Texas Education Agency
Policy Committee on Public Education Information
Tuesday, July 28, 2015

Wm. B. Travis Building, 2-195
1701 N. Congress Avenue
10:00 a.m. – 2:00 p.m.
GoToMeeting

Meeting Minutes

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

    Mary Ann Whiteker called the PCPEI meeting to order at 10:00 AM.
    Roll Call was taken and the following persons were in attendance.

    PCPEI Members/alternates in attendance:
    Mary Ann Whiteker
    Paul Clore
    John Bass
    Ronny Beard
    Carol Bonds and Sharon Wermuth (Alternate)
    Cody Carroll
    David C. Harris
    Shelia Straughan (Alternate) for Scott Niven
    Paul Norton and Nannette Power (Alternate)
    Berhl Robertson and Terry Driscoll (Alternate)
    Dawn Cummings (Alternate) for Dr. Patty Shafer
    Stephanie Smelley (Alternate) for Clyde Steelman
    Bernadette Cardenas (Alternate) for Mark White

    ITF Member in attendance:
    David McKamie, ITF Vice Chair

    TEA staff in attendance:
    Melody Parrish
    Terri Hanson
    Bryce Templeton
    Fernando Garcia
    Linda Roska
    Jessica Snyder

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

   Mary Ann Whiteker introduced the meeting minutes from the June 2, 2015 PCPEI meeting and asked for any comments or corrections. Hearing none, Mary Ann called for a motion.

   Carol Bonds made a motion to accept the June 2, 2015 PCPEI meeting minutes as presented. Cody Carroll seconded the motion and the motion passed unanimously.

3. ITF Report to PCPEI Committee
   Presentation of action item recommendations and discussion items
   from the July 14, 2015 ITF Meeting   Action Item

Presented by David McKamie, Information Task Force Vice Chair

**Information Task Force (ITF) Report to the
Policy Committee on Public Education Information (PCPEI)
For the July 14, 2015 ITF meeting**

1. Individual Graduation Committees (IGC) – Senate Bill 149   **Action Item**

Senate Bill (SB) 149, 84th Texas Legislature, Regular Session, 2015, was signed into law on May 11, 2015 and effective immediately. SB 149 added Texas Education Code (TEC) 28.0258 requiring school districts and open enrollment charter schools to establish an individual graduation committee (IGC) for eligible **11th and 12th grade** students who have met curriculum requirements for graduation but failed to comply with the end-of-course (EOC) assessment performance requirements for not more than two courses. The IGC determines whether an eligible student may qualify to graduate. A student may not qualify to graduate under the provisions of TEC §28.0258 before the student's 12th grade year.

In addition to the IGC's graduation decision, an IGC established for a student must recommend additional requirements for the student, including additional remediation and the completion of either a project or portfolio that demonstrates the student's proficiency in the subject area for each EOC assessment on which the student failed to perform satisfactorily. In determining the student's qualification to graduate, the IGC must also consider 15 criteria in accordance with TEC §28.0258. A student may graduate and receive a high school diploma only if a student successfully completes all additional requirements recommended by the IGC.

SB 149 also added Texas Education Code (TEC) §28.0259, which requires that the Texas Education Agency (TEA) collect through PEIMS the number of district students each school year for which an IGC is established and the number of district students each school year who are awarded a diploma based on the decision of an IGC. Districts must report the information no later than December 1 of the school year following the school year the student is awarded a diploma.

Fernando Garcia presented the Legacy and TSDS PEIMS proposals to satisfy the following 3 requirements for Senate Bill 149:

 Requirement #1 – to collect the count of students for whom an IGC was established at the end of the 2014-2015 school year.

Proposed TSDS PEIMS changes (2015-2016):

- Create a new data element E1561 – NUMBER-OF-STUDENTS-REVIEWED-BY-IGC, to be collected in the fall Submission.
- Add new data element E1561 to the SchoolExtension Complex Type.

- Note: Data element E1561 is applicable to the 2015-2016 school year only, and will be eliminated at the end of the 2015-2016 school year.
- Add new Edit Rule 10020-0031 to require any registered, active instructional campus in the prior school year (with grades 11 or 12) to report the count.

Proposed Legacy PEIMS changes (2015-2016):

- Create a new data element E1561 – NUMBER-OF-STUDENTS-REVIEWED-BY-IGC, to be collected in the fall Submission.
- Add new data element E1561 to the 020 Campus Organization data record.
- Note: Data element E1561 is applicable to the 2015-2016 school year only, and will be eliminated at the end of the 2015-2016 school year.
- Add new edit rule 02017 to require any registered, active instructional campus in the prior school year (with grades 11 or 12) to report the count.

Requirement #2 – To collect IGC Graduates from 2014-2015.

Proposed TSDS-PEIMS changes (2015-2016):

- Create a new data element E1562 – INDIVIDUAL-GRADUATION-COMMITTEE-GRADUATE-CODE, to be collected in the fall Submission.
- Add new data element E1562 to the SchoolLeaverExtension Complex Type.
- Add new Code Table C201 – INDIVIDUAL-GRADUATION-COMMITTEE-CODE.
- Add new Edit Rules (Fatal edits).

