



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

April 29, 2025

Zoom

10:00 a.m. – 2:00 p.m.

**Meeting Minutes**

**Call Meeting to Order    Jamie Muffoletto in the absence of Joel Garcia, ITF Chair**

Joel Garcia, ITF Chair and David McKamie, Vice-Chair, were unable to attend the meeting. Jamie Muffoletto chaired the meeting and called the ITF meeting to order at 10:02 a.m.

Roll call of the ITF members was taken by Lynne Smith.

**ITF Members Present:**

Dana Braun, Joe Herrera, Keitha Ivey, D'Lynne Johnson, Georgia Kalligeris, David Marx, John Newcom, Traci Pesina, Joycelyn Ray, Linda Roska, Elisa Sanchez, Brittany Wright

**ITF Alternate Members Present:**

Justin Jons, Tamara Kavanaugh, Andrea Laina, Lindsey McDaniel, Shawna Ohnesorge, Linda Raney, Nina Taylor, Jaylea Wallace

**TEA Staff Present:**

**Office of Information Technology:**

Kathy Adaky, Connor Briggs, Shabana Momin, Naomi Davis, Deborah Deberry, Terri Hanson, Monica Harwig, Jeanine Helms, Jamie Hicks, Scott Johnson, Laurie Kelso, Ed Linden, Becky McCully, Jamie Muffoletto, Leticia Ollervidez, Donna Pruitt, Leanne Simons, Lynne Smith, Alison Wright, Melody Parrish

**Special Populations Strategic Supports and Reporting Department:**

Donna Holmes, Jeremy McCaig

**Early Childhood Education Department:**

Jennifer Bruning, Brandi Carter, Magali Farooqi

**Highly Mobile and At-Risk Student Programs Department:**

Dr. Desiree Viramontes

## **Approve Meeting Minutes from January 14, 2025, and January 28, 2025, ITF Meetings Action Item**

Jamie Muffoletto called for a motion to approve the meeting minutes from January 14, 2025, and January 28, 2025, ITF meetings.

Traci Pesina made a motion to approve the minutes.

Keitha Ivey seconded the motion.

**Vote:** Passed

### **1. Early Childhood Data System Changes** **Action Item**

#### **Background:**

The Early Childhood Data System (ECDS) collects data on prekindergarten (PK) and kindergarten (KG) students and teachers. Data collected for ECDS includes student demographics, staff class roles, classroom, and assessment data. The purpose of ECDS is to inform parents, school administrators, and policymakers about the quality of early childhood education.

Local education agencies (LEAs) must assess all PK and KG students using an approved instrument from the commissioner's list. The results of the assessments are reported in the ECDS collection. When an LEA does not assess a PK or KG student, the Texas Education Agency (TEA) cannot determine why the student was not assessed.

The Early Childhood Education (ECE) program area has requested one new data element with a corresponding descriptor table so that an LEA can report why a PK or KG student was not assessed.

Additionally, the ECE program area has requested that the legislative reference in the FamilyEngagementPlanLink (E1583) special instructions be updated.

#### **Overview:**

#### **Texas Education Data Standards Changes:**

For the 2025-2026 school year, TEA proposes adding one new data element ECDSNotAssessed(E3XXX) and corresponding descriptor table with nine descriptors to the StudentEducationOrganizationAssociation entity. Additionally, the special instructions for the FamilyEngagementPlanLink (E1583) will be updated. Finally, reports and data validation rules will be updated to reflect the changes in this proposal.

#### **Texas Records Exchange (TREx) Changes:**

None

#### **Presentation:**

Leticia Ollervidez presented the proposal, which includes:

#### **In the Texas Education Data Standards:**

1. Add the following new data element to the StudentEducationOrganizationAssociation entity in the Student Identification and Demographics domain to be reported in ECDS Collection.

