



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

April 14, 2026

Zoom

10:00 a.m. to 2:00 p.m.

**Meeting Minutes**

**Call Meeting to Order**

**Catherine Bray, ITF Chair**

Catherine Bray called the ITF meeting to order at 10:00 a.m.

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

**ITF Members Present:**

Catherine Bray, Denise Hendricks, Joe Herrera, Travis Hunt, Keitha Ivey, D'Lynne Johnson, Georgia Kalligeris, David Marx, John Newcom, Chris Pace, Linda Raney, Linda Roska, Elisa Sanchez, Brittany Wright, Sharron Zirkelbach

**ITF Alternate Members Present:**

Tamara Elijah, Justin Jons, Tamara Kavanaugh, Andrea Laina, Kim Lyons, Dr. Lindsey McDaniel, Dr. Allison Middleton, Stephanie Reis

**TEA Staff Present:**

**Office of Information Technology:**

Kathy Adaky, Joseph Antholzner, Connor Briggs, David Butler, Naomi Davis, Candice DeSantis, Terri Hanson, Monica Harwig, Jeanine Helms, Jamie Hicks, Ed Linden, Jamie Muffoletto, Lynn Nguyen, Shawna Ohnesorge, Leticia Ollervidez, Gabriel Perez, Leanne Simons, Lynne Smith, Alison Wright

**Assessment Design, Development, & Quality Department:**

Magali Farooqi, Chris Rozunick

**Curriculum Standards & Student Support Department:**

Sylina Valdez

**Office of Special Populations & Student Supports Department:**

Jeremy McCaig

**Special Education Technical Assistance Department:**

Elizabeth Danner, Emily Heise, Alena Newberry (ASL Interpreter), Laura Stephenson (ASL Interpreter)

## **Approve Meeting Minutes from January 13, 2026, and January 28, 2026, ITF Meetings**

### **Action Item**

Catherine Bray called for a motion to approve the meeting minutes from January 13, 2026, and January 28, 2026, ITF meetings.

Sharron Zirkelbach made a motion to approve the January 13, 2026, minutes.

Keitha Ivey seconded the motion.

**Vote:** Passed

Keitha Ivey made a motion to approve the January 28, 2026, minutes.

Sharron Zirkelbach seconded the motion.

**Vote:** Passed

## **1. Special Education Language Acquisition Collection Updates** **Action Item**

### **Background:**

During the 89th legislative session, Texas Education Code (TEC) §29.316, was revised by House Bill (HB) 2 (Texas Legislature, 89th Regular Session), requiring each school district to regularly assess the language acquisition of each child eight years or younger who is deaf or hard of hearing using a tool or assessment approved by the commissioner. Based on these revisions, the program area has requested updates to data components reported in the Special Education Language and Acquisition (SELA) Collection.

### **Overview:**

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

Beginning in the 2026-2027 school year, TEA proposes adding two existing common types, SPEDProgramSvcSet and NumberOfMinutesInSPEDSet, in the StudentSpecialEducationProgramAssociation Entity to be reported in the SELA Collection. Three existing descriptors from the SPEDProgramSvc (C341) table will now be reported in the SELA Collection: Early Childhood Special Education Services (19), Early Childhood Intervention Program (20), and Regional Day School Program for the Deaf (22). Additionally, TEA proposes to sunset three data elements, HoursSpentReceivingServices (E1664), HearingAmplificationAccess (E1666), and HearingAmplificationDailyUse (E1667) from the SELA Collection, as well as sunset the corresponding descriptor tables, HoursSpentReceivingServices (C316), HearingAmplificationAccess (C318), and HearingAmplificationDailyUse (C319). TEA also proposes revising the general and data element reporting requirements in the StudentSpecialEducationProgramAssociation Entity. TEA further proposes adding one new descriptor to the ToolOrAssessmentUsed (C320) descriptor table and revising the description of the SELA Collection in the TSDS Overview, Description of Collections. The existing SELA report will be revised and data validation rules will be removed or revised based on the changes in this proposal.

**Timeline:**

| Special Education Language Acquisition (SELA)                              |                |
|----------------------------------------------------------------------------|----------------|
| TSDS ready to load data to IODS                                            | August 3, 2026 |
| Special Education Language Acquisition ready for users to complete         | May 17, 2027   |
| <b>Special Education Language Acquisition Submission due date for LEAs</b> | June 24, 2027  |
| Special Education Language Acquisition data available to customers         | July 8, 2027   |

**Texas Records Exchange (TReX) Changes:**

None

**Presentation:**

Lynne Smith presented the proposal, which includes:

TEA proposes the following changes:

**In the Texas Education Data Standards:**

1. Revise the StudentSpecialEducationProgramAssociation Entity in the Alternative and Supplemental Services Domain:
  - a. Add the following existing common types to the Special Education Language and Acquisition (SELA) Collection.
    - i. SPEDProgramSvcSet
    - ii. NumberOfMinutesInSPEDSet
  - b. Remove the following data elements:
    - i. HoursSpentReceivingServices (E1664)
    - ii. HearingAmplificationAccess (E1666)
    - iii. HearingAmplificationDailyUse (E1667)
  - c. Update the general and data element reporting requirements.
  - d. Add the following descriptors in the SPEDProgramSvc (C341) descriptor table to be reported in the SELA collection:
    - i. 19 – Early Childhood Special Education Services
    - ii. 20 - Early Childhood Intervention Program
    - iii. 22 - Regional Day School Program for the Deaf
2. Add the following new descriptor to the ToolOrAssessmentUsed (C320) descriptor table.
  - a. SK –
 

**Short Description** - SKI-HI Language Development Scale (LDS)

**Long Description** - SKI-HI Language Development Scale (LDS)
3. Remove the following descriptor tables:
  - a. HoursSpentReceivingServices (C316)
  - b. HearingAmplificationAccess (C318)
  - c. HearingAmplificationDailyUse (C319)
4. Revise the description of the SELA Collection in the TSDS Overview, Description of Collections.
5. Revise the associated TSDS report to reflect the changes in this proposal.
6. Revise and remove the associated data validation rules to reflect the changes in this proposal.