Proposed Legacy PEIMS changes (2015-2016):

- Create a new data element E1562 – INDIVIDUAL-GRADUATION-COMMITTEE-GRADUATE-CODE, to be collected in the fall Submission.
- Add new data element E1562 to the 203 School Leaver record.
- Add new Code Table C201 – INDIVIDUAL-GRADUATION-COMMITTEE-CODE.
- Add new edit rules (Fatal edits).

Requirement #3 – To collect the students for whom an IGC was established at the end of the 2015-2016 school year.

Proposed TSDS-PEIMS changes (2015-2016):

- Create a new data element E1563 – INDIVIDUAL-GRADUATION-COMMITTEE-REVIEW-CODE, to be collected in the summer Submission.
- Add new data element E1563 to the StudentGraduationProgramExtension Complex Type.
- Use new Code Table C201 – INDIVIDUAL-GRADUATION-COMMITTEE-CODE.
- Add new Edit Rules (Fatal edits).

Proposed Legacy PEIMS changes (2015-2016):

- Create a new data element E1563 – INDIVIDUAL-GRADUATION-COMMITTEE-REVIEW-CODE, to be collected in the summer Submission.
- Add new data element E1563 to the 203 School Leaver record.
- Add new Code Table C201 – INDIVIDUAL-GRADUATION-COMMITTEE-CODE.
- Add new edit rules (Fatal edits).

ITF Discussion for Requirement #1 - To collect the count of students for whom an IGC was established at the end of the 2014-2015 school year. This data element satisfies Requirement #1 to collect the count of students for whom an IGC was established at the end of the 2014-2015 school year.

None

ITF Recommendation for Requirement #1:

The ITF Committee made the recommendation to approve the collection of the new data element, E1561 NUMBER-OF-STUDENTS-REVIEWED-BY-IGC, for the 2014-2015 school year only, to be collected in the fall collection of the 2015-2016 school year. The recommendation to approve applies to both the Legacy and TSDS PEIMS implementation proposals.

PCPEI Discussion

None

PCPEI Action

Motion: Ronnie Beard made a motion to accept the ITF recommendation to approve the collection of the new data element E1561 NUMBER-OF-STUDENTS-REVIEWED-BY-IGC, for the 2014-2015 school year only, to be collected in the fall collection of the 2015-2016 school year and that the collection applies to both the Legacy and TSDS PEIMS systems. Paul Clore seconded the motion.

Vote: The motion passed unanimously.

ITF Discussion for Requirement #2: To collect the count of students for whom an IGC was established at the end of the 2014-2015 school year.

Discussion ensued regarding the students that might have been assigned to an IGC after the completion of the 2014-2015 summer submission for a particular school and the potential loss of IGC assignment data. Bryce Templeton stated that given the timing of the summer PEIMS submission due dates that there would always be the risk of the loss of some data and that even with the potential loss of data related to students assigned to an IGC, the schools would always be able to report the graduation of these students in the fall submission following the school year of graduation. Bryce further stated that if a student was assigned to an IGC and did not graduate, the student would be reported as assigned to an IGC in the following school year provided the student returned to school.

ITF also discussed the mandatory status of the E1562 INDIVIDUAL-GRADUATION-COMMITTEE-GRADUATE-CODE data element and determined that the element should be a mandatory field.

ITF Recommendation for Requirement #2:

The ITF Committee made the recommendation to approve the collection of the new data element, E1562 INDIVIDUAL-GRADUATION-COMMITTEE-GRADUATE-CODE, to be collected in the fall submission starting with the 2015-2016 school year identifying the students from the 2014-2015 (previous) school year that graduated under the oversight of an IGC. The proposal includes a new Code Table 201 Individual-Graduation-Type-Code. This data element and new Code Table satisfies Requirement #2 to collect the count of IGC graduate students starting with the 2014-2015 school year and going forward. The committee's recommendation to approve applies to both the Legacy and TSDS PEIMS proposals.

Linda Roska immediately invoked discussion regarding the mandatory status of E1562 INDIVIDUAL-GRADUATION-COMMITTEE-GRADUATE-CODE as noted in the TEDS documentation in the ITF materials. The committee then recommended an amended motion to clarify the mandatory status of the E1562 INDIVIDUAL-GRADUATION-COMMITTEE-GRADUATE-CODE.

Judi Sparks made a motion to recognize the optional status of the E1562 INDIVIDUAL-GRADUATION-COMMITTEE-GRADUATE-CODE as this element is not reported for all students.

<u>**PCPEI Discussion**</u>
None

<u>**PCPEI Action**</u>

Motion: Paul Clore made a motion to accept the ITF recommendation to collect the new data element E1562 INDIVIDUAL-GRADUATION-COMMITTEE-GRADUATE-CODE and new Code Table 201 Individual-Graduation-Type-Code, to be collected in the fall submission starting with the 2015-2016 school year identifying the students from the 2014-2015 (previous) school year that graduated under the oversight of an IGC. The data collection change applies to both the Legacy and TSDS PEIMS systems. Berhl Robertson seconded the motion.

Vote: The motion passed unanimously.

ITF Discussion for Requirement #3:

To collect the students for whom an IGC was established at the end of the 2015-2016 school year.