- a. ECDSNotAssessed (E3XXX)
2. Revise FamilyEngagementPlanLink (E1583) special instructions.
3. Add a new descriptor table ECDSNotAssessed (C3X1):
  - a. 01-
    - i. **Short Description** – 3-Year-Old PK Not Assessed
    - ii. **Long Description** - This descriptor applies to a three-year-old student enrolled in a PK program with no assessment data. Three-year-old students are not required to be progress monitored. No documentation is needed. This does not constitute non-compliance.
  - b. 02-
    - i. **Short Description** – Administration Inappropriate for the Child by ARD or 504 Committee
    - ii. **Long Description** - Prekindergarten progress monitoring or kindergarten reading instrument administration is deemed inappropriate for the child as documented by the Admission Review Dismissal or 504 Committee. This does not constitute non-compliance.
  - c. 03-
    - i. **Short Description** – PK Enrolled After Admin Window
    - ii. **Long Description** - Prekindergarten student enrolled in the LEA after the designated administration window for beginning-of-year or end-of-year monitoring. This does not constitute non-compliance.
  - d. 04-
    - i. **Short Description** – KG Enrolled After Admin Window
    - ii. **Long Description** - Kindergarten student enrolled in the LEA after the designated reading instrument administration window for beginning-of-year. This does not constitute non-compliance.
  - e. 05-
    - i. **Short Description** – PK Withdrew Before Admin Window
    - ii. **Long Description** – Prekindergarten student withdrew from the LEA before the designated administration window for beginning-of-year or end-of-year monitoring. This does not constitute non-compliance.
  - f. 06-
    - **Short Description** – Student Absent For Entire Window, No Make-Up
    - **Long Description** – Student was absent for the entire designated administration window and no make-up administration was provided. This does not constitute non-compliance.
  - g. 07-
    - i. **Short Description** – Student Absent For Part of Window, No Make-Up
    - ii. **Long Description** – Student was absent for part of the designated administration window and no make-up administration was provided. This constitutes non-compliance.
  - h. 08-
    - i. **Short Description** – Administrative Error
    - ii. **Long Description** – An administrative error occurred that prevented the submission of assessment data.

- i. 09-
  - i. **Short Description** – Other Reason Not Listed Above
  - ii. **Long Description** – Other reason not listed above. This may constitute non-compliance depending on the specific circumstances.
- 4. Revise the following ECDS reports to reflect the changes in this proposal:
  - a. ECD0-000- 004 KG Data Submission Report
  - b. ECD0-000-006 PK Data Submission Report
- 5. Add associated data validation rules to reflect changes in this proposal.

#### **In the Texas Records Exchange Data Standards:**

None

#### **ITF Discussion:**

Leticia Ollervidez welcomed Magali Farooqi from the Early Childhood Education (ECE) department to answer any questions.

Traci Pesina asked how TEA would use this new data and if it plans to penalize schools for not administering an assessment. Magali clarified that the ECE department would not use the data for penalties but planned to utilize the new data with the Texas Public Education Information Resource (TPEIR) reports. She explained that the data would explain why a student was not assessed. Traci then asked if early notice had been shared with LEA program staff. Magali responded that the ECE department had not communicated this change and wanted to ensure the changes were approved by ITF before notifying LEA program staff. Magali stated that the ECE department had touchpoints with the LEAs and had discussed the possibility of collecting new data. The main communication of this change would be through annual To the Administrator Addressed (TAA) letters and other notifications during the summer. Traci asked about the expected timing for the TAA and if communication would be shared before its release. Magali stated that the goal for the TAA was the end of July, with the education service centers (ESCs) being informed by the end of May.

Keitha Ivey raised concerns about the descriptors used to report why a student was not tested, including compliance and non-compliance. She asked if there was a compliance component for the Early Childhood Data System (ECDS). Magali explained the statutory requirement and end-of-year details. Keitha asked if LEAs reported the beginning of the year (BOY) and end of the year (EOY) assessments for kindergarten, to which Magali clarified that LEAs would report BOY and EOY for prekindergarten, and BOY for kindergarten.. Keitha asked which descriptor an LEA would use to report a student not enrolled for the BOY or EOY assessment, and Magali replied that descriptor 09 (Other Reason Not Listed Above) would be used.

Georgia Kalligeris suggested that descriptors 03 (PK Enrolled After Admin Window) and 05 (PK Withdrew Before Admin Window) needed revision and clarification. The TEA program area will review the descriptors for further clarification.

