Long Description - Student receiving special education and related services in short-term detention facility (community-based or residential) or correctional facility

v. 22 –

Short Description - Parentally Placed Private School-School Age

Long Description - Student receives services through a services plan because they are a parentally placed private school child with a disability (could include homeschool if meets definition of private school)

w. 23 –

Short Description - Service Provider Location

Long Description - Service Provider Location (does not fit in any other category)

x. 24 –

Short Description - ≥10 hrs/wk Early Childhood Prog – Majority SPED Svc in Reg ECP

Long Description - At least 10 hours per week in a regular early childhood program and receiving the majority of special education services in a regular early childhood program

y. 25 –

Short Description - ≥10 hrs/wk Early Childhood Prog – Majority SPED Svc in Other Location

Long Description - At least 10 hours per week in a regular early childhood program and receiving the majority of special education services in some other location

z. 26 -

Short Description - Under 10 Hrs/Week Reg ECP, Majority SPED Services in Early Childhood

Long Description - Less than 10 hours per week in regular early childhood

program and receiving majority of special education services in a regular early childhood program

aa. 27 –

Short Description - Under 10 Hrs/Week Reg ECP, Majority SPED Services at Other Location

Long Description - Less than 10 hours per week in regular early childhood program and receiving majority of special education services in some other location

bb. 28 –

Short Description - Early Childhood Separate Class

Long Description - Child attends special education program (less than 50% of students without disabilities) in a separate special education class

cc. 29 –

Short Description - Early Childhood Separate School

Long Description - Child attends special education program (less than 50% of students without disabilities) in a separate school

dd. 30 -

Short Description - Early Childhood Residential Facility

Long Description - Child attends special education program (less than 50% students without disabilities) in a residential facility (placed by admission, review, and dismissal committee)

ee. 31 –

Short Description – Early Childhood Home

Long Description - Child does not attend a regular early childhood program or a special education program and receives majority of special education services in the home

ff. 32 –

Short Description – Parentally Placed Private School-Early Childhood

Long Description - Student receives services through a services plan because they are a parentally placed private school child with a disability (could include homeschool if meets definition of private school)

gg. 33 –

Short Description – Early Childhood Service Provider Location

Long Descriptions - Child does not attend a regular early childhood program or a special education program and receives majority of special education services in a service provider location or some other location that is not in any other category (could include child who receives only speech therapy once a week and comes to the school for the service)

12. Add a new descriptor table SPEDServiceGroup (C3X3):

a. 01 -

Short Description – SPED Service Group One

Long Description – SPED service group one

b. 02 -
Short Description – SPED Service Group Two
Long Description - SPED service group two

c. 03 -
Short Description – SPED Service Group Three
Long Description – SPED service group three

d. 04 –
Short Description – SPED Service Group Four
Long Description - SPED service group four

e. 05–
Short Description – SPED Service Group Five
Long Description - SPED service group five

13. Add and revise TSDS reports to reflect the changes in this proposal.
14. Add and revise associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:
None

ITF Discussion:
Leanne Simons opened the discussion by acknowledging that many questions remain about the changes outlined in the proposal. Leanne emphasized that while some descriptor values are defined, others are still pending commissioner rules, which would not be finalized until early 2026. Leanne added that the goal was to establish the data structure now for implementation in the 2026–2027 school year. Additional information will be provided to the committee after the rulemaking process is completed.

Lynne Smith introduced Amy Copeland from the School Finance Department and Kristin McGuire from the Office of Special Populations and Student Supports to address any questions.

Haily Rambo began the discussion by asking whether the new data element, EducationalEnvironment, is tied to funding. Kristin clarified that educational environment data is not tied to funding. The educational environment is collected for federal reporting purposes. Kristin explained that service intensity for students, captured through the tier system, would be tied to funding. Students receiving more intensive services would be assigned higher tiers.

Dr. Lindsey McDaniel expressed appreciation for the alignment of percentages, which she said makes the data easier to use, and asked for clarification on the term *Non-Home Campus*. Kristin explained that *Non-Home Campus* refers to students placed by their Admission, Review and Dismissal (ARD) committee at a different campus within the LEA, allowing for better tracking. Dr. McDaniel followed up and asked about emergent bilingual students who are placed at non-home campuses for reasons unrelated to special education. Kristin responded that while this distinction does not affect federal reporting, it would be considered as definitions are refined.

Sharron Zirkelbach raised a question about funding transitions, asking whether TEA would be funding students in two different ways during the first year of implementation. Amy responded that

additional guidance would be provided through To the Administrator Addressed (TAA) letters and training. Amy clarified that instructional setting data would not be used for funding purposes. Instead, the new tier of intensity data would be used to determine funding, ensuring that students are funded for the full year based on their tier of intensity. Sharron asked for confirmation that the reported tiers of intensity would apply for the entire year, and Amy confirmed.

Catherine Bray asked whether instructional settings would be phased out once the tier of intensity was fully implemented. Amy confirmed that the 2026–2027 school year would be the last year where instructional settings were reported. Jamie Muffoletto added that TEA would return in 2026 with a list of data elements to be sunset for the 2027–2028 school year.

Dr. McDaniel brought up a concern about Early Childhood Special Education (ECSE) students in InstructionalSetting (C035) (45) Full-Time Early Childhood Special Education Setting (appropriate only for students 3 – 5 years of age not in kindergarten), not qualifying as prekindergarten (PK) under current rules and asked whether that same limitation would apply under the new system. Kristin responded that she is working with the state funding team to resolve that issue.

Andrea Laina asked whether the educational environment would still be calculated based on Individualized Education Program (IEP) services. Kristin explained that while instructional arrangements are currently calculated that way, the new system would phase them out, using educational environment data only for federal reporting.

Catherine asked whether virtual campuses would be considered Non-Home Campuses, and Kristin said most likely yes, though this is still being discussed.

Jamie noted that while descriptors for tiers of intensity and service groups may be modified, the current structure aligns with the changes needed and should be sufficient for vendors to begin implementation. Jamie added that updates would be shared in future meetings.

John Newcom raised a concern about redundancy, noting that two new entities being added are very similar to existing entities and may duplicate data. John asked whether it would be better to add new elements to existing entities and sunset the old data elements later. Jamie agreed to review the approach and provide an update in the next meeting. Terri Hanson stated that there may be issues with the keys for the entities, and John clarified that his concern was primarily about data redundancy.

Dr. McDaniel then asked whether the tier of intensity is related to the services a student receives. Kristin explained that there are eight tiers of intensity used to determine special education funding. Rather than focusing on where a student is served, the funding would be based on the intensity of services provided. Tiers 2 through 7 are still being defined. Kristin shared that a crosswalk would be developed to help ARD committees determine the appropriate tier based on the services received and where the services are provided to a student. All changes will still go through stakeholder engagement and the rulemaking process.

Dr. McDaniel further asked whether this new model would help secure funding for walk-in speech therapy students. Kristin said that TEA is looking at this request.

Catherine asked about students receiving fewer than 10 hours of services per week, which would be reported with an ADA of 0. Kristin responded that this is currently being reviewed. Catherine asked if this would require changes to the Student Attendance Accounting Handbook (SAAH), and Kristin confirmed that it may.

Catherine asked if additional data elements would be collected for LEAs regarding completed special education evaluations. Kristin clarified that LEAs report special education evaluations completed in the Special Education Data System Summer Submission, and TEA would provide funding based on the reported data.

Shawna Ohnesorge asked about the timeline for communication and whether this would be part of the PEIMS Enrollment Submission. Jamie responded that it would not be included in the PEIMS Enrollment Submission.

Catherine then asked how transfers and homeless students would be handled regarding *non-home campus* situations. Kristin acknowledged that this ties into earlier questions and said she would revisit the definitions.