Linda Roska asked if students established with an IGC in the summer of the 2015-2016 school year would be included in the reporting of this information. ITF discussed the potential for the loss of students related to the timing of the summer submission due dates and the fact that students may not be assigned an IGC until after a school has completed its summer submission. It was concluded by the committee that there would always be the potential loss of data related to students assigned an IGC, but that the graduation data would catch these students, or the students would be reported in the following school year as assigned an IGC if the students continued their school enrollment in the following school year.

ITF Recommendation for Requirement #3:

The ITF Committee made the recommendation to approve new data element E1563 INDIVIDUAL-GRADUATION-COMMITTEE-REVIEW-CODE to be collected in the summer submission starting with the 2015-2016 school year and going forward. This data element and new code table satisfies Requirement # 3 to collect the students for whom an IGC was established at the end of the 2015-2016 school year. The committee's recommendation to approve applies to both the Legacy and TSDS PEIMS proposals.

PCPEI Discussion

Shelia Straughan asked if there were any penalties for underreporting the number of students assigned to an IGC at the end of the school year. Linda Roska stated that there is not a penalty for underreporting at this time.

PCPEI Action

Motion: David Harris made a motion to accept the ITF recommendation to add the new data element E1563 INDIVIDUAL-GRADUATION-COMMITTEE-REVIEW-CODE to be collected in the summer submissions starting with the 2015-2016 school year and going forward for both the Legacy and TSDS PEIMS systems. Paul Clore seconded the motion.

Vote: The motion passed unanimously.

2. Discipline Reason Codes   **Action Item**

As a result of Senate Bill 107, 84th Texas Legislature, Regular Session, 2015, the legislation calls for the following changes to be implemented in the 2015-2016 school year:

- Remove the ability for a school to define a knife with a blade length of 5.5 inches or less as illegal in the local student code of conduct. Thus, delete Disciplinary Action Reason Code 50: Used, Exhibited, Or Possessed A Non-Illegal Knife As Defined By Student Code Of Conduct And As Allowed Under TEC 37.007 (Knife blade equal to or less than 5.5 inches). Knives with a blade length of 5.5 or less must now be categorized as general Student Code of Conduct violations (Disciplinary Action Reason Code 21).
- Revise the definition of 4 existing Disciplinary Action Reason Code Translations (11 (Firearms), 12 (Illegal Knife), 13 (Club), and 14 (Prohibited Weapons) related to new statutory citation references.

Proposed changes (2015-2016) for TSDS *and* Legacy PEIMS**:**

1) Revise disciplinary action reason code translations for codes 11, 12, 13, and 14 (Code Table C165 DISCIPLINARY-ACTION-REASON-CODE) to include the revised legal citations as follows:
   11 - Brought a Firearm to School – TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)
   12 - Unlawful Carrying of an Illegal Knife under Penal Code 46.02 – TEC 37.007(a)(1) (Illegal knife - blade longer than 5.5 inches)
   13 - Unlawful Carrying of a Club under Penal Code 46.02 – TEC 37.007(a)(1)
   14 - Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)

2) Delete Disciplinary Action Reason Code 50: Used, Exhibited, Or Possessed A Non-Illegal Knife As Defined By Student Code Of Conduct And As Allowed Under TEC 37.007. (Knife blade equal to or less than 5.5 inches).

3) Revise a TSDS and Legacy PEIMS Edit Rule to reflect the deletion of Disciplinary Action Reason code 50.

4) Revise Appendix E: 'PEIMS Additional Information Related to Discipline' to reflect new reporting requirements.

ITF Discussion

Nancy Dunnam asked if there was wording in Appendix E referencing that a PEIMS Coordinator was responsible for determining the Discipline Action Reason Codes for a particular incident. Bryce Templeton stated that the bill also requires that each campus establish a Campus Behavior Coordinator. The requirements related to the Campus Behavior Coordinators are documented in the Appendix E "questions and answers" section. The Campus Behavior Coordinator is NOT the district PEIMS Coordinator. The Campus Behavior Coordinator is the Principal or some other campus administrator.

ITF Recommendation

The ITF Committee made a recommendation to approve the deletion of Code 50 non-illegal knife from PEIMS Code table C165 – Discipline Action Reason Code, and the revision of Discipline Action Reason Codes 11, 12, 13, and 14 to incorporate the revised translations and statutory citations required by the legislation. The committee's recommendation to approve applies to both the Legacy and TSDS PEIMS proposals.

PCPEI Discussion

None

PCPEI Action

Motion: John Bass made a motion to accept the ITF recommendation to delete Code 50 – Non-Illegal Knife from PEIMS Code table C165 – Discipline Action Reason Code, and the revision of Discipline Action Reason Codes 11, 12, 13, and 14 to incorporate the revised translations and statutory citations required by the legislation, and to apply these changes to both the Legacy PEIMS and TSDS PEIMS systems beginning with the 2015-2016 school year. Carol Bonds seconded the motion.

Vote: The motion passed unanimously.

