Texas Education Agency
Policy Committee on Public Education Information
Tuesday, May 1, 2018

Wm. B. Travis Building, PDC 7
1701 N. Congress Avenue
10:00 a.m. – 2:00 p.m.

Meeting Minutes

Call to Order   **Paul Clore**

Paul Clore called the PCPEI meeting to order at 10:00 a.m.

Roll call of the PCPEI members attending the meeting was taken by Bryce Templeton.

PCPEI Members Present:

John Allen – Frankston ISD	Jason Marshall – Palestine ISD
Patti Blue – Gustine ISD	Amy Peterson – House Committee on Public Education
Carolyn Counce – Texas Association of School Boards	John Wink – Blue Ridge ISD
Andrew Kim – Comal ISD	

PCPEI Members Present via GoToMeeting:

Paul Clore – Gregory-Portland ISD	Danny Lovett – ESC Region 5
Dr. Clark Ealy – College Station ISD	Cody Newcomb – Center Point ISD
Lisa Garcia – Point Isabel ISD	Orlando Riddick – Midland ISD
Jeff Goldhorn – ESC Region 20	Brian Stroman – Bloomburg ISD

PCPEI Alternates Present:

Bernadette Cardenas – Houston ISD	Mary Morgan – ESC Region 11
Damon Jackson – Lubbock ISD	Nanette Power – Texarkana ISD
Jackie Janacek – College Station ISD	Toni Waldo – Happy ISD
Evelyn Jenkins – ESC Region 16	Sharon Wermuth – San Angelo ISD
Scott Lewis – Legislative Budget Board	Matt Yeager – Royse City ISD
Mary Beth Matula – ESC Region 03	Marcos Zorola – North East ISD

Information Resources Present via GoToMeeting:

Dawn Cummings – ESC Region 03	Karen Williams – Lubbock ISD
Allison Reis-Khanna – Expanded Learning Opportunities Resource	

ITF Member Present:
David McKamie

TEA Staff Present:

Kathy Adaky – TSDS Systems Analyst	Howard Morrison – Curriculum
Stacy Avery – College, Career, and Military Prep	Melody Parrish – Chief Information Officer / Chief Data Officer
Candice DeSantis – Lead TSDS Analyst	Nora Rainey – School Finance
Michelle Elledge – Systems Analyst	John Reese – TSDS Systems Analyst
Terri Hanson – ITS-BMD Division Director	Nicole Schuessler – TSDS Systems Analyst
Scott Johnson – TSDS Applications Manager	Julie Shields – Director
Melissa Lemons – Systems Analyst	Leanne Simons – ITS-BMD Asst. Division Director
Ed Linden – Systems Analyst	Jessica Snyder – Curriculum
Christine McCormick – State Programs	Bryce Templeton – PEIMS Data Planning Manager
Mike Morath – Commission of Education	

Bryce Templeton announced that the Commissioner of Education, Mike Morath, appointed Lisa Garcia as Chair of the Policy Committee on Public Education Information (PCPEI) but that Paul Clore, Vice Chair, would chair the May 1 meeting to help acquaint Lisa Garcia with the duties of running the PCPEI meeting.

Approve Minutes from the January 23, 2018 PCPEI Meeting   **Action Item**

Paul Clore asked for a motion to approve the meeting minutes from the January 23, 2018 PCPEI meeting as presented. Lisa Garcia made a motion to approve the January 23, 2018 PCPEI meeting minutes as presented. Sharon Wermuth seconded the motion.

The motion was passed unanimously.

Mission of the Policy Committee on Public Education Information   **Discussion Item**

With all the new PCPEI members on the committee, Bryce Templeton took a moment to discuss the purpose of the Policy Committee on Public Education Information (PCPEI). He began by stating that PCPEI members are appointed by the Commissioner of Education to fulfill the requirements in Texas Administrative Code rule 61.1025(c). A PCPEI member is expected to review the data collection proposals presented by the Texas Education Agency and provide feedback based on reporting standard policies. He stated that the Information Task Force (ITF), a committee that is selected by the PCPEI and made up of PEIMS reporting experts, first reviews the proposals from a technical standpoint and validates the technical details prior to David McKamie (ITF Vice Chair) presenting to the PCPEI members.