Keitha shared concerns about compliance and non-compliance being included in the descriptors and asked if a report would contain this information. Magali stated that no ECDS reports indicated compliance or non-compliance with a high-quality prekindergarten (HQPK) component. Keitha asked if being an HQPK was based on how many students were assessed. Magali confirmed that one part of being an HQPK was testing all students. If an LEA had many students not assessed, the ECE department would have a conversation with the LEA to determine why. Keitha asked how many LEAs the TEA program area communicated with compared to the time and effort it would take the LEAs to enter data for the reason students were not assessed. Magali stated that the TEA program area reached out to 150 LEAs last year, and only about 56% of students were assessed in the state. Keitha asked why TEA could not determine why the student was not assessed through enrollment data. Magali said that while TEA has the enrollment data, TEA does not have the data for when each LEA had its assessment window.

Lindsey McDaniel asked if the new descriptors would be reported in the assessment or student information systems. Jamie stated that TEA would need internal discussions about where the descriptors should be entered. Jaylea Wallace asked how LEAs reported kindergarten students who were present for a short period, not during the testing window. Magali said that they would review the descriptors and provide additional guidance on when to use each. Jaylea agreed with other members that descriptors 03 (PK Enrolled After Admin Window) and 05 (PK Withdrew Before Admin Window) needed additional clarification and added that for prekindergarten, more clarification was needed in the Texas Education Data Standards for students who had one assessment but not the other. Traci concurred with Jaylea and requested more guidance for prekindergarten so that the LEA program staff knew which descriptor to use.

Leanne Simons stated that based on the number of comments made, the members did not seem ready to vote on this proposal and recommended that it be tabled until it can be updated. Leanne asked if changes could be sent via email for a vote. Traci confirmed that it would be an option. Keitha requested the TEA program area add clarification to descriptors 03 (PK Enrolled After Admin Window) and 05 (PK Withdrew Before Admin Window) and the compliance language. Georgia asked TEA to look at ticket TSDS-91619 for concerns in identifying missing assessments and guiding LEAs with fatal errors on which students would need the ECDSNotAssessed indicator. Jamie stated she would look at the ticket. Brittany Wright commented that guidance should be clear regarding compliance and non-compliance when state statutes are potentially violated.

Jamie Muffoletto called for additional questions or comments. Hearing none, she requested a motion.

**ITF Action:**

Traci Pesina made a motion to table the proposal.

Georgia Kalligeris seconded the motion.

**Vote:** Tabled

## **2. Changes to the Special Education Data System Summer Submission Action** **Item**

### **Background:**

In December 2024, the Texas Education Agency (TEA) Data Governance Committees approved a new Special Education Data System (SPEDS) Collection consisting of the Special Education Summer Submission beginning in the 2025-2026 school year. The new submission consists of SPPI 7, 11, 12, and 13 data. The SPEDS Summer Submission will be due the last Thursday in July. Since the approval of the new submission, the Special Populations Strategic Supports and Reporting Division has requested revisions to data element definitions, descriptor tables, and guidance.

### **Overview:**

#### **Texas Education Data Standards Changes:**

For the 2025-2026 school year, TEA is proposing to revise the data element definitions for `PreschoolOutcomesReporting` (E3098) and `SecondaryTransitionARDMeetingDate` (E3110) and move `PreschoolOutcomesReporting` (E3098) from the School Entity to the LocalEducationAgency Entity. TEA is also proposing to add three new data elements to the LocalEducationAgency Entity: `TimelyInitialEvaluationReporting` (E3XX1), `EarlyChildhoodTransitionReporting` (E3XX2), `SecondaryTransitionReporting` (E3XX3). Additionally, TEA proposes revising the `ECSEServiceExitReason` (C358) descriptor table and removing the `PreschoolOutcomesReporting` (C356) descriptor table. TEA will also revise submission reports and add and revise existing data validation rules to reflect 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. Remove the existing data element `PreschoolOutcomesReporting` (E3098) from the School Entity in the Education Organization Domain.
2. Revise the data element definition for the `PreschoolOutcomesReporting` (E3098) and change data type from descriptor to Boolean.
3. Add the existing data element `PreschoolOutcomesReporting` (E3098) and three new data elements, `TimelyInitialEvaluationReporting` (E3XX1), `EarlyChildhoodTransitionReporting` (E3XX2) and `SecondaryTransitionReporting` (E3XX3), to the LocalEducationAgency Entity in the Education Organization Domain as “Optional” for the SPEDS Summer Submission.
4. Revise `SecondaryTransitionARDMeetingDate` (E3110) data element definition and associated data elements reporting requirements guidance.
5. Remove the descriptor 03 - Moved From The LEA Before Meeting Exit Criteria - Moved from the Local Education Agency (LEA) before meeting Exit criteria from the `ECSEServiceExitReason` (C358) descriptor table.