Jamie concluded by stating that version 2 of the proposal would be shared with members and encouraged members to send in questions. Jamie also noted that updates would be provided in a future ITF meeting. Jamie asked whether the group was ready to vote on the current proposal or preferred to table it. Catherine responded that the proposal was on the right track and agreed to move forward.

Leanne Simons stated that this proposal can be tabled until the next ITF meeting.

Georgia Kalligeris said that tabling this proposal until the next ITF meeting in October would allow TEA to address questions related to the suggestion to use the existing entity instead of new ones.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:
Georgia Kalligeris made a motion to table the proposal until the October meeting.
Sharron Zirkelbach seconded the motion.
Vote: Tabled

PCPEI Discussion:
No discussion needed

PCPEI Action:
No action taken

Other Business - ITF   Discussion Item

TeacherIncentiveAllotmentDesignation (E1722) Data Element Definition Revision

Leticia Ollervidez presented the Other Business Discussion Item, which updates the data element definition for TeacherIncentiveAllotmentDesignation (E1722) to include the new designation, Acknowledged. Leticia also informed the committee that a To the Administrator Addressed letter was sent on September 25, 2025, about this topic.

Catherine Bray called for questions or comments. There were none.

Open Forum

Additional Instructional Days for Reading Intervention – Update

Jamie Muffoletto informed the committee that the proposal for Additional Instructional Days for Reading Intervention, which was sent to ITF members in an email on August 19, 2025, would not be implemented in the 2025-2026 school year. The changes in the proposal would be implemented in the 2026-2027 school year. The changes were not added to the September 2, 2025, publication of the 2025-2026 Texas Education Data Standards (TEDS) Post-Addendum. The changes should be included in the 2026-2027 TEDS Preliminary publication on December 1, 2025.

Upcoming Meetings:
October 21, 2025
November 18, 2025
January 13, 2026
March 3, 2026
April 14, 2026

Adjournment

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion to adjourn.

Shawna Ohnesorge made a motion to adjourn.
Georgia Kalligeris seconded the motion.

The meeting was adjourned at 12:34 p.m.

ITF Meeting: October 21, 2025

1. SPED Video Camera Request New Submission   Action Item
Background:
During the 85th Regular Legislative Session, Senate Bill (SB) 1398, was passed, amending Section 29.022 Texas Education Code (TEC). This amended section outlines the installation of video cameras in self-contained classrooms, and other special education settings upon written requests from parents, staff members, principals, assistant principals, board of trustees, and governing bodies. The Texas Education Agency (TEA) began collecting the data relating to requests made under this section and actions taken by a school district or open enrollment charter school in response to these requests through a yearly survey.

During the 89th Regular Legislative Session, House Bill (HB) 2, was passed amending TEC 29.022(q). This change requires TEA to collect through the Public Education Information Management System (PEIMS) data relating to requests made under this section and actions taken by a school district or open-enrollment charter school in response to a request, including the number of requests made, authorized, and denied.

Overview:
Texas Education Data Standards Changes:
Beginning in the 2026-2027 school year, TEA proposes revising one entity LocalEducationAgency to add one new data element SPEDVideoCameraReporting (E3XX1). Adding one new entity SPEDVideoCameraRequest with seven new data elements to be reported in the Special Education Data System (SPEDS) Collection as the SPED Video Camera Request Submission: RequestId (E3XX2),CameraRequestReceivedDate (E3XX3), CameraRequestor (E3XX4), CameraStatus (E3XX5), CameraStatusDeterminationDate (E3XX6), DenialReason (E3XX7), and CameraOperationalDate (E3XX8). TEA is also proposing to add three descriptor tables CameraRequestor (C3X1), CameraStatus (C3X2), and DenialReason (C3X3). Finally, TEA will add new submission reports and data validation rules to reflect the changes in this proposal.

Timeframe:
The annual data collection for the SPED Video Camera Request Submission is July 1st to June 30th of a given year. The table below represents the due dates for the SPED Video Camera Request Submission:

Special Education Data System (SPEDS) – SPED Video Camera Request Submission	
TSDS ready to load data to IODS	First Monday in August
SPED Video Camera Request Submission ready for users to complete	Third Monday in June
SPED Video Camera Request Submission due date for LEAs	Fourth Thursday in July
SPED Video Camera Request Submission data available to customers	2 Weeks after SPED Video Camera Request Submission Due Date

Texas Records Exchange (TREx) Changes:
None

Presentation:
Leticia Ollercidez presented the proposal, which includes:

In the Texas Education Data Standards:

1. Add the following new data element to the LocalEducationAgency Entity in the Education Organization Domain to be reported as optional in the Special Education Data System (SPEDS) Collection SPED Video Camera Request Submission:
    a. SPEDVideoCameraReporting (E3XX1)
2. Revise Data Element Reporting requirements for the LocalEducationAgency Entity.
3. Add new SPEDVideoCameraRequest Entity in the Education Organization Domain to be reported in the Special Education Data System (SPEDS) Collection SPED Video Camera Request Submission with the following data elements:
    a. School (Reference)
    b. RequestId (E3XX2)
    c. CameraRequestReceivedDate (E3XX3)
    d. CameraRequestor (E3XX4)
    e. CameraStatus (E3XX5)
    f. CameraStatusDeterminationDate (E3XX6)
    g. DenialReason (E3XX7)
    h. CameraOperationalDate(E3XX8)
4. Add General and Data Element Reporting requirements for the SPEDVideoCameraRequest Entity.
5. Add a new descriptor table CameraRequestor (C3X1):
    a. 01 -
       Short Description – Parent Of Child Who Receives SPED Services
       Long Description – Parent of a child who receives special education services
    b. 02 -
       Short Description – Staff Member at School or Campus Staff Works
       Long Description – Staff member at the school or campus where the staff member works (exclusive to the classroom where they work)
    c. 03 -
       Short Description – Board of Trustees or Governing Board
       Long Description – Board of Trustees or Governing Board
    d. 04 -
       Short Description – Principal or Assistant Principal
       Long Description – Principal or Assistant Principal
6. Add a new descriptor table CameraStatus (C3X2):
    a. 01 -
       Short Description – Authorized
       Long Description – Authorized
    b. 02 -
       Short Description – Denied

Long Description – Denied
   c. 03 -
   Short Description – Withdrawn
   Long Description – Withdrawn
7. Add a new descriptor table DenialReason (C3X3):
   a. 01 -
   Short Description – Setting did not meet the criteria
   Long Description – Setting did not meet the criteria
   b. 02 -
   Short Description – Student Not 50% or More in Self-Contained or Other SPED Setting
   Long Description – Student who was the subject of a parent's request did not spend 50% or more of their day in a self-contained classroom or other special education setting
   c. 03 -
   Short Description – Requestor Not Authorized to Make Request
   Long Description – Request was made by a person not authorized to make the request
   d. 04 -
   Short Description – Request Classroom Outside Scope of Allowed to Request
   Long Description – Requestor asked for placement of video and audio equipment in a classroom or setting outside the scope of what they are authorized to request under law
   e. 05 -
   Short Description – Equipment Already in Classroom
   Long Description – Video or audio equipment were already operational in the classroom or setting subject to the request
8. Add new TSDS reports to reflect the changes in this proposal.
9. Add associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:
None

ITF Discussion:
Leticia Ollervidez introduced Kristin McGuire, Interim Deputy Commissioner, Office of Special Populations and Student Supports, to address questions.

- **SPED Settings Clarification**:
  Andrea Laina asked whether "Other SPED Setting" as referenced in the new DenialReason (C3X3) descriptor table, descriptor "02", would include SPED bus services. Kristin clarified that SPED settings refer only to environments where a student spends 50% or more of their day, and do not include SPED buses.

- **Camera Request Eligibility**:
  Jaylea Wallace inquired whether only individuals listed in the CameraRequester (C3X1) descriptor table are eligible to submit SPED camera requests. Kristin confirmed that this is correct. Georgia Kalligeris asked whether students aged 18 or older could submit a camera request on their own behalf. Kristin stated that this is not permitted and is not addressed in statute.