3. House Bill 2398 – Decriminalization of Truancy   **Action Item**

As a result of House Bill 2398, 84th Texas Legislature, Regular Session, 2015, the legislation calls for the following changes to be implemented beginning with the 2015-2016 school year:

- Truancy is migrated from a criminal offense to a civil offense (TEA can no longer collect truancy actions as being 'criminal charges filed').
- TEC 25.085 (Compulsory Attendance law) is revised to require students who have not graduated or obtained a GED to attend school until their 19th birthday.
- The impact of the legislation requires TEA to rename the truancy reason codes and action codes to be in compliance with the decriminalization of truancy.

    Disciplinary Action Reason Code Table C165:
  - Delete Disciplinary Action Reason Code 43: Truancy (failure to attend school) – Student is at least 12 years old with at least 3 unexcused absences. - TEC §25.094 is repealed by HB 2398.
  - Revise the description and citation referenced in Disciplinary Action Reason Code 44 as follows**:** 44 **-** Truancy (failure to attend school) – Student with 10 unexcused absences –Texas Family Code §65.003.
  - TEC 25.094 Truancy was repealed by HB2398 and replaced with Texas Family Code §65.003.

    Disciplinary Action Code C164:
  - Delete Disciplinary Action Codes 16 and 17 (Truancy charges filed with and without fines assessed).
  - Add new singular Disciplinary Action Code 29 – Truancy Complaint Filed in Truancy Court (includes County Court, Justice of the Peace Court, or Municipal Court).

Proposed changes (2015-2016) for TSDS *and* Legacy PEIMS**:**

- Code Table C165 DISCIPLINARY-ACTION-REASON-CODE: delete Disciplinary Action Reason Code 43 - Truancy (failure to attend school) – Student is at least 12 years old with at least 3 unexcused absences.

- Code Table C165 DISCIPLINARY-ACTION-REASON-CODE: revise citation for Disciplinary Action Reason Code 44 - Truancy (failure to attend school) – Student with 10 unexcused absences –Texas Family Code §65.003.

- Code Table C164 DISCIPLINARY-ACTION-CODE: delete Disciplinary Action Codes 16 and 17 related to criminal truancy charges being filed against a student or parent.

- Code Table C164 DISCIPLINARY-ACTION-CODE – add new Disciplinary Action Code 29 Truancy Complaint Filed in Truancy Court (includes County Court, Justice of the Peace Court, or Municipal Court).

- Revise applicable edits to removed references to Disciplinary Action Reason Code 43 and Discipline Action Codes 16 and 17.

- Revise applicable edits to add new Discipline Action Code 29.

ITF Discussion

None.

ITF Recommendation

The ITF Committee made the recommendation to approve the proposed changes to modify Code Table C165 DISCIPLINARY-ACTION-REASON-CODE (deletion of code 43), to revise the translation for code 44 and Code Table C164 DISCIPLINARY-ACTION-CODE, to delete codes 16 and 17, and to add code 29. The changes would be effective with the 2015-2016 school year. The committee's recommendation to approve applies to both the Legacy and TSDS PEIMS systems.

PCPEI Discussion

Mary Ann Whiteker asked about the truancy fines and the fact that the TEA will not be collecting this information any longer. Bryce Templeton stated that the need to know the outcome of a truancy event is not a requirement that the TEA can impose on the data collection. The thing that the TEA must know are the number of truancy events or incidents on which a school acted by filing a complaint in a truancy court. Bryce also stated that it is likely that HB 2398 will return to the PCPEI committee for some additional changes related to the requirement that the TEA provide for sanctions for schools that do not implement truancy prevention measures for a particular student after the third unexcused absence

PCPEI Action

Motion: Ronnie Beard made a motion to accept the ITF recommendation to modify Code Table C165 DISCIPLINARY-ACTION-REASON-CODE (deletion of code 43), revise the translation for code 44 and Code Table C164 DISCIPLINARY-ACTION-CODE, delete codes 16 and 17, and to add code 29 for both the Legacy and TSDS PEIMS systems beginning with the 2015-2016 school year. Paul Clore seconded the motion.

Vote: The motion passed unanimously.

4. House Bill 2660 – Optional Flexible School Day Funding　　　　　　**Action Item**

As a result of House Bill 2660, 84th Texas Legislature, Regular Session, 2015, the Average Daily Attendance Formulas for the Optional Flexible School Day Program (OFSDP) to be based on a 4 hour school day (240 minutes) instead of the current 6 hour school day (360 minutes). The following data elements were presented to the committee with the need to revise the ADA formula for each to utilize a 240 minute divisor instead of a 360 minute divisor to compute the fundable days of attendance.

In summary:

- Optional Flexible School Day Regular Attendance will be calculated on the basis of 240 minutes of classroom instruction, instead of the previous 360 minutes, resulting in one (1.000) day of attendance; (eligible or ineligible) for each increment of 240 minutes of student classroom attendance.

- The use of a 240 minute divisor instead of a 360 minutes divisor requires TEA to modify the Average Daily Attendance (ADA) formulas for each of the Optional Flexible School Day data elements that generate attendance funding for a school for the 2015-2016 school year.

Requirement #1 – Update Data Submission Requirements Business Rules for the *500 Flexible Attendance Record / SpecialProgramsReportingPeriodAttendanceExtension complex type* to reflect revised calculations.

FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT (E1046) indicates the total number of minutes the student was present and eligible for Foundation School Program funding during a particular reporting period. Eligibility for this program is determined by September 1 age and grade level.

For funding purposes:

Each increment of 240 minutes reported for FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT will be converted to one day of **eligible** days present. For a particular six weeks, TEA will divide the FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT by 240 to calculate the equivalent number of days present. This number will be calculated to two (2) decimal places. Funding is limited to the lesser of Equivalent Eligible Days Present or NUMBER-DAYS-TAUGHT. If the calculated Equivalent Eligible Days Present is greater than NUMBER-DAYS-TAUGHT for the reporting period, an Adjusted Equivalent Eligible Days Present is calculated to be NUMBER-DAYS-TAUGHT.

The following is an illustration of how TEA will convert FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT to Average Daily Attendance for funding purposes.

>　*Data Conversion Formulas/Rules*
>
>　**FLEX-ATTEND-TOTAL-ELIGIBLE-MINUTES-PRESENT/240 minutes** *(4 hours x 60 minutes*) **= Equivalent Eligible Days Present for the six-week reporting period**
>
>　Adjusted Equivalent Eligible Days Present = the lesser of Equivalent Eligible Days Present or NUMBER-DAYS-TAUGHT
>
>　**Adjusted Equivalent Eligible Days Present/NUMBER-DAYS-TAUGHT = Average Daily Attendance (ADA) value for six-week reporting period**

FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT (E1047) indicates the total number of minutes the student was present and ineligible for Foundation School Program funding during a particular reporting period. Ineligibility for this program is determined by September 1 age and grade level.

Each increment of 240 minutes reported for FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT will be converted to one day of **ineligible** days present. For a particular six weeks, TEA will divide the FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT by 240 to calculate the equivalent number of days present. This number will be calculated to two (2) decimal places. Funding is limited to the lesser of Equivalent Ineligible Days Present or NUMBER-DAYS-TAUGHT. If the calculated Equivalent Ineligible Days Present is greater than NUMBER-DAYS-TAUGHT for the reporting period, an Adjusted Equivalent Ineligible Days Present is calculated to be NUMBER-DAYS-TAUGHT.

The following is an illustration of how TEA will convert FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT to Ineligible Days Present.

> *Data Conversion Formulas/Rules*
>
> **FLEX-ATTEND-TOTAL-INELIGIBLE-MINUTES-PRESENT/240 minutes** *(4 hours x 60 minutes*) **= "Equivalent Ineligible Days Present" for the six-week reporting period**
>
> Adjusted Equivalent Ineligible Days Present = the lesser of Equivalent Ineligible Days Present or NUMBER-DAYS-TAUGHT.

The following data elements indicate the number of school days for which a student was eligible for a special funded program:

FLEX-ATTEND-TOTAL-PRS-DAYS-ELIGIBLE (E1048) indicates the total number of school days a female student was eligible for compensatory education home instruction (CEHI) services and/or pregnancy related services (PRS) during a particular reporting period.

FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE (E1049) indicates the total number of school days a student with a special education individualized education program (IEP) that provided for the mainstream instructional arrangement/setting was eligible for that instructional arrangement/setting during a particular reporting period.

FLEX-ATTEND-TOTAL-BILINGUAL/ESL-DAYS-ELIGIBLE (E1050) indicates the total number of school days the student was eligible as a participant in the state-approved bilingual/ESL program during a particular reporting period.

Requirement # 2 – Update Data Submission Requirements Business Rules for the *505 Special Education Flexible Attendance Record/SpecialProgramsReportingPeriodAttendanceExtension complex type* to reflect revised calculations.

FLEX-ATTEND-DAYS-ELIGIBLE-IN-INSTR-SETTING (E1051) indicates the total number of school days the student was eligible for a particular special education instructional setting that was eligible for Foundation School Program funding during a particular reporting period.

Note: Even though the OFSDP divisor changed to 240 minutes, the values for a special education FTE are still based upon a 360 minutes school day.

Requirement # 3 – Update Data Submission Requirements Business Rules for the 510 Career and Technical Education Flexible Attendance Record/SpecialProgramsReportingPeriodAttendanceExtension complex type to reflect revised calculations.

FLEX-ATTEND-TOTAL-CAREER-TECH-MINUTES-PRESENT (E1053) indicates the total number of minutes the student was present in an approved career and technical education course(s) that the student was eligible for and enrolled in during a particular reporting period.

Note: Even though the OFSDP divisor changed to 240 minutes, the values for a career and technology education FTE are still based upon a 360 minute school day.

ITF Discussion

Nancy Dunnam asked where the examples that were presented in the proposal were located. Bryce Templeton responded that the examples with the revised formulas were in the Legacy PEIMS Data Standards and in the TSDS Texas Education Data Standards Section 2. Bryce also stated that the Student Attendance Accounting Handbook Section 11 – Non-Traditional Schools would contain similar information as well. Bryce also reminded the committee that the criteria to participate in the Optional Flexible School Day Program had not changed. The program is limited to students who are At-Risk, enrolled on a campus operating under a campus improvement plan, and for students attempting to regain class credit related to poor attendance.