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

None

**ITF Discussion:**

Lynne Smith introduced Emily Heiss, Deaf and Hard of Hearing Coordinator, Special Education Technical Assistance Department.

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

**ITF Action:**

Linda Raney made a motion to approve the proposal.

Denise Hendricks seconded the motion.

**Vote:** Passed

## **2. Statute Updates to DiplomaType Descriptor Table and Guidance      Action Item**

**Background:**

The Texas Education Agency (TEA) periodically updates commissioner rules to ensure alignment with state law, federal regulations, and current practices in special education. Under 19 TAC §89.1070, Local Education Agencies (LEAs) follow state-defined graduation requirements for students receiving special education services. These rules guide how Admission Review and Dismissal (ARD) committees determine graduation pathways, ensure compliance with the Individuals with Disabilities Education Act (IDEA), and govern the documentation needed for a student to exit special education upon graduation or by reaching maximum age eligibility.

During 2024 rulemaking, TEA adopted amendments to §89.1070, revised on November 7, 2024. These amendments were part of a coordinated update to several special education rules. The revisions to §89.1070 focus on clarifying graduation requirements for students receiving special education services rather than introducing new graduation pathways. Updates include aligning terminology, updating cross-references, and removing outdated text to ensure the rule accurately reflects current federal and state requirements.

The Special Education Technical Assistance Department proposes revising the DiplomaType (C062) descriptor table and the data element reporting requirements in the StudentAcademicRecord Entity to align with the current statute.

**Overview:****Texas Education Data Standards Changes:**

TEA proposes revising the DiplomaType (C062) descriptor table used in the StudentAcademicRecord Entity, collected in the PEIMS Summer and Extended Year Submissions. In addition, TEA proposes revising the data element reporting requirements in the StudentAcademicRecord Entity. Reports and data validation rules will be revised in the PEIMS Summer and Extended Year Submissions based on the changes in this proposal.

**Texas Records Exchange (TReX) Changes:**

None

**Presentation:**

Lynne Smith presented the proposal, which includes:  
TEA proposes the following changes:

**In the Texas Education Data Standards:**

1. Remove the following descriptors from the DiplomaType (C062) descriptor table:
  - a. 04-  
**Short Description** – Complete IEP, FT Employ Self-Help Skills Employ No Public School Services  
**Long Description** – Completion Of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School Services TAC §89.1070(f)(3)(A), revised January 1, 2015 [39 TexReg 10446].
  - b. 05-  
**Short Description** – Complete IEP Mastery Specific Employ Self-Help Skills No Public School Serv  
**Long Description** – Completion Of IEP And Demonstrated Mastery Of Specific Employability And Self-Help Skills That Do Not Require Public School Services TAC §89.1070(f)(3)(B), revised January 1, 2015 [39 TexReg 10446].
  - c. 06-  
**Short Description** - Complete IEP Access To Services Employ Or Education Outside Public Edu  
**Long Description** - Completion Of IEP And Access To Services, Employment, Or Education Outside Of Public Education TAC §89.1070(f)(3)(C), revised January 1, 2015 [ 39 TexReg 10446].
  - d. 07-  
**Short Description** - Completion Of IEP And Reached Age 22 under Min HS Program  
**Long Description** - Completion Of IEP And Reached Age 22 TAC §89.1070(f)(4), revised January 1, 2015 [ 39 TexReg 10446].
  - e. 18 –  
**Short Description** - Minimum High School Program – IEP Minimum Curriculum  
**Long Description** - Completion Of Minimum Curriculum And Credit Requirements For Graduation Applicable To Students In General Education And Participated In The Exit-Level Assessment Instrument Identified In The IEP – Minimum High School Program TAC §89.1070(f)(2), (for students who entered grade 9 in **2001-2002 through 2013-2014** effective January 1, 2015 [39 TexReg 10446].
  - f. 19 –  
**Short Description** - Recommended High School Program – IEP Minimum Curriculum  
**Long Description** - Completion Of Minimum Curriculum And Credit Requirements For Graduation Applicable To Students In General Education And Participated In The Exit-Level Assessment Instrument Identified In The IEP – Recommended High School Program TAC §89.1070(b)(1), revised August 1, 2002. **[27 Tex. Reg. 3103](for students who entered grade 9 in 2001-2002 through 2006-2007)**
  - g. 20-  
**Short Description** - Distinguished Achievement Program – IEP Minimum Curriculum

**Long Description** - Completion Of Minimum Curriculum And Credit Requirements For Graduation Applicable To Students In General Education And Participated In The Exit-Level Assessment Instrument Identified In The IEP – Distinguished Achievement Program TAC §89.1070(b)(1), revised August 1, 2002. **[27 Tex. Reg. 3103]** (for students who entered grade 9 in **2001-2002 through 2006-2007**)

**h. 57-**

**Short Description** - Completion Of IEP And Reached Age 22 under FHSP

**Long Description** - Completion Of IEP And Reached Age 22 Foundation: TAC §89.1070(b)(2)(D), Effective January 1, 2015 [39 TexReg 10446]