Dr. Lindsey McDaniel asked if a parent could submit a camera request while their child is undergoing special education testing. Kristin responded that requests can only be submitted after the Admissions, Review & Dismissal (ARD) committee has determined the student will receive special education services.

- **Operational Date for Existing Cameras**:
  Dr. McDaniel asked if Ed-Fi would allow a prior year operational date for cameras already installed in classrooms. Kristin explained that the data collection only applies to requests made during the current school year. If a camera is already present in a classroom, any new request for that room would be denied, and no operational date would be required for the existing camera.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:
Jaylea Wallace made a motion to approve the proposal.
Shawna Ohnesorge seconded the motion.
Vote: Passed

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

PCPEI Action:
Dr. Morris Lyon made a motion to approve the proposal.
Joe Medley seconded the motion.
Vote: Passed

2. Special Education Data Collection Funding Changes Version 3   Action Item
Background:
During the 89th legislative session, House Bill (HB) 2 was passed to revise special education funding. The bill adjusts the basic allotment for students based on eight tiers of service intensity defined by commissioner rules, including a tier for students who receive only speech therapy s their special education service and a tier for students placed in residential program. HB 2 updates Section 48.051(a), TEC, which addresses the offset of the basic allotment for time spent by a student receiving special education services outside of a general education setting. HB 2 also updates Section 48.102, TEC, so that funding for each special education program equals the sum of the basic allotment and the allotment (if applicable) under Section 48.101, to which the district is entitled multiplied by a legislatively set weight for the highest service tier the student qualifies for. In addition, HB 2 amends Section Subchapter C, Chapter 48, Education Code by adding Sections 48.1021, which create a Special Education Service Group Allotment for each six-week period of services received, with at least four service groups determining funding. At least 55 percent of the funds must be used for special education programs under Subchapter A, Chapter 29. Finally, Section

48.1022 directs the commissioner to adjust weights as necessary for the 2026-2027 school year to ensure that the estimated statewide amount provided by both Sections 48.102 and 48.1021 is approximately $250 million greater than the amount that would have been provided under Section 48.102, as it existed on September 1, 2025, for that school year, calculating both amounts using the basic allotment in effective for the 2026-2027 school year.

Overview:

Texas Education Data Standards Changes:

Beginning in the 2026-2027 school year, the Texas Education Agency (TEA) proposes adding two new entities, SpecialEducationTierOfIntensityAttendance Entity, with eight existing data elements and three new data elements, TierOfIntensity (E3XX1), EligibleDaysPresentInTierOfIntensity (E3XX2), and EducationalEnvironment (E3XX3), and FlexibleSpecialEducationTierOfIntensityAttendance Entity, with eight existing data elements and two new data elements, TierOfIntensity (E3XX1), and FlexAttendDaysEligibleInTierOfIntensity (E3XX4), to be reported in the PEIMS Attendance, Summer and Extended Year Submissions. In addition, TEA proposes adding ~~two~~ three new common types, TierOfIntensitySet with three new data elements, TierOfIntensity (E3XX1), TierOfIntensityBeginDate (E3XX5), TierOfIntensityEndDate(E3XX6), ~~and~~ SPEDServiceGroupSet with three new data elements, SPEDServiceGroup (E3XX7), SPEDServiceGroupBeginDate (E3XX8), ~~and~~ SPEDServiceGroupEndDate (E3XX9) and NumberOfMinutesInSPEDSet, with three new data elements, NumberOfMinutesInSPED (E3X10), NumberOfMinutesInSPEDBeginDate (E3X11), and NumberOfMinutesInSPEDEndDate (E3X12) to the StudentSpecialEducationProgramAssociation Entity. ~~TEA also proposes adding a new data element, NumberOfMinutesInGeneralEd (E3X10), to the BasicReportingPeriodAttendance Entity.~~ Additionally, TEA proposes adding three new descriptor tables. The first, TierOfIntensity (C3X1), with a total of eight new descriptors, the second, EducationalEnvironment (C3X2), with 30 new descriptors, and the third, SPEDServiceGroup (C3X3), with a total of five new descriptors, to the PEIMS Attendance, Fall, Summer, and Extended Year Submissions. TEA also proposes adding the general and data element reporting requirements in the SpecialEducationTierOfIntensityAttendance, FlexibleSpecialEducationTierOfIntensityAttendance, and StudentSpecialEducationProgramAssociation.~~, and BasicReportingPeriodAttendance Entities.~~ Reports and data validation rules will be added and revised in the PEIMS Attendance, Fall, Summer, and Extended Year Submissions based on the changes in this proposal.

Timeline:

For the 2026-2027 academic year, students who receive special education services will continue to be reported using the same data elements as in the 2025-2026 academic year until their annual Admission Review and Dismissal (ARD) meeting is conducted. After the ARD meeting, the LEA will use the data elements outlined in this proposal to report student information.

Texas Records Exchange (TREx) Changes:

None

Presentation:

Lynne Smith presented the proposal which includes:

In the Texas Education Data Standards:

1. Add new SpecialEducationTierOfIntensityAttendance Entity to the Student Attendance Domain to be reported in the PEIMS Attendance, Summer and Extended Year Submissions with the following data elements:
   a. School (Reference)
   b. Student (Reference)
   c. CalendarCode (E0975)
   d. ReportingPeriod (E0934)
   e. GradeLevel (E0017)
   f. NumberDaysTaught (E0935)
   g. RegionalDaySchoolProgramForDeaf (E0833)
   h. LEAofRDSPDService (E1527)
   i. TierOfIntensity (E3XX1)
   j. EligibleDaysPresentInTierOfIntensity (E3XX2)
   k. EducationalEnvironment (E3XX3)
2. Add new FlexibleSpecialEducationTierOfIntensityAttendance Entity to the Student Attendance Domain to be reported in the PEIMS Attendance, Summer and Extended Year Submissions with the following data elements:
   a. School (Reference)
   b. Student (Reference)
   c. CalendarCode (E0975)
   d. ReportingPeriod (E0934)
   e. GradeLevel (E0017)
   f. NumberDaysTaught (E0935)
   g. FlexibleAttendanceProgram (E1045)
   h. TierOfIntensity (E3XX1)
   i. FlexAttendDaysEligibleInTierOfIntensity (E3XX4)
   j. EducationalEnvironment (E3XX3)
3. Add the new TierOfIntensitySet common type to the StudentSpecialEducationProgramAssociation Entity in the Alternative and Supplemental Services Domain to be reported in the PEIMS Attendance, Fall, Summer, and Extended Year Submissions with the following new data elements:
   d. TierOfIntensity (E3XX1)
   e. TierOfIntensityBeginDate (E3XX5)
   f. TierOfIntensityEndDate (E3XX6)
4. Add the new SPEDServiceGroupSet common type to the StudentSpecialEducationProgramAssociation Entity in the Alternative and Supplemental Services Domain to be reported in the PEIMS Attendance, Fall, Summer, and Extended Year Submissions with the following new data elements:
   d. SPEDServiceGroup (E3XX7)
   e. SPEDServiceGroupBeginDate (E3XX8)
   f. SPEDServiceGroupEndDate (E3XX9)
5. Add the new NumberOfMinutesInSPEDSet common type to the StudentSpecialEducationProgramAssociation Entity in the Alternative and Supplemental Services Domain to be reported in the PEIMS Attendance, Fall, Summer, and Extended Year Submissions with the following new data elements:

a. NumberOfMinutesInSPED (E3X10)
b. NumberOfMinutesInSPEDBeginDate (E3X11)
c. NumberOfMInutesInSPEDEndDate (E3X12)

5. ~~Add the new data element NumberOfMinutesInGeneralEd (E3X10) to the BasicReportingPeriodAttendance Entity in the Student Attendance Domain to be reported as optional in the PEIMS Attendance, and Summer Submissions.~~