6. Add the following new descriptor to the ECSEServiceExitReason (C358) descriptor table:
  - a. 03 –
    - Short Description** – Child Turned Six Years Old
    - Long Description** – Child Turned Six Years Old
  - b. Remove descriptors 04 and 05.
7. Remove the descriptor table PreschoolOutcomesReporting (C356).
8. Revise associated reports to reflect changes in this proposal.
9. Add and revise associated data validation rules to reflect changes in this proposal.

#### **In the Texas Records Exchange Data Standards:**

None

#### **ITF Discussion:**

Lynne Smith introduced Donna Homes and Jeremy McCaig from the Special Populations Strategic Supports and Reporting Department to address any questions.

Keitha Ivey asked if committee members remembered why the additional descriptors in ECSEServiceExitReasons (C358) were initially needed. Traci Pesina also asked if the program area was currently using the descriptors 03 (Moved From The LEA Before Meeting Exit Criteria), 04 (Left For Another Reason), and 05 (Child Transferred Out Of State), marked for deletion.

Donna Holmes confirmed that these reasons were currently used in the TEAL system. Jeremy McCaig stated that after many refinements to the new collection, the SPPI-7 entry and exit survey results would be reported at the same time, which meant these three reasons were no longer needed.

Traci clarified her question regarding reusing descriptor 03 and changing the short description from Moved From The LEA Before Meeting Exit Criteria to Child Turned Six Years Old. She asked the program area if they were concerned this change would result in incorrect reporting. Donna replied that there would be no confusion because an actual descriptor number was not used in TEAL.

Jaylea Wallace asked if the short and long description descriptor 01 could be changed from "transitions" to "transitioned" since it occurred in the past. Jeremy thanked Jaylea for her feedback and indicated that the proposed text change was an easy adjustment that could be made.

Jaylea asked about the new data elements TimelyInitialEvaluationReporting, EarlyChildhoodTransitionReporting, and SecondaryTransitionReporting indicators. Jaylea stated that other submissions had indicators instructing LEAs to report an indicator if they were participating in something. For example, if an LEA is participating in Expanded Learning Opportunities or Additional Days School Year Program, they report an indicator for participation. Jaylea expressed concern about an LEA knowing to report the new data element when they do not have students to report. Jeremy stated that the current TEAL application has an indicator for an LEA to confirm there are no students to be reported. These new data elements would allow TEA to continue to collect that data.

Jaylea recommended having a good plan in place when talking to vendors about these new indicators. Jamie stated that TEA would work with the TEA program area, provide additional guidance

during the Spring and Summer ESC/Vendor training, and inform vendors that reporting this data differed from practices for other similar indicators.

Traci Pesina encouraged the TEA program area to send the To the Administrator Addressed letter sooner.

Jamie Muffoletto called for additional questions or comments. Hearing none, she requested a motion.

**ITF Action:**

Traci Pesina made a motion to approve the proposal

Jaylea Wallace seconded the motion.

**Vote:** Passed

### **3. Collecting Begin and End Dates for Homeless Identification** **Action Item**

**Background:**

Students experiencing homelessness face many educational barriers due to the challenges of not having a fixed, regular, and adequate place to live. In many cases, schools become the place where students are afforded stability, safety, and support.