**2. Revise the following descriptors in the DiplomaType (C062) descriptor table:**

**a. 21-**

**Long Description** – Minimum High School Program TAC Chapter 74.42, revised June 2000; for students who entered grade 9 in 2001-2002, 2002-2003, and 2003-2004 (including TAC §89.1070(b)(2) for students receiving special education services, revised August 1, 2002 [26 Tex. Reg. 1837]) **to** Minimum High School Program TAC Chapter 74.42, revised June 2000; for students who entered grade 9 in 2001-2002, 2002-2003, and 2003-2004 [26 Tex. Reg. 1837]

**b. 22-**

**Long Description** – Recommended High School Program TAC Chapter 74.43, revised June 2000; for students who entered grade 9 in 2001-2002, 2002-2003, and 2003-2004 (including TAC §89.1070(b)(1) for students receiving special education services, revised August 1, 2002 [26 Tex. Reg. 1837]) **to** Recommended High School Program TAC Chapter 74.43, revised June 2000; for students who entered grade 9 in 2001-2002, 2002-2003, and 2003-2004 [26 Tex. Reg. 1837]

**c. 24-**

**Long Description** - Minimum High School Program TAC Chapter 74.52, revised November 2003; for students who entered grade 9 in 2004-2005 and thereafter (including TAC §89.1070(b)(2) for students receiving special education services, revised August 1, 2002) **to** Minimum High School Program TAC Chapter 74.52, revised November 2003; for students who entered grade 9 in 2004-2005 and thereafter (including TAC §89.1070(b)(2) for students receiving special education services, revised August 1, 2002) [26 Tex. Reg. 1837]

**d. 25-**

**Long Description** - Recommended High School Program TAC Chapter 74.53, revised November 2003; for students who entered grade 9 in 2004-2005 and thereafter (including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002) **to** Recommended High School Program TAC Chapter 74.53, revised November 2003; for students who entered grade 9 in 2004-2005 and thereafter (including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002) [26 Tex. Reg. 1837]

**e. 26 –**

**Long Description** - Distinguished Achievement Program TAC Chapter 74.54, revised November 2003; for students who entered grade 9 in 2004-2005 and thereafter (including TAC §89.1070(b) (1) for students receiving special education services,

revised August 1, 2002) **to** Distinguished Achievement Program TAC Chapter 74.54, revised November 2003; for students who entered grade 9 in 2004-2005 and thereafter (including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002) [26 Tex. Reg. 1837]

f. 27 –

**Long Description** - Minimum High School Program TAC Chapter 74.62, revised September 1, 2005; including TAC §89.1070(b)(2) for students receiving special education services, revised August 1, 2002. (for students who entered grade 9 in **2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012.**) **to** Minimum High School Program TAC Chapter 74.62, revised September 1, 2005; including TAC §89.1070(b)(2) for students receiving special education services, revised August 1, 2002. (for students who entered grade 9 in **2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012.**) [26 Tex. Reg. 1837]

g. 28-

**Long Description** - Recommended High School Program TAC Chapter 74.63, revised September 1, 2005; including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002. (for students who entered grade 9 in **2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012**) **to** Recommended High School Program TAC Chapter 74.63, revised September 1, 2005; including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002. (for students who entered grade 9 in **2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012**) [26 Tex. Reg. 1837]

h. 29-

**Long Description** - Distinguished Achievement Program TAC Chapter 74.64, revised September 1, 2005; including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002. (for students who entered grade 9 in **2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012**) **to** Distinguished Achievement Program TAC Chapter 74.64, revised September 1, 2005; including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002. (for students who entered grade 9 in **2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012**) [26 Tex. Reg. 1837]

i. 30 –

**Long Description** - Minimum High School Program TAC Chapter 74.72, revised May 30, 2012; including TAC §89.1070(b)(2) for students receiving special education services, revised August 1, 2002. (for students who entered grade 9 in 2012-2013 and 2013-2014) **to** Minimum High School Program TAC Chapter 74.72, revised May 30, 2012; including TAC §89.1070(b)(2) for students receiving special education services, revised August 1, 2002. (for students who entered grade 9 in 2012-2013 and 2013-2014) [26 Tex. Reg. 1837]

j. 31-

**Long Description** - Recommended High School Program AC Chapter 74.73, revised May 30, 2012; including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002.

(for students who entered grade 9 in 2012-2013 and 2013-2014) **to** Recommended High School Program AC Chapter 74.73, revised May 30, 2012; including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002. (for students who entered grade 9 in 2012-2013 and 2013-2014) [26 Tex. Reg. 1837]

k. 32-

**Long Description** - Distinguished Achievement Program

TAC Chapter 74.74, Revised May 30, 2012; including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002.

(for students who entered grade 9 in 2012-2013 and 2013-2014) **to** Distinguished Achievement Program TAC Chapter 74.74, Revised May 30, 2012; including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002. (for students who entered grade 9 in 2012-2013 and 2013-2014) [26 Tex. Reg. 1837]

l. 34 –

**Long Description** - Foundation High School Program TAC Chapter 74.1021, Revised December 16, 2013. [38 TexReg 9021]. TAC 74.12, Revised July 8, 2014. [39 TexReg 5149]; revised January 1, 2015 [39 TexReg 10446]. (For students who entered grade 9 in 2014-2015 and thereafter or entered grade 9 prior to the 2014-2015 school year and opted to graduate under the Foundation High School Program). The student completed curriculum requirements for graduation under the Foundation High School Program, including satisfactory performance as established in TEC, Chapter 39, on the required state assessments.) **to** Foundation High School Program TAC Chapter 74.1021, Revised December 16, 2013. [38 TexReg 9021]. TAC 74.12, Revised July 8, 2014. [39 TexReg 5149]; revised January 1, 2015 [39 TexReg 10446]. (For students who entered grade 9 in 2014-2015 and thereafter or entered grade 9 prior to the 2014-2015 school year and opted to graduate under the Foundation High School Program). The student completed curriculum requirements for graduation under the Foundation High School Program, including satisfactory performance as established in TEC, Chapter 39, on the required state assessments.) This code should also be used for students who are awarded a diploma through requirements specified by 19 TAC 89.1070(b)(1).