6. Add General and Data Element Reporting requirements to the SpecialEducationTierOfIntensityAttendance Entity.

7. Add General and Data Element Reporting requirements to the FlexibleSpecialEducationTierOfIntensityAttendance Entity.

8. Add Data Element Reporting requirements to the StudentSpecialEducationProgramAssociation Entity.

9. ~~Add Data Element Reporting requirements to the BasicReportingPeriodAttendance Entity.~~ Add a new descriptor table TierOfIntensity (C3X1):
   a. 01 -

      Short Description – Student Receiving Speech Therapy Only
   b. **Long Description –** Student receiving speech therapy only

      02 –

      Short Description – Tier 2

      Long Description - Tier 2
   c. 03 -

      Short Description – Tier 3

      Long Description – Tier 3
   h. 04 –

      Short Description – Tier 4

      Long Description - Tier 4
   i. 05–

      Short Description – Tier 5

      Long Description - Tier 5
   j. 06–

      Short Description – Tier 6

      Long Description - Tier 6
   k. 07–

      Short Description – Tier 7

      Long Description - Tier 7
   l. 08–

      Short Description – Student Receiving Special Education Services Placed In Residential Program~~Placement~~

      Long Description - Student receiving special education services placed by their admission, review, and dismissal committee in residential program~~placement~~

10. Add a new descriptor table EducationalEnvironment (C3X2):
    c. 01 -

       Short Description – Gen Ed Classroom/Setting 100% Instru~~ctional~~ Day ~~Regular Campus~~

Long Description – The special education and related services the student receives are provided in a general education classroom or setting for the entire instructional day ~~on the student's regular home campus~~

~~d. 02 –~~

  ~~**Short Description –** Gen Ed Classroom/Setting 100% Instr Day – Non-Home Regular Campus~~

  ~~**Long Description –** The special education and related services the student receives are provided in a general education classroom or setting for the entire instructional day on a regular campus but not the student's home campus~~

b. ~~03~~02 –

  Short Description – Gen Ed Classroom/Setting 80–99% Instr Day ~~– Regular Home Campus~~

  Long Description – The special education and related services the student receives are provided in a general education classroom or setting between 80% and 99% of the instructional day ~~on the student's regular home campus~~

~~hh. 04 –~~

  ~~**Short Description –** Gen Ed Classroom/Setting 80–99% Instr Day – Non-Home Regular Campus~~

  ~~**Long Description –** The special education and related services the student receives are provided in a general education classroom or setting between 80% and 99% of the instructional day on a regular campus but not the student's home campus~~

c. ~~05~~03 –

  Short Description – Gen Ed Classroom/Setting 50–79% Instr Day ~~– Regular Home Campus~~

  Long Description – The special education and related services the student receives are provided in a general education classroom or setting between 50% and 79% of the instructional day ~~on the student's regular home campus.~~

d. ~~07~~ 06 –

  ~~**Short Description –** Gen Ed Classroom/Setting 50–79% Instr Day – Non-Home Regular Campus~~

  ~~**Long Description –** The special education and related services the student receives are provided in a general education classroom or setting between 50% and 79% of the instructional day on the student's on a regular campus but not the student's home campus~~

e. ~~07~~04 –

  Short Description – Gen Ed Classroom/Setting 40–49% Instr Day ~~– Regular Home Campus~~

  Long Description - The special education and related services the student receives are provided in a general education classroom or setting less

than 50% but at least 40% of the instructional day ~~on the student's regular home campus~~

f. ~~09~~ 08 –

    ~~**Short Description –** Gen Ed Classroom/Setting 40–49% Instr Day – Non-Home Regular Campus~~

    ~~**Long Description** - The special education and related services the student receives are provided in a general education classroom or setting less than 50% but at least 40% of the instructional day on a regular campus but not the student's home campus~~

f. ~~0905~~ –

    Short Description – Gen Ed Classroom/Setting <40% Instr Day ~~– Regular Home Campus~~

    Long Description - The special education and related services the student receives are provided in a general education classroom or setting less than 40% of the instructional day ~~on the student's regular home campus~~

g. ~~1310~~ –

    ~~**Short Description –** Gen Ed Classroom/Setting <40% Instr Day – Non-Home Regular Campus~~

    ~~**Long Description** - The special education and related services the student receives are provided in a general education classroom or setting less than 40% of the instructional day on a regular campus but not the student's home campus~~

g. ~~11~~06 -

    Short Description - Homebound or Hospital

    Long Description - Student receiving special education services in a hospital program/setting or through homebound for medical purposes

h. ~~12~~07 -

    Short Description - Residential ~~Facility~~Placement-ARDC Placed

    Long Description - Student receiving special education and related services in a public or private residential ~~facility~~ program placed by their admission, review, and dismissal committee

i. 08-

    Short Description – Residential Placement-Not ARDC Placed

    Long Description – Student receiving special education services in a residential facility as defined by TEC 5.001(8), but who are not placed at the facility by their admission, review, and dismissal committee (not considered a correctional facility)

j. ~~13~~09 –

    Short Description - Day Placement-Public

    Long Description - Student spends more than 50% of the instructional day in a public day placement (program provided in a facility or classroom owned and operated by the district that is reporting the student but is not on a regular campus; could include

students from multiple schools from within or outside the district)

k. ~~14~~10 –

   Short Description - Day Placement-Private

   Long Description - Student spends more than 50% of the instructional day in a private day ~~school~~ placement (program provided in a facility or classroom operated by a private provider contracted by the district; facility or classroom can be publicly or privately owned and could be on a district campus. Also includes Harris County Department of Education placements.

l. ~~15~~11 –

   Short Description – Texas School For The Blind And Visually Impaired

   Long Description – Student placed by admission, review, and dismissal committee at Texas School for the Blind and Visually Impaired

m. ~~16~~12 –

   Short Description – Texas School For The Deaf

   Long Description - Student placed by admission, review, and dismissal committee at Texas School for the Deaf

n. ~~17~~13 –

   Short Description - Correctional Facility

   Long Description - Student receiving special education and related services in short-term detention facility (community-based or residential) or correctional facility

o. ~~18~~14 –

   Short Description - Parentally Placed Private School-School Age- Svcs Plan

   Long Description - Student receives services through a services plan because they are a parentally placed private school child with a disability (could include homeschool if meets definition of private school)

p. 15–

   Short Description - Parentally Placed Private School-School Age- No Svcs Plan

   Long Description - Student identified in the child count because they are a parentally placed private school child with a disability (could include homeschool if meets definition of private school) but they do not currently receive services through a services plan

q. ~~19~~16 –

   Short Description - Service Provider Location

   Long Description - Service Provider Location (does not fit in any other category)

r. ~~20~~17 –

   Short Description - ≥10 hrs/wk Early Childhood Prog – Majority SPED Svc in Reg ECP

   Long Description - At least 10 hours per week in a regular early childhood program and receiving the majority of special education services in a regular early childhood program

s. ~~21~~18 –

Short Description - ≥10 hrs/wk Early Childhood Prog – Majority SPED Svc in Other Location

Long Description - At least 10 hours per week in a regular early childhood program and receiving the majority of special education services in some other location

t. 2219 -

Short Description - Under 10 Hrs/Week Reg ECP, Majority SPED Services in Early Childhood

Long Description - Less than 10 hours per week in regular early childhood program and receiving majority of special education services in a regular early childhood program

u. 2320 –

Short Description - Under 10 Hrs/Week Reg ECP, Majority SPED Services at Other Location