In accordance with Texas Education Code (TEC), Section 37.001, student disciplinary decisions must consider “(4)(F) a student's status as a student who is homeless” as a factor, “regardless of whether the decision concerns a mandatory or discretionary action” and whether it is “concerning suspension, removal to Disciplinary Alternative Education Program (DAEP), expulsion or placement in Juvenile Justice Alternative Education Program (JJAEP).” Furthermore, in accordance with TEC, Section 37.005(d), “a school district or open-enrollment charter school may not place a student who is homeless in out-of-school suspension (OSS) unless the student engages in conduct described by TEC Section 37.005(c)(1)-(3) while on school property or while attending a school-sponsored or school-related activity on or off of school property.”

TEA’s Self-Reported Data Review Unit (SRDU) conducts compliance reviews related to potential discrepancies in data reported to TEA by school systems including reviews of school system compliance with requirements relating to the identification of and disciplinary decisions for students experiencing homelessness. TEC, Section 39.003(a)(3)-(4), gives the Commissioner of Education discretion to authorize a special investigation to be conducted when there are potential violations of state and federal law and program requirements (e.g., McKinney-Vento Act). When warranted, SRDU provides school systems an opportunity to address the agency’s concerns through the initial compliance review to determine whether additional investigation is necessary.

To identify LEAs that may be out of compliance with state law, SRDU utilizes data collected through the Public Education Information Management System (PEIMS) to identify the student behaviors and subsequent disciplinary actions that would be considered unallowable, per TEC, Section 37.005(d). SRDU also uses PEIMS data to identify students who were experiencing homelessness at any point during the school year. However, while the Agency collects and utilizes disciplinary incident dates reported through PEIMS, TEA does not have information related to the date students were first



identified as experiencing homelessness. As a result, the Agency cannot determine if a student was identified as experiencing homelessness before or after a disciplinary incident. This can result in some LEAs, who may have suspended students before they were identified as experiencing homelessness, being misidentified as potentially non-compliant with state law.

### **Overview:**

#### **Texas Education Data Standards Changes:**

Currently, TEA uses the BeginDate (E3010) and EndDate (E3020) in the HomelessStatusSet common type to promote the HomelessStatus (E1082) as of the last Friday in October. TEA proposes promoting all BeginDate (E3010) and EndDate (E3020) data elements in the HomelessStatusSet common type to the PEIMS Datamart for the PEIMS Summer Submission. This will allow the program area to accurately identify if a student was identified as experiencing homelessness before or after a disciplinary incident. TEA will review existing reports to determine changes needed and add new data validation rules as necessary.

#### **Texas Records Exchange (TREx) Changes:**

None

### **Presentation:**

Jamie Muffoletto presented the proposal, which includes:

#### **In the Texas Education Data Standards:**

1. Promote the following data elements in the HomelessStatusSet common type in the StudentEducationOrganizationAssociation Entity in the PEIMS Summer Submission:
  - a. BeginDate (E3010)
  - b. EndDate (E3020)
2. Revise the PEIMS Summer Submission reports.
3. Add new data validation rules to the PEIMS Summer Submission

#### **In the Texas Records Exchange Data Standards:**

None

### **ITF Discussion:**

Jamie Muffoletto introduced Dr. Desiree Viramontes, McKinney-Vento Homeless State Coordinator for TEA, and Brittney Wright, Director of the Self-Reported Data Unit (SRDU), to answer any questions.

Jamie stated that a special warning notifies the LEA if they report a student experiencing homelessness with an out-of-school suspension (OSS). TEA is unable to determine if the student began experiencing homelessness before or after the OSS. Jamie added that when TEA promotes the BeginDate (E3010) and EndDate (E3020) associated with homeless identification, the rule can be updated to only fire if the LEA reports an OSS while the student is experiencing homelessness.

Linda Raney asked if the special warning would be removed for the 2024-2025 PEIMS Summer Submission. Jamie clarified that the rule would not be removed for the 2024-2025 PEIMS Summer Submission and would be updated for the 2025-2026 PEIMS Summer Submission.