m. 35-

**Long Description** - Completion of Minimum Curriculum And Credit Requirements for Graduation Applicable To Students In General Education And Participated In The Exit-Level Assessment Instrument Identified In The IEP-Foundation High School Program TAC §89.1070(b)(1), Revised November 7, 2024 **to** Completion of Minimum Curriculum And Credit Requirements for Graduation Applicable To Students In General Education and the student's ARD committee determined that satisfactory performance, beyond what would otherwise be required in 19 TAC §89.1070(b)(1) and (d), on the required EOC assessment instruments is not required for graduation. TAC §89.1070(b)(2), Revised November 7, 2024

n. 54-

**Long Description** - Completion Of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School Services

TAC §89.1070(b)(2)(A), Effective January 1, 2015 [39 TexReg 10446] to Completion Of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School Services TAC §89.1070(b)(3)(A), Amended Effective November 7, 2024

o. 55-

**Long Description** - Completion Of IEP And Demonstrated Mastery Of Specific Employability And Self-Help Skills That Do Not Require Public School Services TAC §89.1070(b)(2)(A), Effective January 1, 2015 [39 TexReg 10446] to Completion Of IEP And Demonstrated Mastery Of Specific Employability And Self-Help Skills That Do Not Require Public School Services TAC §89.1070(b)(3)(A), Amended Effective November 7, 2024

p. 56-

**Long Description** - Completion Of IEP And Access To Services, Employment, Or Education Outside Of Public Education TAC §89.1070(b)(2)(A), Effective January 1, 2015 [39 TexReg 10446] to Completion Of IEP And Access To Services, Or Other Supports Outside Of Public Education TAC §89.1070(b)(3)(A), Amended Effective November 7, 2024

3. Revise the Data Element Reporting Requirements for the StudentAcademicRecord Entity in the Student Academic Record Domain.
4. Revise TSDS reports to reflect the changes in this proposal.
5. Revise associated data validation rules to reflect changes in this proposal.

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

None

#### **ITF Discussion:**

Lynne Smith introduced Elizabeth Danner, Transition Coordinator, Special Education Technical Assistance Department to answer questions.

- **DiplomaType Chart Removal:** Catherine Bray asked for confirmation on whether all the DiplomaType charts in the StudentAcademicRecord were being removed. Jamie Muffoletto clarified that the diploma type charts are being removed because they are no longer fully aligned with current, published guidance. At the request of the program area, the charts will be removed to avoid confusion in the field and to ensure users rely on authoritative sources, which serve as the official points of record.

Catherine asked whether users would instead be directed to the Graduation and Special Education Frequently Asked Questions. Jamie responded that the information is available through links on the Technical Assistance website and noted she would verify the correct link.

- **Code Table and Resource Updates:** Elizabeth Danner added that updates to the DiplomaType descriptor table, along with the addition of the Graduation FAQ and related technical assistance resources, make the charts in the Texas Education Data Standards unnecessary. Elizabeth confirmed that DiplomaType (C062) descriptors 35, 54, 55, and 56 remain unchanged and emphasized that misaligned charts can increase confusion rather than clarity, reinforcing the decision to remove them.

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

### **3. Extended School Year Services Data Collection** **Action Item**

**Background:**

During the 89th legislative session, House Bill (HB) 2 was passed to revise special education funding. Texas Education Code Section 48.102 (f) makes a change to the funding for local education agencies (LEAs) that provide an extended school year (ESY) services program required by federal law for special education students who may regress. Students who participate in the ESY program generate funds in an amount equal to the basic allotment, or, if applicable, the sum of the basic allotment and the allotment under Section 48.101 to which the district is entitled for each student in average daily attendance, multiplied by the amount designated for the highest tier of intensity of service for which the student qualifies for each day the program is provided divided by the number of days in the minimum school year.

**Overview:**

**Texas Education Data Standards Changes:**

TEA proposes sunsetting the existing ExtendedSchoolYearServicesAttendance Entity from the Student Attendance Domain reported in the PEIMS Extended Year Submission. One new descriptor will be added to the ReportingPeriod (C130) descriptor table for the Special Education ESY program. The general and data element reporting requirements will be revised in the SpecialEducationTierOfIntensityAttendance Entity. The general and special reporting requirements will be revised in the Calendar Entity. The general reporting requirements will be revised in the CalendarDate and ReportingPeriodExt Entity. Reports will be revised and data validation rules will be added and revised based on the changes in this proposal.