Long Description - Less than 10 hours per week in regular early childhood program and receiving majority of special education services in some other location

v. 2421 –

Short Description - Early Childhood Separate Class

Long Description - Child attends special education program (less than 50% of students without disabilities) in a separate special education class

w. 2522 –

Short Description - Early Childhood Separate School

Long Description - Child attends special education program (less than 50% of students without disabilities) in a separate school

x. 2623 -

Short Description - Early Childhood Residential Facility

Long Description - Child attends special education program (less than 50% students without disabilities) in a residential facility (placed by admission, review, and dismissal committee)

y. 2724 –

Short Description – Early Childhood Home

Long Description - Child does not attend a regular early childhood program or a special education program and receives majority of special education services in the home

z. 2825 –

Short Description – Parentally Placed Private School-Early Childhood Svcs Plan

Long Description - Student receives services through a services plan because they are a parentally placed private school child with a disability (could include homeschool if meets definition of private school)

aa. 26 –

Short Description - Parentally Placed Private School-Early Childhood No Svcs

Plan
Long Description - Student identified in the child count because they are a parentally placed private school child with a disability (could include homeschool if meets definition of private school) but they do not currently receive services through a services plan

bb. ~~2927~~ –
Short Description – Early Childhood Service Provider Location
Long Descriptions - Child does not attend a regular early childhood program or a special education program and receives majority of special education services in a service provider location or some other location that is not in any other category (could include child who receives only speech therapy once a week and comes to the school for the service)

cc. ~~3028~~ -
Short Description – 18 plus - ~~Community Supports-Paid or Unpaid Employment~~Work-Based Supports -CTE-Operated By District
Long Description – Student receives special education and related services in the form of work-based learning ~~S~~supports ~~to maintain~~for paid or unpaid employment aligned to student's postsecondary goals provided in career and technical (CTE) programs with regularly scheduled direct involvement by district personnel and in accordance with student's individualized education program (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)

dd. ~~3129~~
Short Description – 18 Plus - Work-Based ~~Learning~~ Supports - ~~on Campus~~SPED Settings – Operated By District
Long Description – Student receives special education and related services in the form of ~~W~~work-based learning supports for paid or unpaid employment aligned to student's postsecondary goals ~~are~~ provided ~~by district personnel to the student~~ in special education settings ~~or in career and technical programs aligned to postsecondary goals (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)~~with regularly scheduled direct involvement by district personnel and in accordance with student's individualized education program (only for students who have completed credit and assessment

requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)

ee. ~~3230~~–

Short Description – 18 Plus Community Setting/Env-Not Operated by District Or Through Co-Op

Long Description – Student receiving special education and related services, including regularly scheduled, direct involvement by district personnel to maintain paid or unpaid employment aligned to the student's postsecondary goals in ~~Placed in~~a community setting or environment, not operated by the district, as described in the student's individualized education program ~~(designed to prepare student for postsecondary education/training, competitive integrated employment, and/or independent living)~~ (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)

ff. 31 –

Short Description – 18 Plus Community Setting/Env-Not Operated by District But Through Co-Op

Long Description - Student receiving special education and related services, including regularly scheduled, direct involvement by district personnel to maintain paid or unpaid employment aligned to the student's postsecondary goals in a community setting or environment, not operated by the district but as part of a cooperative arrangement among multiple districts, as described in the student's individualized education (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)

gg. ~~33~~32-

Short Description – 18 Plus Community Setting/Fac/Env- Operated By District

Long Description – Student receiving special education and related services aligned to their transition plan in a ~~Placed in~~ community setting, facility or environment operated by the district that ~~(P~~prepares the student for postsecondary education or~~/~~ training, competitive integrated employment, ~~and/~~or independent living, in age-appropriate instructional environment as described in the student's individualized education program (only for students who have completed credit and assessment

requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)

hh. 33 –

Short Description – 18 Plus Transition Services – Not Operated By District Or Through Co-op

Long Description – Student receiving special education and related services aligned to their transition plan in a community setting or environment not operated by the district that prepares the student for postsecondary education or training, competitive integrated employment, or independent living, in an age appropriate instructional environment as described in student's individualized education program. (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)

ii. 34-

Short Description – 18 Plus ~~Community Setting/Fac/Env~~ Transition Services-Cooperative Arrangement

Long Description – Student receiving special education and related services aligned to their transition plan ~~Placed in community setting, facility or environment not operated by the district in~~ through a cooperative arrangement among multiple districts that ~~(P~~prepares the student for postsecondary education/training, competitive integrated employment, ~~and/~~or independent living. (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming

jj. 35 –

Short Description – 18 Plus Transition Services-~~Home~~ Operated By District~~Campus~~

Long Description - Student receiving special education and related services aligned to their transition plan on a campus within the district that prepares the student for postsecondary education or training, competitive integrated employment, or independent living, in age-appropriate instructional environment, as described in the student's individualized education program ~~placed on home campus to address transition services~~ (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in

accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)

11. Add a new descriptor table SPEDServiceGroup (C3X3):
   a. 01 -
      Short Description – SPED Service Group One
      Long Description – SPED service group one
   b. 02 -
      Short Description – SPED Service Group Two
      Long Description - SPED service group two
   c. 03 -
      Short Description – SPED Service Group Three
      Long Description – SPED service group three
   f. 04 –
      Short Description – SPED Service Group Four
      Long Description - SPED service group four
   g. 05–
      Short Description – SPED Service Group Five
      Long Description - SPED service group five
12. Add and revise TSDS reports to reflect the changes in this proposal.
13. Add and revise associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:
None

ITF Discussion:
Lynne Smith introduced Kristin McGuire, Interim Deputy Commissioner, Office of Special Populations and Student Supports, and Amy Copeland, Chief School Finance Officer/ Associate Commissioner, to address any questions.

- **NumberOfMinutesInSPED Clarification**:
  Catherine Bray asked whether the NumberOfMinutesInSPED (E3X10) data element should be the average number of minutes per day a student receives SPED services. Catherine provided an example where a student receives one hour of service per week and asked if this could be divided by five and reported as 12 minutes per day. Kristin confirmed this approach, explaining that the average is based on the instructional day and helps calculate the general education offset for funding purposes. Kristin noted that the offset is part of the current special education funding calculation, but with the new tiered model, there is no direct correlation. The proposed solution is to report daily minutes in a SPED setting to calculate the offset from the basic allotment. Kristin referenced TEC §48.051, which excludes time spent in SPED settings from the basic allotment, reinforcing the need for a per-day reporting model.

  Catherine asked how to report minutes for students receiving speech therapy. Kristin explained that in Texas, speech therapy can be either an instructional setting or a related service. Kristin said that additional information will be provided about reporting this data for speech therapy.

- **Texas Education Data Standards (TEDS) Scenarios**:
  Linda Raney suggested including scenarios in TEDS to assist LEAs in the new coding. Jamie Muffoletto agreed and committed to working with Kristin's team to develop example scenarios.
- **Staffing and Funding Concerns**:
  Joel Garcia raised concerns about the additional data entry workload for PEIMS and SPED teams, noting the lack of dedicated funding for data entry. Joel also asked whether TEA would provide financial projections. Kristin responded that there will be a $250 million increase in the SPED allotment statewide in the first year. She emphasized that in the future, special education Individualized Education Plan (IEP) systems should automate the new calculations, reducing manual effort. Kristin also explained that the LEA should determine the new coding for a student after a student's annual ARD in the 2026-2027 school year. Amy added that for the first year, districts will receive funding based on prior year data, plus TEA will disburse an additional $250 million statewide. The adjustments for the additional funding will be made after the 2026-2027 PEIMS Summer Submission during the settle-up process.
- **Educational Environment vs. SPED Minutes**:
  Catherine asked whether the EducationalEnvironment (E3XX3) data element should align with what is reported in the NumberOfMinutesInSPED (E3X10) data element. Amy clarified that the data elements are reported for different reasons. Kristin elaborated that EducationalEnvironment (E3XX3) is used for federal reporting, while NumberOfMinutesInSPED (E3X10) is used for funding calculations, and the data elements may not fully align.
- **Service Groups and Tiers Definitions**:
  Dr. Lindsey McDaniel asked when the descriptors for TierOfIntensity (C3X1) and SPEDServiceGroup (C3X3) would be available. Kristin stated that these will be established through commissioner's rules in February, with information finalized in the summer of 2026.
- **Educational Environment Descriptors**:
  Catherine asked whether non-campus descriptors were removed from the second proposal for EducationalEnvironment. Kristin confirmed that they were, based on ITF committee feedback, and that the revised values meet reporting needs.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:
Sharron Zirkelbach made a motion to approve the proposal.
Joel Garcia seconded the motion.
Vote: Passed