ITF Recommendation

The ITF Committee made a recommendation to approve the modified formulas for the Optional Flexible School Day Program data elements as presented effective with the 2015-2016 school year.

PCPEI Discussion

None

PCPEI Action

Motion: Carol Bonds made a motion to accept the ITF recommendation to modified formulas for the Optional Flexible School Day Program data elements such that a student participating in the Optional Flexible School Day Program will generate one day of attendance funding after attending classes for 240 minutes. This change is effective with the 2015-2016 school year and applies to both the Legacy and TSDS PEIMS systems. Ronnie Beard seconded the motion.

Vote: The motion passed unanimously.

5. Graduation Type Codes for Special Education Students Graduating Under the Foundation High School Program   **Action Item**

Revisions to commissioner's rules concerning special education services, 19 Texas Administrative Code (TAC) §89.1070, Graduation Requirements, were adopted in January 2015. The revisions added graduation requirements for students who receive special education services and are graduating on the Foundation High School Program. The revised rules also updated graduation requirements for students who receive special education services and are graduating on the Minimum High School Program (MHSP), the Recommended High School Program (RHSP), or the Distinguished Achievement Program (DAP).

The graduation codes currently available for reporting high school graduate (leaver) data reflect a student graduating under the provisions of a student's individualized education program (IEP) who received modified curriculum (Graduation Type Codes 04 - 07) and students who have satisfied the standard curriculum requirements applicable to general education students but with a modified assessment requirement, e.g. participation only and/or a modified passing standard (Graduation Type Code 18) in accordance with 19 TAC §89.1070, **for the Minimum High School Program only.**

In order to differentiate the high school program completed by a student, new course codes, akin to the current Graduation Type Codes "04 - 07" and "18", are being proposed for the Foundation High School Program: Graduation Type Codes "54 - 57" and "35" would allow special education students completing the Foundation High School Program under an IEP or with academic or assessment modifications as specified under an IEP to be reported as FHSP graduates. The proposal would also update the definitions for the existing codes to align with amendments to 19 TAC, §89.1070.

Special education students graduating with modified content and assessments cannot be reported as having completed the Distinguished Level of Achievement or any of the Endorsements.

Proposed changes (2015-2016) for TSDS *and* Legacy PEIMS**:**

1) Revise the existing definitions and citations for students receiving special education services with modified curriculum or assessment requirements on the Minimum High School Program (Graduation Type Code 04 - 07, and 18).
2) Create new Graduation Type Codes 54 - 57 and 35, for students receiving special education services with modified curriculum or assessment requirements on the Foundation High School Program.
3) Revise Section 2 – Data Standards Graduation Type Code Decision Charts.
4) Revise existing TSDS and Legacy PEIMS edit rules to reflect the new Graduation Type Codes.

ITF Discussion

Judi Sparks summarized that these new Graduation Type Codes affect the 2014-2015 school year graduates and that schools will have to go back and re-evaluate the student Graduation Type Codes that have already been selected for applicability if this change is approved.

Nancy Dunnam stated that because the schools have already completed the prior school year graduation activities and related documentation requirements for transcripts, etc… that districts will not want to change/revise the prior year data and that it is hard to have quality data when the Legislature makes collection decisions after the fact. She stated that she has a concern with the quality of data under these circumstances.

Dara Fuller stated that under the existing code table, schools will likely code these students as a standard FHSP graduate (Graduation Type Code 34). Nancy Dunnam asked TEA staff what

the Agency will do with special education students miscoded as standard FHSP graduates if this change is approved for the 2015-2016 school year reporting of 2014-2015 FHSP graduates. Jessica Snyder stated that these new Graduation Type Codes are related to a Federal data reporting requirement for reporting special education student graduations.

Nancy Dunnam reinforced, in the discussions of this item, the importance to adhere to the PEIMS reporting changes timelines to implement data reporting changes. This change request does not appear to be within those guidelines.

ITF Recommendation

The ITF Committee made the recommendation to approve the addition of the new Graduation Type Codes 54 – 57 and 35 related to special education students graduating under the Foundation High School Program for the 2015-2016 school year with the caveat that data quality that will be related to these new codes is a concern of the ITF due to the missed implementation timelines for such a change. The recommendation to approve applies to both Legacy and TSDS PEIMS.

PCPEI Discussion

Ronnie Beard expressed concern about the schools being able to report these new graduation codes in the fall of 2015-2016 for students whose high school graduation records have been or will be completed by the time these new codes are made available for use.

Mary Ann Whiteker asked to clarify the new special education graduation type codes and purpose. Bryce Templeton stated that the new graduation type codes for the special education students are designed for special education students that have transitioned to the Foundation High School Program (FHSP). It is necessary for the TEA to know the students graduating from high school under an individual education plan who are completing the Foundation High School Program versus the non-FHSP graduation plans.

Ronnie Beard suggested that the TEA provide specific training on these new graduation type codes and the reporting methods moving forward into the 2015-2016 school year. Jessica Snyder stated that the TEA would welcome any training suggestions and communication methods from the committee members.