Dr. Lindsey McDaniel thanked TEA for adding BeginDate (E3010) and EndDate (E3020). Dr. McDaniel stated LEAs would report a BeginDate when the student started experiencing homelessness and added that LEAs would report the EndDate as the end of the school year, regardless of when the homelessness situation changed. Dr. Viramontes stated that LEAs would report the BeginDate when the student was identified as homeless by the McKinney-Vento Homeless Liaison and report the EndDate at the end of the school year as dictated per federal law.

Jaylea Wallace asked if an end date was needed since the end date being reported was at the end of the school year. She added that many LEAs do not enter an end date because once a student has been identified as experiencing homelessness, they remain identified for the entire school year. Jaylea expressed concern about entering the wrong end date rather than not entering an end date at all. Jamie stated that TEA would review how promotion logic handles the EndDate (E3020).

Traci Pesina asked how the changes presented would be shared with the program staff in smaller LEAs. Dr. Viramontes stated that TEA could use the ESC quarterly meetings and include the PEIMS Coordinator in the communication network when sending information to the McKinney-Vento Liaison.

Jamie Muffoletto called for additional questions or comments. Hearing none, she requested a motion.

**ITF Action:**

Traci Pesina made a motion to approve the proposal.

Keitha Ivey seconded the motion.

**Vote:** Passed

#### **4. 2025-2026 TSDS Data Standard Changes**

#### **Discussion Item**

**Background:**

During the 2024-2025 school year, the Texas Education Agency (TEA) launched an upgrade to the Texas Student Data System (TSDS) Operational Data Store (ODS) including a new version of the Texas Education Data Standards (TEDS). For the 2025-2026 school year, TEA has identified certain items in the data standards that need to be modified to ensure local education agencies (LEAs) can successfully submit their data.

The changes proposed would be included in the TEDS version 2026.1.1, tentatively scheduled for publication on Thursday, May 22, 2025.

**Overview:**

**Texas Education Data Standards Changes:**

TEA proposes updates to the SSAOrgAssociationExt, StudentAcademicRecord, and StudentSpecialEducationProgramAssociation Entities. TEA proposes the addition of a new PriorYearSSAOrgAssociationExt Entity. Additional changes include data element definition and data element reporting requirement guidance updates for the following data elements: BeginDate, ProgramEndDate, StudentResFacAssocSetBeginDate, and StudentResFacAssocSetEndDate. Finally,

the Adult Previous Attendance is removed from the StudentCharacteristic descriptor table and added to a new common type, AdultPreviousAttendanceSet. Reports and data validation rules will be reviewed for changes needed based on the changes in this proposal.

### **Presentation:**

Jamie Muffoletto presented the proposal, which includes:

#### **In the Texas Education Data Standards:**

1. Update the SSAOrgAssociationExt Entity in the Education Organization Domain to only be reported in the PEIMS Fall Submission.
2. Add the PriorYearSSAOrgAssociationExt Entity to the Education Organization Domain to be reported in the PEIMS Mid-Year Submission.
3. Update the StudentAcademicRecord Entity in the Student Academic Record Domain by removing six existing data elements and adding them into four new common types with three new data elements:
  - a. Add new GraduationProgramParticipationSet common type including three existing data elements to be *optional* in the PEIMS Summer Submission:
    - i. EndorsementPursuing (E3022)
    - ii. FHSPParticipant (E3030)
    - iii. FHSPDistingLevelParticipant (E3029)
  - b. Add new IndividualGraduationCommitteeReviewSet common type including one existing and one new data element to be *optional* in the PEIMS Summer Submission:
    - i. IndividualGraduationCommitteeReview (E1563)
    - ii. EstablishedDate (E3XX1)
  - c. Add new AssociateDegreeIndicatorSet common type including one existing and one new data element to be *optional collection* in the PEIMS Fall, Summer, and Extended Year Submissions:
    - i. AssociateDegreeIndicator (E1596)
    - ii. EarnedDate (E3XX2)
  - d. Add new EndorsementCompletedSet common type including one existing and one new data element to be *optional collection* in the PEIMS Fall, Summer, and Extended Year Submissions:
    - i. EndorsementCompleted (E3021)
    - ii. CompletedDate (E3XX3)
4. In the StudentSpecialEducationProgramAssociation Entity, replace the reference to School with a reference to LocalEducationAgency.
5. Revise the Data Element Reporting Requirements for the StudentSpecialEducationProgramAssociation Entity in the Alternative and Supplemental Services Domain.
6. Revise BeginDate (E3010) data element definition and associated data element reporting requirements guidance for PayrollAmount.
7. Revise ProgramEndDate (E3048) data element definition and associated data element reporting requirements guidance.
8. Revise StudentResFacAssocSetBeginDate (E3064) data element definition and associated data element reporting requirements guidance.