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

PCPEI Action:
Dr. Morris Lyon made a motion to approve the proposal.
Joe Medley seconded the motion.
Vote: Passed

3. Updates to State Compensatory Education Program Intent Codes Action Item

Background:

During the 89th Regular Legislative Session, House Bill (HB) 2 amended Section 48.104 of the Texas Education Code, repealing subsections (j-1), (k), (l), (m), (n), and (o). These repealed provisions previously outlined allowable uses of state compensatory education (SCE) program intent codes (PIC) by local education agencies (LEAs). As a result, the Texas Education Agency (TEA) no longer has statutory authority to monitor data on how LEAs allocate their SCE PIC. LEAs will report SCE PIC budgeted data for the last time in the 2025-2026 PEIMS Fall Submission. LEAs will report SCE PIC for actual expenditure data for the last time in the 2026-2027 PEIMS Mid-Year Submission.

Overview:

Texas Education Data Standards Changes:

2026-2027

TEA proposes removing SCE descriptors from the BudgetProgramIntent (C147B), CIStaffProgramIntent (C147C), and PayrollProgramIntent (C147P) tables reported in the 2026–2027 PEIMS Fall Submission. The Texas Student Data System (TSDS) reports and data validation rules will be updated to reflect these changes.

2027-2028

TEA proposes removing the SCE descriptors from the ActualProgramIntent (C147A) table reported in the 2027–2028 PEIMS Mid-Year Submission. TSDS reports and data validation rules will be updated to reflect these changes.

Texas Records Exchange (TREx) Changes:

None

Presentation:

Leticia Ollervidez presented the proposal which includes:

In the Texas Education Data Standards:

1. Remove the following descriptors from the BudgetProgramIntent (C147B) descriptor table:
    a. 26 -
        Short Description: Non-disciplinary Alternative Education Programs-AEP Services
        Long Description: Non-disciplinary Alternative Education Programs-AEP Services
    b. 28 -
        Short Description: Disciplinary Alternative Education Programs-DAEP Basic Services
        Long Description: Disciplinary Alternative Education Programs-DAEP Basic Services
    c. 29 -
        Short Description: DAEP State Compensatory Education Supplemental Costs
        Long Description: Disciplinary Alternative Education Programs-DAEP State Compensatory Education Supplemental Costs
    d. 30 -
        Short Description: Title I, Pt A Activities St Comp Ed Costs Campus 40% Or More Edu Disad

> **Long Description:** Title I, Part A Schoolwide Activities Related to State Compensatory Education Costs On Campuses With 40% Or More Educationally Disadvantaged Students

2. Remove the following descriptors from the CIStaffProgramIntent (C147C) descriptor table:
   a. 26 -
      Short Description: Non-disciplinary Alternative Education Programs-AEP Services
      Long Description: Non-disciplinary Alternative Education Programs-AEP Services
   b. 28 -
      Short Description: Disciplinary Alternative Education Programs-DAEP Basic Services
      Long Description: Disciplinary Alternative Education Programs-DAEP Basic Services
   c. 29 -
      Short Description: DAEP State Compensatory Education Supplemental Costs
      Long Description: Disciplinary Alternative Education Programs-DAEP State Compensatory Education Supplemental Costs
   d. 30 -
      Short Description: Title I, Pt A Activities St Comp Ed Costs Campus 40% Or More Edu Disad
      Long Description: Title I, Part A Schoolwide Activities Related to State Compensatory Education Costs On Campuses With 40% Or More Educationally Disadvantaged Students

3. Remove the following descriptors from the PayrollProgramIntent (C147P) descriptor table:
   a. 26 -
      Short Description: Non-disciplinary Alternative Education Programs-AEP Services
      Long Description: Non-disciplinary Alternative Education Programs-AEP Services
   b. 28 -
      Short Description: Disciplinary Alternative Education Programs-DAEP Basic Services
      Long Description: Disciplinary Alternative Education Programs-DAEP Basic Services
   c. 29 -
      Short Description: DAEP State Compensatory Education Supplemental Costs
      Long Description: Disciplinary Alternative Education Programs-DAEP State Compensatory Education Supplemental Costs
   d. 30 -
      Short Description: Title I, Pt A Activities St Comp Ed Costs Campus 40% Or More Edu Disad
      Long Description: Title I, Part A Schoolwide Activities Related to State Compensatory Education Costs On Campuses With 40% Or More Educationally Disadvantaged Students

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

2027-2028

In the Texas Education Data Standards:

1. Remove the following descriptors from the ActualProgramIntent (C147A) descriptor table:
   a. 26 -

Short Description: Non-disciplinary Alternative Education Programs-AEP Services
Long Description: Non-disciplinary Alternative Education Programs-AEP Services

b. 28 -
Short Description: Disciplinary Alternative Education Programs-DAEP Basic Services
Long Description: Disciplinary Alternative Education Programs-DAEP Basic Services

c. 29 -
Short Description: DAEP State Compensatory Education Supplemental Costs
Long Description: Disciplinary Alternative Education Programs-DAEP State Compensatory Education Supplemental Costs

d. 30 -
Short Description: Title I, Pt A Activities St Comp Ed Costs Campus 40% Or More Edu Disad
Long Description: Title I, Part A Schoolwide Activities Related to State Compensatory Education Costs On Campuses With 40% Or More Educationally Disadvantaged Students

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 Records Exchange Data Standards:
None

ITF Discussion:
Leticia Ollervidez introduced David Marx, Executive Director, Financial Compliance, to address any questions.

- **Financial Accountability System Resource Guide (FASRG) Updates and Program Intent Codes (PIC)**:
  Catherine Bray asked if the PICs in this proposal would be removed from the FASRG. David confirmed that they would be removed from the FASRG, and the process will begin in November during the State Board of Education meeting.

- **PIC Reporting**:
  Kim Lyons asked if the removal of certain codes would prevent LEAs from reporting State Compensatory Education spending or if the spending should be reallocated to another PIC. David explained that PIC 24 (Accelerated Education) was retained due to feedback from an advisory group of LEA finance staff and could be used by LEAs for reporting.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:
Shawna Ohnesorge made a motion to approve the proposal.
Jaylea Wallace seconded the motion.
Vote: Passed

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

PCPEI Action:
Dr. Morris Lyon made a motion to approve the proposal.
Joe Medley seconded the motion.
Vote: Passed

4. Teacher Vacancy New Collection Version 2   Discussion Item

Background:
During the 89th legislative session, House Bill (HB) 2 was passed, which amends Subchapter J, Chapter 21, Education Code, by adding §21.468. This new section adds a collection of data from school districts and open-enrollment charter schools to address teacher retention and recruitment, including the classifications, grade levels, subject areas, duration, and other relevant information regarding vacant teaching positions at Local Education Agencies (LEAs).

Overview:
Texas Education Data Standards Changes:
Beginning in the 2026-2027 school year, the Texas Education Agency (TEA) proposes adding a new core collection, the Teacher Vacancy Collection. The new collection will include information such as staff classification, program assignment, instructional grade level range, academic subject, posting, and filled dates for vacant teaching positions from September 1 through August 31 of each year. The new collection will be due yearly on the fourth Thursday of September.