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

None

**Presentation:**

Jamie Muffoletto presented the proposal, which includes:

TEA proposes the following changes:

**In the Texas Education Data Standards:**

1. Sunset the existing ExtendedSchoolYearServicesAttendance Entity from the Student Attendance Domain reported in the PEIMS Extended Year Submission.
2. Add a new descriptor to the ReportingPeriod (C130) descriptor table:
  - a. 10 -

**Short Description – SPED ESY Services Program**

**Long Description – Special Education Extended School Year Services Program**

3. Revise the General and Data Element Reporting Requirements for the SpecialEducationTierOfIntensityAttendance Entity.
4. Revise the General and Special Reporting Requirements for the Calendar Entity.
5. Revise the General Reporting Requirements for the CalendarDate Entity.
6. Revise the General Reporting Requirements for the ReportingPeriodExt Entity.
7. Revise TSDS reports to reflect the changes in this proposal.
8. Add and revise associated data validation rules to reflect the changes in this proposal.

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

None

**ITF Discussion:****ESY and Tier of Intensity Attendance Reporting**

- **Attendance Days Clarification:** Kim Lyons asked Jamie Muffoletto to clarify the definition of number of days, noting confusion over whether it referred to student attendance days or program days. Jamie explained that number of days taught refers to the total number of days the program is offered. In contrast eligible days present represents the number of days an eligible student was present in the tier of intensity in ReportingPeriod “10” (SPED ESY Services Program).
- **Instructional Setting and Funding Calculations:** Andrea Laina asked whether the EducationalEnvironment (E3155) data element would be required for Extended School Year (ESY). Jamie clarified that ESY funding is based on the Tier of Intensity reported in the PEIMS Extended Year Submission. EducationalEnvironment (E3155) is not required to determine funding.
- **Cumulative vs. Granular Attendance:** Catherine Bray asked whether ESY attendance reporting would shift to daily, granular reporting rather than summary data. Jamie clarified that attendance reporting during the 2026-2027 school year would remain cumulative. Jamie added that, in the future, TEA will need to ensure the data collected supports granular attendance. Jamie stated that the new SpecialEducationTierOfIntensityAttendance Entity was used for ESY.
- **Enrollment and Calendar Requirements:** Dr. Lindsey McDaniel asked whether students would need to be enrolled and placed on an ESY calendar even if cumulative attendance is being reported. Jamie advised schools systems to work with vendors on implementation but emphasized the need to report eligible days present. Catherine noted that placement on a separate ESY calendar implies a distinct enrollment line.
- **Additional Days School Year (ADSY) and ESY Reporting Distinctions:** Georgia Kalligeris raised concerns about managing students across multiple calendars after the regular school year. Jamie clarified that after the regular school year, school systems would report ADSY and ESY calendars for students using separate reporting periods (ADSY – Reporting Period 9; ESY – Reporting Period 10), each with its own calendar type. Jamie emphasized that ADSY reporting is unchanged and that the ESY reporting period is a new addition.
- **Implementation and Training Concerns:** Kim Lyons raised concerns about how these changes would be communicated and implemented with school systems, particularly given ADSY’s flexibility compared to ESY. Jamie confirmed that ESY will be treated as a summer program

aligned with other summer offerings (e.g., OFSDP) and will require a separate summer calendar.

- **Vendor Review and Operational Concerns:** John Newcom and Elisa Sanchez commented that vendors would appreciate time to review the proposal prior to approval. Keitha Ivey expressed concern about the operational impact of an ESY calendar overlapping with the rolling up of the school system's student information system, and the challenges of reporting across two school years. Georgia echoed these concerns, emphasizing vendor reliance and potential district burden if implementation challenges are not fully evaluated in advance.
- **Committee Action:** Jamie acknowledged the feedback and agreed that additional vendor and school system input was needed, noting that while the proposal intended to mirror ADSY, key differences require further review. Jamie stated that the proposals would be shared for further review and that a future meeting would be scheduled to revisit the proposal after feedback is received.

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

**ITF Action:**

Sharron Zirkelbach made a motion to table the proposal.

Georgia Kalligeris seconded the motion.

**Vote:** Tabled

#### **4. Early Childhood Data System Collection New Submissions Version 2 Action Item**

**Background:**

During the 89th Regular Legislative Session, House Bill (HB) 2 was passed amending Subchapter A, Chapter 28, Education Code, by adding Section 28.0063 which adds early literacy and numeracy progress monitoring instruments. Section 28.0063 requires the commissioner to adopt a list of approved reading and mathematics instruments for use in kindergarten through grade three. These instruments must be research-based, aligned with state standards, and capable of measuring foundational literacy and numeracy skills at multiple points during the school year (beginning, middle, and end). The instruments must identify students needing targeted instruction and monitor progress for early grades.

To ensure timely eligibility for supplementary tutoring grants, which are triggered when a student does not meet expectations in two or more consecutive assessments, data must be collected after each assessment window rather than only once a year, as student performance directly impacts financial support and intervention opportunities before the next administration. To comply with these new statutory requirements, the Texas Education Agency (TEA) will expand the Early Childhood Data System (ECDS) collection to include early literacy and numeracy progress monitoring for students in kindergarten through grade three at the beginning, middle, and end of the year.

**Overview:**

**2026-2027**

Local Education Agencies (LEAs) will continue to report the ECDS Prekindergarten and Kindergarten Submissions as outlined in the 2026-2027 Texas Education Data Standards (TEDS). TEA will work with all assessment vendors and a limited number of LEAs to test the new ECDS submissions and assess vendor readiness.