PCPEI Action

Motion: Paul Clore made a motion to approve the addition of the new Graduation Type Codes 54 – 57 and 35 related to special education students graduating under the Foundation High School Program to PEIMS code table C062 to the Legacy and TSDS PEIMS systems for the 2015-2016 school year. John Bass seconded the motion.

Vote: The motion passed unanimously.

6. CTE Indicator Code for Certain Special Education Students   **Action Item**

Certain special education students are often taught selected Texas Essential Knowledge and Skills (TEKS) from certain traditional CTE courses. These students are not considered to be CTE students and are not considered to be enrolled in a CTE course. The selected CTE TEKS are taught in order to address goals and objectives from the student's individualized education program (IEP). The selected TEKS are addressed by a special education teacher, who is not a qualified, certified CTE teacher.

For this student, the admission, review, and dismissal (ARD) committee has determined that services available through a Career and Technical Education for the Disabled (CTED) class taught by qualified, certified CTE teachers is insufficient for the student to make satisfactory progress and that the specialized services the student needs can only be provided in a specialized, self-contained classroom taught by a special education teacher.

It is necessary for TEA to identify these students in the data reporting in order to back them out of the CTE numbers that are reported to the USDE.

Proposed changes (2015-2016) for TSDS *and* Legacy PEIMS**:**

:

- Add new code '4' to Code Table C142 Career and Technical Education Indicator Code for students with a disability that are not enrolled in a CTE course but are taking a course with CTE content (TEKS).

- Revised TSDS and Legacy edit rules to accommodate new CTE code '4'.

ITF Discussion

ITF members expressed strong concerns about adding a new CTE Indicator Code that was related to students who are NOT in a CTE program of study. The ITF members preferred that TEA modify the reporting instructions for special education students who are taking elements of a CTE course but who are not in the CTE program to be reported with CTE Indicator Code 0 – Not Applicable. It was the opinion of the ITF members that this method and approach would eliminate confusion within the schools and eliminate reporting errors.

Brent Pitt described these students as Life Skills students. The course reporting rules have changed such that these students can no longer use the locally developed special education courses. Jessica Snyder reinforced the fact that reporting these students with CTE courses is not entirely accurate, but that there are not any other course codes that apply to the students.

ITF members suggested that TEA add course codes to allow these students to be reported more accurately than the current practice that utilizes the CTE course codes.

Brent Pitt restated the intent was to allow the special education students to be associated with the TEKS of a particular CTE course, but not be included (be backed out of the CTE data) in the CTE student counts for federal reporting purposes.

ITF Recommendation
None

Nancy Dunnam tabled the discussion. The TEA will re-group and investigate whether the goal of 'backing out' these students from Federal reporting can be accomplished with the PEIMS data that we currently have available or with better reporting instructions related to the special education students described in the discussions.

PCPEI Discussion

David McKamie stated that the school student information systems (SIS) are challenged already with the many new PEIMS reporting requirements that are required by state and federal laws. Adding a new code, like the one presented, creates confusion for schools when reporting a student with a CTE code that states the student is not in the CTE program. David went on to state that ESC 12 helps schools maximize their funding. The CTE coding under this proposal is an area of support that would become more confusing for the schools.

PCPEI Action

Motion: Carol Bonds made a motion to accept the ITF recommendation that the TEA revisit this item and recommend a different solution to identifying these special education students that are taking career and technical education (CTE) courses, but who are not participating in the CTE program. Berhl Robertson seconded the motion.

Vote: The motion passed unanimously.

7. Early Childhood Data System Reporting Modifications   Action Item

I.   During the past collection of Pre-K data, it was determined that PK-SCHOOL-TYPE could vary by student within campus TEA is proposing the following changes for the 2015-2016 school year:

- Remove data element E1555 PK-SCHOOL-TYPE from the SchoolExtension Complex Type (InterchangeEducationOrganizationExtension).

- Add data element E1555 PK-SCHOOL-TYPE to the StudentSchoolAssociationExtension Complex Type (InterchangeStudentEnrollmentExtension).

II. In order to further define the appropriate Pre-K School Type, TEA is proposing the following change:

- Revise the Code Table translations in DC152 PK-SCHOOL-TYPE to be more descriptive. This code table indicates the PK program that is offered at the campus.

Note: There are no Field Edit / Business rule changes needed to accommodate these changes.

ITF Discussion

Nancy Dunnam asked if ECDS would ever be rolled into TSDS. Terri Hanson responded yes, and that the spreadsheets currently used to collect data would probably not be an option after 2015-2016.

ITF Recommendation

The ITF Committee made the recommendation to approve the movement of the E1555 PK-SCHOOL-TYPE from the SchoolExtension Complex Type to the StudentSchoolAssociationExtension Complex Type (InterchangeStudentEnrollmentExtension) and to revise the Code Table translations in DC152 PK-SCHOOL-TYPE to be more descriptive for the 2015-2016 school year.

PCPEI Discussion

Ronnie Beard asked for an explanation of how this item would impact the schools. Terri Hanson stated that for now schools have the option of storing and reporting the Early Childhood Data System data in an Excel spreadsheet. The TEA would make the changes approved with this item and re-issue the spreadsheet.