Timeline:

Due Date	Submission
08/03/2026*	**TSDS Ready to load data to IODS**
09/07/2027	**2026-2027 Teacher Vacancy Collection ready for users to complete**
09/23/2027	**Teacher Vacancy Collection due date for LEAs**
10/07/2027	**Teacher Vacancy Collection data available to customers**

*vacant positions as of 9/1/2026 will be promoted for the 2026-2027 school year

Example:
September 1, 2026-August 31, 2027, vacancies due in September 2027.
September 1, 2027-August 31, 2028, vacancies due in September 2028.

Texas Records Exchange (TREx) Changes:
None

Presentation:
Lynne Smith presented the updates (highlighted in green) to the previously approved proposal which includes:
In the Texas Education Data Standards:
1. Add the existing LocalEducationAgency Entity in the Education Organization Domain to be reported in the new Teacher Vacancy Collection, including the following data elements:
    a. EducationOrganizationCategory (E3019)

      b.   NameOfInstitution (E3037)

      c.   LocalEducationAgencyId (E0212)

      d.   LocalEducationAgencyCategory (E3036)

2. Add the new OpenStaffPositionExt Entity in the Staff Domain to be reported in the new Teacher Vacancy Collection with following data elements:

      a.   LocalEducationAgency (Reference)

      b.   PositionNumber (E3XX1)

      c.   StaffClassification (E0721)

      d.   ProgramAssignment (E3045)

      e.   ==GradeLevelRange (E3X10)==~~GradeLevel (E0017)~~

      f.   InstructionalSubject (E3XX2)

3. Add the new PositionVacancy common type in the OpenStaffPositionExt Entity to be reported in the new Teacher Vacancy Collection with the following new data elements:

      c.   DatePositionVacant (E3XX3)

      d.   VacancyReason (E3XX4)

4. Add the new RequisitionExt Entity in the Staff Domain to be reported in the new Teacher Vacancy Collection with the following data elements:

      a.   OpenStaffPositionExt (Reference)

      b.   RequisitionNumber (E3XX5)

      c.   EmploymentStatus (E3XX6)

      d.   DatePosted (E3XX7)

      e.   DatePostingClosed (E3XX8)

      f.   PostingClosedReason (E3XX9)

      g.   HireDate (E3032)

5. Add Entity Description, General, and Data Element Reporting requirements for the new OpenStaffPositionExt Entity.

6. Add Entity Description and Data Element Reporting requirements for the new RequisitionExt Entity.

7. Add a new descriptor table InstructionalSubject (C3X1)

      a.   01 -

         Short Description – Technology Applications

         Long Description - Technology Applications

      b.   02 -

         Short Description - Special Education

         Long Description – Special Education

      c.   03 -

         Short Description – Social Studies

         Long Description – Social Studies

      d.   04 -

         Short Description – Self-Contained

         Long Description – Self-Contained

      e.   05 -

         Short Description – Science

         Long Description – Science

      f.   06 -

Short Description – Physical Education & Health
Long Description – Physical Education & Health

    g. 07 -

Short Description – Other
Long Description – Other

    h. 08 -

Short Description – Non-Classroom Role
Long Description – Non-Classroom Role

    i. 09-

Short Description – Mathematics
Long Description - Mathematics

    j. 10-

Short Description – Foreign Language
Long Description – Foreign Language

    k. 11 -

Short Description – Fine Arts
Long Description – Fine Arts

    l. 12 -

Short Description – English Language Arts
Long Description – English Language Arts

    m. 13 -

Short Description – Career & Technology Education
Long Description – Career & Technology Education

8. Add a new descriptor table VacancyReason (C3X2)

    a. 01 -

Short Description – New Position
Long Description – New position

    b. 02 -

Short Description – Position Vacated: Retired
Long Description – Position is vacant because the incumbent retired from the position

    c. 03 -

Short Description – Position Vacant: Leaving the profession
Long Description – Position is vacant because the incumbent left the profession

    d. 04 -

Short Description – Position Vacant: Transfer
Long Description – Position is vacant because the incumbent took another position within the LEA

    e. 05 –

Short Description – Position Vacant: Other
Long Description – Position is vacant for reason other than what is listed

9. Add a new descriptor table EmploymentStatus (C3X3)

    a. 01 -

Short Description - Probationary
Long Description - Probationary

   b. 02 -
      Short Description - Contractual
      Long Description – Contractual
   c. 03 -
      Short Description - Employed/Affiliated With Outside Agency (Part-Time)
      Long Description - Employed by or affiliated with an outside organization
         other than the school system, working part-time
   d. 04 -
      Short Description - Employed/Affiliated With Outside Agency
      Long Description - Employed by or affiliated with an outside organization other
         than the school system
   e. 05 -
      Short Description - Employed Part-Time
      Long Description - Employed part-time
   f. 06 -
      Short Description - Other
      Long Description - Other
   g. 07 -
      Short Description - Substitute/Temporary
      Long Description - Substitute/temporary
   h. 08 -
      Short Description - Permanent
      Long Description - Permanent
   i. 09-
      Short Description - Volunteer/No Contract
      Long Description - Volunteer/no contract
10. Add a new descriptor table PostingClosedReason(C3X4)
    a. 01 -
       Short Description – Position Filled
       Long Description – Position filled
    b. 02 -
       Short Description – Posting Cancelled
       Long Description – Posting cancelled
11. Add the following new descriptors to the ProgramAssignment (C338) descriptor table:
    a. 02 -
       Short Description - Regular Education
       Long Description - Regular Education
    b. 03 -
       Short Description - Bilingual
       Long Description – Bilingual
    c. 04 -
       Short Description – Compensatory/Remedial Education
       Long Description – Compensatory/Remedial Education
    d. 05 -
       Short Description – Gifted and Talented

Long Description – Gifted and Talented
   e. 06 -
      Short Description – Career and Technical Education
      Long Description – Career and Technical Education
   f. 07 -
      Short Description – Special Education
      Long Description – Special Education
   g. 08 -
      Short Description – ESL
      Long Description – ESL
   h. 09 -
      Short Description – Adult Basic Education
      Long Description – Adult Basic Education
   i. 10 -
      Short Description – Honors
      Long Description – Honors
   j. 11 -
      Short Description – Migratory
      Long Description – Migratory
12. Add a new descriptor table GradeLevelRange (C3X5)
   a. 01 -
      Short Description – EE - PK
      Long Description – EE – PK (Early Childhood through Pre-Kindergarten)
   b. 02 -
      Short Description – Elementary
      Long Description – Elementary (Kindergarten through 5th grade)
   c. 03-
      Short Description – Middle School
      Long Description - Middel School (6th through 8th grade)
   d. 04 –
      Short Description – High School
      Long Description- High School (9th through 12th grade)
13. Add new TSDS reports to reflect the changes in this proposal.
14. Add associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:
None

ITF Discussion
Lynne Smith introduced Mark Olofson, Director of Educator Data, Research, and Strategy to address any questions.
- **Vendor Responsibility for Vacancy Reporting**:
   Catherine Bray asked whether the Student Information System (SIS), the human resources system, or a third-party vendor used for recruiting would be responsible for reporting the teacher vacancy data. Jamie Muffoletto clarified that TEA will share requirements with all

vendors, but cannot mandate which system must report the data. LEAs must coordinate with their vendors to ensure compliance.

Sharron Zirkelbach expressed concern that vendors may defer responsibility to one another, potentially causing LEAs not to have a vendor capable of reporting this data. Jamie reiterated that while TEA cannot dictate which system must report, the requirement to report remains with the LEA.

- **Vacancy Scenario Clarification**:
  Georgia Kalligeris raised a scenario involving a vacant 5th-grade position that was ultimately filled by shifting an existing kindergarten teacher and hiring a new kindergarten teacher. She asked whether this counts as one or two vacancies. Jamie and Mark clarified that reporting is tied to the original vacancy. Only the original vacancy, which was subsequently filled, should be reported. Georgia asked whether the reporting should focus on who filled the vacancy or on the original teacher vacancy. Mark confirmed that the reporting is about the original teacher vacancy.