ITF Report to PCPEI Committee

1. HB 3706 Dropout Recovery Online Program   **Action Item**

House Bill 3706 (85th) amends TEC 29.081 to specify that a dropout recovery education program can be offered either on site at a school campus or through an internet based online program.

TEC 29.081(f) (existing subsection) specifies that the commissioner shall include students in attendance in a program under Subsection (e) in the computation of the district's average daily attendance (ADA) for funding purposes. The legislation expanding the dropout recovery programs to include online programs creates the need to ensure that all Texas public school students that participate in a dropout recovery program specified under TEC 29.081(a) on-campus or online are able to generate funding for the LEA where they are enrolled.

The TEA School Finance staff have determined that the best way to fund the online dropout recovery programs is to use the attendance accounting rules that are authorized by TEC 29.0822 (Optional Flexible School Day Program - OFSDP). The OFSDP allows for the funding of students based on school day minutes' present and allows funding based on a 45-minute minimum threshold on a given school day. The OFSDP program is also primarily designed for at-risk students to allow for flexibility of daily attendance to ensure opportunities for student success.

Additionally, the legislature, under TEC 29.959, has authorized the creation and operation of an open enrollment charter school that serves adult students ages 26-50 and has authorized the funding of the charter school based on student attendance.

Given these statutory obligations, it is necessary for TEA to implement revisions to the TSDS PEIMS data collection requirements to ensure the capacity of the TEA to fund the online dropout recovery programs regardless of the basic eligibility of the students. While most LEAs are subject to the strict guidelines of student age eligibility of students being less than 26 years of age on September 1 of a given school year, the Excel Academy charter school is legislated to serve and be funded for students age 26-50 who would be ineligible for ADA funding at any other LEA.

ITF Discussion:

Melissa Lemons presented the HB 3706 Dropout Recovery Online Program proposal.

To implement HB 3706, the NON-CAMPUS-BASED-INSTRUCTION-CODE (C182) code table will be updated to include "Optional Flexible School Day Online Dropout Recovery Program" (Code 11). This new code will identify course sections that are offered/taught through an online dropout recovery program. The FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE (C177) code table will also be updated to include "OFSDP Online Dropout Recovery Program" (Code 4); this new code will be used in the Summer Submission (Submission 3) only.

To support the code table changes to FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE (C177), a validation rule has been updated.

- 42500-0036 has been updated to include FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE 4-OFSDP Online Dropout Recovery Program. (Special Warning)
    - For a particular CAMPUS-ID-OF-ENROLLMENT, if there are any students where FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE is **"1" or "4"** and there is not at least one Course Transcript with a matching TX-UNIQUE-STUDENT-ID, then a special warning message showing the total number of students in this category will be issued asking for verification.

Two new validation rules have also been proposed to support the changes required through HB 3706.

- 42500-new1 has been added to support FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE 4-OFSDP Online Dropout Recovery Program. (Fatal)
  - If FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE is "4", then there must be at least one Course Transcript with a matching TX-UNIQUE-STUDENT-ID for a course section with NON-CAMPUS-BASED-INSTRUCTION-CODE of "11".
- 43415-new1 has been added to support NON-CAMPUS-BASED-INSTRUCTION-CODE 11 - Optional Flexible School Day Online Dropout Recovery Program. (Fatal)
  - If NON-CAMPUS-BASED-INSTRUCTION-CODE is "11", then there must be at least some Flexible Attendance data with a matching TX-UNIQUE-STUDENT-ID and FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE of "4".

Multiple TSDS PEIMS reports are impacted by the update to FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE and the NON-CAMPUS-BASED-INSTRUCTION-CODE code table changes.

Where the following seven (7) Summer PEIMS reports display a code and/or translation from the C177 FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE code table, they will display new code 4 OFSDP Online Dropout Recovery when that value is reported.