PCPEI Action

Motion: Ronnie Beard made a motion to approve the ITF recommendations to move the TSDS data element E1555 PK-SCHOOL-TYPE from the SchoolExtension Complex Type to the StudentSchoolAssociationExtension Complex Type (InterchangeStudentEnrollmentExtension) and to revise the Code Table translations in DC152 PK-SCHOOL-TYPE to be more descriptive for the 2015-2016 school year. Paul Clore seconded the motion.

Vote: The motion passed unanimously.

8. TSDS Unique ID Discussion presented by Terri Hanson

Currently the Legacy PEIMS system allows virtually any of the demographic data that passes the minimum data structure load edits (length, data type, data values) to be loaded to the EDIT+ system. Local Education Agencies have the opportunity to update the student demographics after loading the data and before the relevant collection closes.
- At the time the PEIMS file is loaded:
  - The Unique ID submitted must be a valid UID.
  - For a particular ID, if none of the four major demographics match (Student ID, Last Name, First Name, Date of Birth), a fatal error will be issued.
- All other discrepancies between demographics submitted and demographics stored in the Unique ID system are reported on the UID Discrepancy reports. (1% rule)

Currently, the TSDS system rejects student data when any of the four major demographic values (First Name, Last Name, SSN/Alternative ID, and Date of Birth) do not match the values in the Unique ID system for the corresponding UID.
- At the time the data is loaded to the ODS:
  - The Unique ID submitted must be a valid UID.
  - For a particular Student-Unique ID, Last Name, First Name, Date of Birth must match the Unique ID system or an error will be issued and the student's data will not be loaded.
  - For a particular Staff-Unique ID, Last Name and First Name must match the Unique ID system or an error will be issued and the staff's data will not be loaded.
- At the time the data is promoted to the PEIMS data mart, Legacy rules are in place.
- All other discrepancies between demographics submitted and demographics stored in the Unique ID system are reported on the UID Discrepancy reports.

As a result of discussions with an Advisory Committee made up of ESC PEIMS Coordinators, TEA will change the TSDS load processing rules to work more like the current EDIT+ system data load rules with the following additional criteria being added to the logic.
- A TSDS data load error will occur if the Unique ID submitted does not match a Unique ID in the UID system.
- A TSDS data load error will occur if the Student ID, Last Name, First Name, and Date of Birth all don't match the same values for a particular UID.
- A TSDS data load error will occur if the Student ID, Last Name, and First Name don't match

UID, but DOB does match.
- A TSDS data load error will occur if the Student ID, Last Name, and DOB don't match UID but First Name does match.
- A TSDS data load error will occur if the Student ID, First Name, and DOB don't match UID but Last Name does match.
- A TSDS data load error will occur if the Last Name, First Name, and DOB don't match UID but Student ID does match.

TEA will also add certain UID error reports at the ODS level so that LEAs will be aware of demographic discrepancies earlier in the process.

ITF Discussion

ITF members asked about similar identity and demographic rules for staff. Terri Hanson agreed to add the similar data validation rules for staff data. The staff data is not required to match on the Date of Birth.

PCPEI Discussion

None

Other ITF Business

ITF Membership Changes
ITF membership:

Belinda Dyer is retiring from the Texas Education Agency on August 31, 2015. Nancy Dunnam asked if Belinda Dyer would be replaced as she is retiring from TEA on August 31, 2015. Bryce Templeton stated that a replacement for Belinda Dyer would be sought from the same TEA division (School Finance).

Patti Street (Pflugerville ISD) submitted her resignation from the committee in June 2015 and that TEA would work with the PCPEI to replace her by the September ITF meeting.

TEA is recommending that Dennis Telas (Round Rock ISD) replace Patti Streat. Dennis Telas has previous experience as an ITF member while serving as the PEIMS Coordinator for Ysleta ISD. Dennis has since taken the PEIMS Coordinator job at Round Rock ISD.

PCPEI Discussion
None

PCPEI Actions

Motion: John Bass made a motion to accept the ITF recommendation to replace Patti Streat, Pflugerville ISD with Dennis Telas, Round Rock ISD to serve on the ITF committee. Carol Bonds seconded the motion.

Vote: The motion passed unanimously.

Bryce Templeton and Terri Hanson are working on finalizing ITF schedule for the 2015–2016 school year.

David McKamie brought forth comments and complaints from the schools in ESC 12 regarding how bad the summer submission was while trying to use EDIT+.

Melody Parrish discussed funding limitations that the Agency will be working under during the 2016 and 2017 fiscal years as a result of the lack of funds appropriated by the Texas legislature. The TEA is pursuing additional funds from a USDE grant as well as the Michael and Susan Dell Foundation to assist with some of the TSDS implementation needs.

Melody Parrish said that the TEA has secured additional funding from the MSDF to assist in the TSDS rollout in the 2015-2016 school year.

Open Forum

Mary Ann Whiteker stated that the school special education directors need to be informed regarding the new FHSP special education graduation type codes that will be effective for the 2015-2016 school year PEIMS reporting.

Next PCPEI meetings
October 27, 2015
February 2, 2016
June 2, 2016

Adjournment

The PCPEI meeting adjourned at 11:50 AM.