## 2027-2028

TEA proposes the addition of three new submissions, Beginning of Year, Middle of Year, and End of Year to the ECDS Collection. These new submissions will consist of student demographic and assessment information. No staff or section information will be collected in the new submissions. The current ECDS Kindergarten submission will be sunset. There will be no changes to the ECDS Prekindergarten submission. The new submissions will consist of the following:

- Beginning of Year K-3 Submission
- Middle of Year K-3 Submission
- End of Year K-2 Submission

Revise one entity, LocalEducationAgency to add one new data element LEARReasonAssessmentNotSubmitted (E3178) with corresponding descriptor table and eight new descriptors. One new common type, AssessmentPeriod, will be added to the StudentAssessment Entity with one new data element, AssessmentPeriod (E3179) with a corresponding descriptor table and three new descriptors. One new data element, ReasonNotTested (E3177), with a corresponding descriptor table and 11 new descriptors will be added to the StudentAssessment Entity. Eleven new descriptors will be added to and one descriptor will be removed from the ReportAssessmentType (C306) descriptor table. The TitleOfAssessment (C312) table will be revised to include the new commissioner approved assessments. New reports will be added, and existing reports will be revised for the submissions. Additionally, data validation rules will be added and revised.

## Timelines:

### 2026-2027

The timeline for testing the changes to ECDS will be provided to the participating LEAs. There are no proposed changes to the existing ECDS Prekindergarten and Kindergarten Submission timelines for 2026-2027.

### 2027-2028

| Due Date                               | Submission                                                |
|----------------------------------------|-----------------------------------------------------------|
| <b>ECDS - PK</b>                       |                                                           |
| First Monday in August                 | TSDS ready to load data to IODS                           |
| First Thursday in May                  | ECDS Prekindergarten ready for users to complete          |
| Fourth Thursday in June                | ECDS Prekindergarten Submission due date for LEAs         |
| 2 Weeks After Fourth Thursday in June  | ECDS Prekindergarten data available to customers          |
| <b>Beginning Of Year (BOY) – K - 3</b> |                                                           |
| First Monday in August                 | TSDS ready to load data to IODS                           |
| Last Third Monday in October           | ECDS Kindergarten - 3rd grade ready for users to complete |

| Due Date                                    | Submission                                                 |
|---------------------------------------------|------------------------------------------------------------|
| Second Thursday in November                 | ECDS Kindergarten - 3rd grade Submission due date for LEAs |
| 2 Weeks After Second Thursday in November*  | ECDS Kindergarten - 3rd grade data available to customers  |
| <b>Middle Of Year (MOY) – K- 3</b>          |                                                            |
| First Monday in August                      | TSDS ready to load data to IODS                            |
| Last Third Monday in January                | ECDS Kindergarten - 3rd grade ready for users to complete  |
| Second Thursday in February                 | ECDS Kindergarten - 3rd grade Submission due date for LEAs |
| Two Weeks After Second Thursday in February | ECDS Kindergarten - 3rd grade data available to customers  |
| <b>End Of Year (EOY) – K- 2</b>             |                                                            |
| First Monday in August                      | TSDS ready to load data to IODS                            |
| First Second Monday in May                  | ECDS Kindergarten - 2nd grade ready for users to complete  |
| First Thursday in June                      | ECDS Kindergarten - 2nd grade Submission due date for LEAs |
| Two Weeks after First Thursday in June      | ECDS Kindergarten - 2nd grade data available to customers  |

\* May adjust based on the Thanksgiving holiday.

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

None

#### **Presentation:**

Leticia Ollervidez presented the proposal, which includes:

TEA proposes the following changes:

#### In the Texas Education Data Standards:

1. Add new LEAReasonAssessmentNotSubmitted (E3178) data element to the LocalEducationAgency Entity to be reported in the new ECDS submissions.
2. Revise Data Element Reporting requirements for the LocalEducationAgency Entity in the Education Organization Domain.
3. Add new ReasonNotTested (E3177) data element to the StudentAssessment Entity to be reported in the new ECDS submissions.
4. Add the new AssessmentPeriod common type to the StudentAssessment Entity to be reported in new ECDS submissions including the following data element:
  - a. AssessmentPeriod (E3179)
5. Revise the Data Element Reporting Requirements for the StudentAssesment Entity in the Assessment Domain.
6. Add a new descriptor table ReasonNotTested (C379):
  - a. 01 –
 

**Short Description** – Student Absent - No Make-Up - KG Reading Readiness (BOY)

**Long Description** – Student was absent during the LEA’s Kindergarten Reading Readiness assessment window (beginning of year), and no make-up opportunity was provided.
  - b. 02 –

**Short Description** – Student Not Enrolled in LEA - KG Reading Readiness (BOY)

**Long Description** – Student was not enrolled in the LEA during the Kindergarten Reading Readiness assessment window (beginning of year).

c. **03** –

**Short Description** – No participation per ARD decision - KG Reading Readiness (BOY)

**Long Description** – Student is unable to participate meaningfully in the Kindergarten Reading Readiness assessment due to the student’s disability, as determined by the Admission Review and Dismissal Committee and documented in the student’s Individualized Education Program. Supporting documentation must be maintained at the LEA level.

d. **04** –

**Short Description** – Other - Documentation Required - KG Reading Readiness (BOY)

**Long Description** – Reason not listed in the kindergarten readiness section above; detailed justification and supporting documentation must be kept at the LEA.

f. **05** –

**Short Description** – Student Absent - No Make-Up - K-3 Early Lit/Early Num

**Long Description** – Student was absent during the Early Literacy or Early Numeracy assessment window, and no make-up opportunity was provided.

g. **06** –

**Short Description** – Student Not Enrolled in LEA - K-3 Early Lit/Early Num

**Long Description** – Student was not enrolled in the Local Education Agency during the Early Literacy or Early Numeracy assessment window.