- **Staff Classification and Reporting**:
  Catherine asked whether the vacancies being reported are for StaffClassification (C021) 087 (Teacher) and 047 (Substitute Teacher). Jamie confirmed that only 087 vacancies are reported.

- **Vendor Implementation Concerns**:
  Georgia expressed concern about vendor readiness and the lack of clarity on which vendor should implement the changes. Jamie invited the committee members who are vendors to provide any feedback and emphasized TEA's commitment to providing training and support.

  Elisa Sanchez noted that her team is still determining where this data would be added. Jamie assured attendees that TEA will communicate with vendors and provide guidance, similar to the approach taken with assessment vendors for the Early Childhood Data System (ECDS) Collection. Jamie also confirmed that TEA will reach out to additional vendors and will publish these requirements in the December 1, 2025, publication to allow time for development.

  John Newcom noted that vendors often prefer clear guidance from TEA on where data should reside. John welcomed TEA's guidance to help vendors determine where to add the new data requirements.

  Catherine asked whether TEA has a contingency plan for LEAs whose vendors cannot meet the reporting requirements. Leanne stated that TEA's goal is for all vendors to support the proposed data reporting. Leanne encouraged LEAs to share vendor names so TEA can ensure outreach, referencing the successful collaboration with new vendors during the ECDS rollout.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none she moved to the next agenda item.

PCPEI Discussion:
PCPEI Chair, Marcos Zorola, called for questions or comments. Hearing none, he moved to the next item on the agenda.

5. Collection of Grievance Data Version 2   Discussion Item

Background:

During the 89th legislative session, Senate Bill (SB) 12 was passed, which amends Subtitle E, Title 2, Education Code, by adding Chapter 26A. This new section requires local education agencies (LEAs) to submit a report to the Texas Education Agency (TEA) on grievances filed in the LEA during the preceding school year (June 1 through May 31). The report must include, for each grievance, the resolution of the grievance and any corrective action taken. Grievances unresolved within the reporting period must be included in subsequent annual reports until resolution is achieved.

Overview:

Texas Education Data Standards Changes:

Beginning in the 2026-2027 school year, TEA proposes adding one new entity, Grievance, to be reported in the PEIMS Summer Submission with four~~three~~ new data elements, LEAGrievanceIdentifier (E3XX1), GrievanceFiledDate~~GrievanceResolved~~ (E3XX2), GrievanceResolvedDate (E3XX6), GrievanceCorrectiveAction (E3XX3), and one new common type, GrievanceLevelResolution with three new data elements, GrievanceLevelResolvedDate (E3XX7), ResolutionOfGrievance (E3XX4), and GrievanceLevel (E3XX5)~~, and GrievanceLevelResolved (E3XX6)~~. Additionally, TEA proposes adding two new descriptor tables, GrievanceCorrectiveAction (C3X1), and ResolutionOfGrievance (C3X2), with a total of 11 new descriptors to the PEIMS Summer Submission. TEA also proposes adding the data element reporting requirements in the Grievance Entity. One new report will be added, and data validation rules will be added to the PEIMS Summer Submission based on the changes in this proposal.

Texas Records Exchange (TREx) Changes:

None

Presentation:

Lynne Smith presented the updates (highlighted in green) to the previously approved proposal which includes:

In the Texas Education Data Standards:

1. Add new Grievance Entity to the Education Organization Domain to be reported in the PEIMS Summer Submission with the following new data elements:
   a. LEAGrievanceIdentifier (E3XX1)
   b. GrievanceFiledDate~~GrievanceResolved~~ (E3XX2)
   c. GrievanceResolvedDate (E3XX6)
   d. GrievanceCorrectiveAction (E3XX3)
2. Add new GrievanceLevelResolution common type in the Grievance Entity to be reported in the PEIMS Summer Submission with the following new data elements:
   a. GrievanceLevelResolvedDate (E3XX7)
   b. ResolutionOfGrievance (E3XX4)
   c. GrievanceLevel (E3XX5)
   d. ~~GrievanceLevelResolved (E3XX6)~~
3. Add the Data Element Reporting requirements to the Grievance Entity.
4. Add a new descriptor table GrievanceCorrectiveAction (C3X1):

g. 01 -

    Short Description – Administrative Remedies

    Long Description – Administrative Remedies - Reversal or modification of decisions related to student discipline, grading policies, attendance records, campus transfers or classroom assignments

h. 02 -

    Short Description – Personnel-Related Actions

    Long Description – Personnel-Related Actions - Reassignment of staff, changes to job responsibilities, evaluation or retraining of staff

i. 03 -

    Short Description – Policy Adjustments

    Long Description – Policy Adjustments - Amendments to local policies or procedures, clarification or reinterpretation of existing local policies (e.g., dress code, homework practices)

j. 04 -

    Short Description – Communication And Transparency

    Long Description – Communication And Transparency - Issuance of written decisions with explanations and supporting documentation

k. 05 -

    Short Description – Procedural Corrections

    Long Description – Procedural Corrections - Remanding grievance for further review

l. 06 -

    Short Description – Non-Retaliation Enforcement

    Long Description – Non-Retaliation Enforcement - Investigation and disciplinary action against staff who retaliate against the complainant. Reporting educators to the State Board of Certification as applicable by law and rule.

5. Add a new descriptor table ResolutionOfGrievance (C3X2):

a. 01 -

    Short Description – Grievance Relief Granted

    Long Description – Grievance Relief Granted - LEA granted all requested remedies

b. 02 –

    Short Description – Grievance Relief Denied

    Long Description - Grievance Relief Denied - All remedies prior to a board of trustees hearing were denied

c. 03 -

    Short Description – Grievance Relief Granted In Part

    Long Description – Grievance Relief Granted In Part- LEA granted some requested remedies

f. 04 –

    Short Description – Remanded The Administration's Decision

      Long Description - Remanded The Administration's Decision -Decision was sent back to the prior grievance level for review

   g. 05–

      Short Description – Denied Grievance And Upheld Administration's Decision

      Long Description - Denied Grievance And Upheld Administration's Decision – Board of Trustees upheld the prior decision

6. Add new TSDS reports to reflect the changes in this proposal.
7. Add associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:
None

ITF Discussion:
Lynne Smith introduced Abby Rodriguez, Director of Inquiries and Complaints, to address any questions.

Catherine Bray asked whether a grievance should be closed at the end of a school year and reopened in the next school year using the same identifier. Lynne clarified that a grievance should remain open until it is resolved, regardless of the school year. Once resolved, the GrievanceResolvedDate (E3XX6) should be entered. Catherine asked if there would be a rule preventing a local education agency from not reporting the GrievanceResolvedDate (E3XX6). Lynne confirmed that there will not be a fatal rule for this scenario. Leanne Simons added that a warning or a special warning may be implemented to alert users if the GrievanceResolvedDate (E3XX6) is missing.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none she moved to the next agenda item.

PCPEI Discussion:
PCPEI Chair, Marcos Zorola, called for questions or comments. Hearing none, he moved to the next item on the agenda.

Other Business - ITF   Discussion Item

Open Forum
Upcoming Meetings:
November 18, 2025
January 13, 2026
March 3, 2026
April 14, 2026

Adjournment

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion to adjourn.

Sharron Zirkelbach made a motion to adjourn.
Shawna Ohnesorge seconded the motion.

Vote: Passed

The meeting was adjourned at 11:27 a.m.

Other Business - PCPEI:
Marcos Zorola asked the Texas Education Agency (TEA) if there were any additional items to address. Jamie Muffoletto responded that there were no further agenda items and noted that TEA will present additional legislative topics at the meeting scheduled for Tuesday, February 3, 2026.

PCPEI Upcoming Meetings
Tuesday, February 3, 2026
Tuesday, April 28, 2026

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

Dr. Morris Lyon made a motion to adjourn.
Joe Medley seconded the motion.
Vote: Passed.

The meeting was adjourned at 10:21 a.m.