9. Revise StudentResFacAssocSetEndDate (E3065) data element definition and associated data element reporting requirements guidance.
10. Remove the descriptor 16 – Adult Previous Attendance from the StudentCharacteristic (C344) descriptor table.
11. Add new AdultPreviousAttendanceSet common type including one new and two existing data elements to be an *optional collection* in the PEIMS Fall and Summer Submissions:
  - a. AdultPreviousAttendance (E1660)
  - b. BeginDate (E3010)
  - c. EndDate (E3020)
12. Add new descriptor table AdultPreviousAttendance (C3XX):
  - a. 0 –
 

**Short Description** – Student Has Not Attended School In Previous Nine Months

**Long Description** – Student has not attended school in the previous nine months before enrolling in a high school equivalency program, dropout recovery program, or other adult education program under TEC §29.259
  - b. 1 –
 

**Short Description** – Student Has Attended School In Previous Nine Months

**Long Description** – Student has attended school in the previous nine months before enrolling in a high school equivalency program, dropout recovery program, or other adult education program under TEC §29.259
13. Revise the associated TSDS reports to reflect changes in this proposal.
14. Revise the associated data validation rules to reflect the changes in this proposal.

### **ITF Discussion:**

Traci asked Jamie to clarify the changes related to StudentResFacAssocSetBeginDate (E3064) and StudentResFacAssocSetEndDate (E3065). Jamie displayed the Texas Education Data Standards (TEDS) using the TSDS Web-Enabled Data Standards (TWEDS) to clarify and reviewed the StudentResidentialFacilityAssociation common type. Jamie stated that the DateEnteredRF (E1630) and DateExitedRF (E1631) show when a student enters or exits a residential facility. The current definitions for E3064 and E3065 state that these are the dates a student enters or exits a residential facility, which is incorrect. The new definitions reflect the dates for when a data element in the StudentResidentialFacilityAssociation>StudentResFacAssocSet changes.

Jamie Muffoletto called for additional questions or comments.

### **Other Business**

### **Discussion Item**

Jamie informed the committee that updates had been made to three ITF proposals from a prior ITF meeting. Jamie stated that changes highlighted in green indicated modifications from the original proposal and asked if members had any questions regarding the changes made to the following proposals:

- Middle School Advanced Mathematics Student Characteristic
- New Classroom Position for Teacher Resident Descriptor
- New OnRamps Data Element

Traci asked if the changes had been communicated to the LEA program staff. Jamie will confirm with the TEA program staff to ensure that these changes have been shared with the LEA program staff.

**ITF Discussion:**

Jamie informed members that David McKamie, the current ITF Vice Chair, would retire on August 31, 2025. Jamie added that David had been a pivotal member of the ITF committee since its inception and thanked him for his years of service.

Jamie also mentioned that TEA would ask PCPEI to approve Linda Raney to replace David and to select a new ITF Vice Chair. Jamie stated that information would be shared at the next ITF meeting.

**ITF Discussion:**

Jamie Muffoletto informed the committee that TEA had three tentative ITF dates to discuss changes for the 2025-2026 data standards based on changes from the 89th Legislative Session. These dates would be shared through email. Jamie added that any unnecessary meetings would be canceled. Jamie also said the 2025-2026 ITF schedule would soon be shared with the committee.

Leanne Simons stated that additional ITF meetings would be needed to publish a Texas Education Data Standards (TEDS) post-addendum on September 1, 2025.

**Adjournment:**

Jamie Muffoletto called for additional questions or comments. Hearing none, she requested a motion to adjourn.

Traci Pesina made a motion to adjourn.  
Keitha Ivey seconded the motion.

The meeting was adjourned at 11:31 a.m.