h. **07** –

**Short Description** – No participation per ARD decision - K-3 Early Lit/Early Num

**Long Description** – Student is unable to participate meaningfully in the Early Literacy and/or Early Numeracy Assessment(s) due to the student’s disability, as determined by the Admission Review and Dismissal Committee and documented in the student’s Individualized Education Program. Supporting documentation must be maintained at the LEA level.

i. **08** –

**Short Description** – Parent Opt-Out: Written Notice - K-3 Early Lit/Early Num

**Long Description** – Parent or guardian submitted written notice to opt the student out of the required Early Literacy and/or Early Numeracy instrument(s). The LEA may not encourage or direct this request. This provision is allowed for Early Literacy or Early Numeracy Assessments under Texas Education Code (TEC), §28.0063(j). Supporting documentation must be maintained at the LEA level and will not be submitted to TEA.

k. **09** –

**Short Description** – Other - Documentation Required - K-3 Early Lit/Early Num

**Long Description** – Reason not listed in the Early Literacy and Early Numeracy Instruments section; detailed justification and supporting documentation for Early Literacy or Early Numeracy assessment must be kept at the LEA.

7. Add a new descriptor table AssessmentPeriod **(C381)**:

a. **01** –

**Short Description** – Beginning of Year

**Long Description** – Beginning of Year

b. **02** –

**Short Description** – Middle of Year

**Long Description** – Middle of Year

c. **03** –

**Short Description** – End of Year

**Long Description** – End of Year

8. Revise descriptor table ReportAssessmentType (C306) to remove one and add 11 new descriptors:

Remove:

a. **01** –

**Short Description:** ECDS-KG

**Long Description:** ECDS-KG

Add

b. **03** –

**Short Description:** ECDS-BOY KG

**Long Description:** Early Childhood Data System - Beginning of Year Kindergarten

c. **04** –

**Short Description:** ECDS-BOY Grade 1

**Long Description:** Early Childhood Data System - Beginning of Year Grade 1

d. **05** –

**Short Description:** ECDS-BOY Grade 2

**Long Description:** Early Childhood Data System - Beginning of Year Grade 2

e. **06** –

**Short Description:** ECDS-BOY Grade 3

**Long Description:** Early Childhood Data System - Beginning of Year Grade 3

f. **07** –

**Short Description:** ECDS-MOY KG

**Long Description:** Early Childhood Data System - Middle of Year Kindergarten

g. **08** –

**Short Description:** ECDS-MOY Grade 1

**Long Description:** Early Childhood Data System - Middle of Year Grade 1

h. **09** –

**Short Description:** ECDS-MOY Grade 2

**Long Description:** Early Childhood Data System - Middle of Year Grade 2

- i. **10 –**  
**Short Description:** ECDS-MOY Grade 3  
**Long Description:** Early Childhood Data System - Middle of Year Grade 3
- j. **11 –**  
**Short Description:** ECDS-EOY KG  
**Long Description:** Early Childhood Data System - End of Year Kindergarten
- k. **12 –**  
**Short Description:** ECDS-EOY Grade 1  
**Long Description:** Early Childhood Data System - End of Year Grade 1
- l. **13 –**  
**Short Description:** ECDS-EOY Grade 2  
**Long Description:** Early Childhood Data System - End of Year Grade 2

9. Add a new descriptor table LEAReasonAssessmentNotSubmitted (C380)

- a. **01 –**  
**Short Description:** Kindergarten Reading Readiness Assessment Not Submitted  
**Long Description:** LEA is not submitting Kindergarten reading readiness assessment data because the LEA did not have any students enrolled in the applicable grade level during the reporting period (Beginning of Year).
- b. **02 –**  
**Short Description:** Grade Kindergarten Early Lit/Early Num Assessment Not Submitted  
**Long Description:** LEA is not submitting Kindergarten Early Literacy and/or Early Numeracy instruments assessment data because the LEA did not have any students enrolled in the applicable grade level during the reporting period (Middle of Year, or End of Year).
- c. **03 –**  
**Short Description:** Grade 1 Early Lit/Early Num Assessment Not Submitted  
**Long Description:** LEA is not submitting Grade 1 Early Literacy and/or Early Numeracy instruments assessment data because the LEA did not have any students enrolled in the applicable grade level during the reporting period (Beginning of Year, Middle of Year, or End of Year).
- d. **04 –**  
**Short Description:** Grade 2 Early Lit/Early Num Assessment Not Submitted  
**Long Description:** LEA is not submitting Grade 2 Early Literacy and/or Early Numeracy instruments assessment data because the LEA did not have any students enrolled in the applicable grade level during the reporting period (Beginning of Year, Middle of Year, or End of Year).
- e. **05 –**  
**Short Description:** Grade 3 Early Lit/Early Num Assessment Not Submitted

**Long Description:** LEA is not submitting Grade 3 Early Literacy and/or Early Numeracy instruments assessment data because the LEA did not have any students enrolled in the applicable grade level during the reporting period (Beginning of Year, or Middle of Year).

f. 06 –

**Short Description:** No Approved Instrument Administered - KG Reading Readiness (BOY)

**Long Description:** No commissioner-approved Kindergarten Reading Readiness instrument was adopted and administered by the LEA for the student.

g. 07 –

**Short Description:** No Approved Instrument Administered - K-3 Early Lit/Early Num

**Long Description:** No commissioner-approved Early Literacy or Early Numeracy instrument was adopted and administered by the LEA for the student.

h. 08 –

**Short Description:** Reason Not Listed

**Long Description:** Reason Not Listed

10. Add new and revise existing ECDS reports to reflect the changes in this proposal.

11. Add new and 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 Chris Rozunick, Senior Division Director and Magali Farooqi, Program Manager, Early Childhood Assessment, from the Assessment, Design, Development and Quality Department to answer questions.

- **Assessment Data Reporting:** Dr. Lindsey McDaniel asked which system would be used to report assessment data, particularly for students who were not tested. Dr. McDaniel expressed concern about where the ReasonNotTested (E3177) data element would be captured if assessment scores are submitted through an external testing system and whether this would require additional system access or permissions. Jamie Muffoletto clarified that ReasonNotTested (E3177) is reported through the StudentAssessment Entity and must be submitted by the system generating that entity. Dr. McDaniel asked how this would work for school systems that do not use a commissioner-approved assessment vendor. Jamie deferred to the program area for clarification.

Magali Farooqi explained that the new LEAReasonAssessmentNotSubmitted (E3178) data element was created to address this scenario. School systems will report this data element through the LocalEducationAgency Entity rather than the StudentAssessment Entity and allow school systems to indicate when a commissioner-approved instrument was not used.

- **Enrollment Cutoff and Rostering Requirements:** Sharron Zirkelbach asked about enrollment cutoff dates for reporting the new ReasonNotTested (E3177) data element. Magali stated that students enrolled on or before the *Ready for Users to Complete* date published in the Texas

Education Data Standards must be reported with assessment results or a ReasonNotTested (C379), while students enrolling after that date do not need to be reported. Catherine asked whether students enrolled after the *Ready for Users to Complete* date for one submission would need to be reported in the next submission, or whether students enrolled during the next school system assessment window would be reported in that submission. Magali confirmed that enrollment cutoffs apply only to the specific submission.

- **School System Burden Concerns:** Catherine Bray expressed concern about the level of detail required and the reporting burden placed on school systems, noting potential impacts on staff workload and data accuracy. Magali acknowledged the concerns and explained that, while efforts were made to reduce the burden in other areas of the ECDS collection, detailed data for students not tested is necessary due to funding and accountability implications. Magali emphasized the need for clear documentation when students are not assessed, given the funding provided based on the data reported by school systems.
- **Student Transfers and Gaps:** Catherine also asked how withdrawals and transfers between school systems would be handled. Magali acknowledged the complexity of tracking gaps and stated that TEA will work internally to determine student locations during those periods, to minimize additional reporting burden on school systems while supporting reporting requirements.

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

## **5. Sunset of PKFullDayWaiver Data Element** **Action Item**

### **Background:**

House Bill (HB) 3, passed during the 86th Texas Legislature, introduced changes to early childhood education requirements. Implemented in the 2019–2020 school year, HB 3 required school districts to provide full-day prekindergarten to all eligible four-year-old students. Texas Education Code (TEC) §29.153(d-2) allowed school districts to request an exemption from the full-day prekindergarten requirement under Subsection (d). The statute specified that an exemption may not be granted for more than three school years and may be renewed only once. The PKFullDayWaiver was first available in the 2019–2020 school year. The initial waiver period covered three school years (2019–2020 through 2021–2022). If renewed, the waiver could extend for an additional three school years (2022–2023 through 2024–2025), after which no further renewals were permitted under the statute.

### **Overview:**

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

TEA proposes the sunset of the PKFullDayWaiver (E1646) data element in the School Entity and one descriptor from the CalendarType (C215) descriptor table. Additionally, TEA proposes revising the special reporting requirements relating to CalendarType in the Calendar Entity. Data validation rules

from the PEIMS Summer Submission will be removed or revised based on the changes in this proposal. No reports will be impacted by the changes in this proposal.

**Texas Records Exchange (TReX) Changes:**

None

**Presentation:**

Lynne Smith presented the proposal, which includes:

TEA proposes the following changes:

**In the Texas Education Data Standards:**

1. Remove the PKFullDayWaiver (E1646) data element from the School Entity in the Education Organization Domain reported in the PEIMS Summer Submission.
2. Remove the following descriptor from the CalendarType (C215) descriptor table:
  - a. 15 –
 

**Short Description** – ½ day PK w/waiver 32,400 (District and charter approved after 1-1-2015)

**Long Description** - Half-day Prekindergarten Program with Waiver following 32,400 Instructional Minutes (including school districts and charter schools approved to operate after January 1, 2015)
3. Remove the Special Reporting Requirements relating to CalendarType descriptor 15 in the Calendar Entity.
4. Remove one and revise four PEIMS Summer Submission data validation rules.

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

None

**ITF Discussion:**

Lynne Smith introduced Sylina Valdez, Deputy Director from Early Childhood Programs Department to answer questions.

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

**ITF Action:**

Denise Hendricks made a motion to approve the proposal.

Sharron Zirkelbach seconded the motion.

**Vote:** Passed

**Other Business**

**Discussion Item**

**Enrollment Tracking Verification Data Elements**

Jamie Muffoletto presented a discussion item detailing Enrollment Tracking Verification Data Elements.

Jamie explained that during the current school year, TEA is testing changes to enrollment tracking and identified that the existing data element EnrollmentTrackingVerification (E3080) cannot be used to distinguish between entry and exit enrollment tracking verification. To resolve this, the EnrollmentTrackingVerification (E3080) data element will be renamed EntryEnrollmentTrackingVerification, and a new data element, ExitEnrollmentTrackingVerification (E3177), will be added. Both elements will use the same descriptor table, EnrollmentTrackingVerification (C351).

ITF Chair, Catherine Bray, called for questions or comments.

No vote was required for this item.

**Adjournment:**

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

Keitha Ivey made a motion to adjourn.  
Sharron Zirkelbach seconded the motion.

The meeting was adjourned at 11:35 a.m.