- PDM3-120-014 - Flexible Attendance Data
- PDM3-130-011 - Flex Attendance – Superintendent's Report of Student Attendance
- PDM3-130-012 - Flex Attendance – Superintendent's Report of Career & Technical Education Eligible Days
- PDM3-130-013 - Flex Attendance – Superintendent's Report by Special Program
- PDM3-130-014 - Flex Attendance – Superintendent's Summary Report of Student Attendance
- PDM3-130-015 - Flex Attendance – Superintendent's Report of Special Education Eligible Days & Excess Hours
- PDM3-131-012 - Roster of Students Generating Flexible Attendance Data

Where the following two (2) Summer PEIMS reports display a code and/or translation from the C182 NON-CAMPUS-BASED-INSTRUCTION-CODE code table, they will display new code 11–Optional Flexible School Day Online Dropout Recovery Program when that value is reported.

- PDM3-112-001 – Class Roster
- PDM3-113-001 – Student Class Schedule

Nancy Dunnam opened the floor up to questions to which Peggy Sullivan asked why validation rule 42500-0036 is identified as a special warning. Bryce Templeton explained that on each campus at least one student should successfully complete a course and therefore have a course transcript, but it is possible that no student in the Optional Flexible School Day Program (OFSDP) will have a course transcript. Peggy Sullivan then pointed out that validation rule 42500-new1 should then be a special warning since validation rule 42500-0036 is a special warning. Bryce Templeton stated that TEA would re-evaluate the proposed rules for accuracy and applicability.

Dara Fuller asked if a "Legend" would exist on the reports that describes what codes 4 and 11 represent. Bryce Templeton stated that the reports would describe these code values.

ITF Action:

The ITF committee made a recommendation to approve the Texas Education Data Standards (TEDS) and Texas Student Data System (TSDS) changes proposed in HB 3706 Dropout Recovery Online Program which includes

- Updating the NON-CAMPUS-BASED-INSTRUCTION-CODE (C182) code table to include "Optional Flexible School Day Online Dropout Recovery Program" (Code 11),

- Updating the FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE (C177) code table to include "OFSDP Online Dropout Recovery Program" (Code 4),

- Updating validation rule 42500-0036 and adding 42500-new1 and 43415-new1 validation rules to support new code values, and

- Updating reports that use FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE and NON-CAMPUS-BASED-INSTRUCTION-CODE code tables. These include PDM3-120-014, PDM3-130-011, PDM3-130-012 - PDM3-130-013, PDM3-130-014, PDM3-130-015, PDM3-131-012, PDM3-112-001, and PDM3-113-001.

PCPEI Discussion:

David McKamie presented the HB 3706 Dropout Recovery Online Program proposal to PCPEI along with the recommendation from the ITF committee to add code 4 - OFSDP Online Dropout Recovery to the C177 FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE code table and code 11 - Optional Flexible School Day Online Dropout Recovery Program to the C182 NON-CAMPUS-BASED-INSTRUCTION-CODE code table.

Paul Clore opened the floor for discussion.

Andrew Kim asked if the Online Dropout Recovery Program conflicted with the 75,600 school calendar minutes requirement. Bryce Templeton stated that the program is reported separately from the 75,600 school calendar minutes. Andrew Kim asked for confirmation that the student would not be held to the standard 420 minutes of instruction. Bryce Templeton stated that the Online Dropout Recovery Program must adhere to 43,200 minutes and therefore, if the district offers 43,200 minutes of instruction, students not going the full time allotted would not be an issue.

Andrew Kim then asked about students who tend to move in and out of flexible programs; they could potentially be dual-coded. John Wink added that in smaller school districts we will likely see situations where students are in school in a flexible program and are also partaking in an online program, therefore reinforcing Andrew Kim's concern. Bryce Templeton stated that he could foresee no issue because both programs would fall under the 43,200 which currently does not have requirements that these populations be isolated. He added that the Student Attendance Accounting Handbook (SAAH) for the 2018-2019 school year has been released and is unlikely to be changed, but that additional regulations may be added in future years. Nora Rainey added that the SAAH states that a student not be moved from one program to another within a six-week period. John Wink added that at the district and campus level is where coding decisions are made and sometimes in error due to the lack of guidance.

Jason Marshall wanted to verify that he understood the process so gave the following scenario:

Student A is currently on a traditional calendar but is having issues at home and leaves school with the threat of dropping out during the 4th week of the 5th six-weeks. The counselor at the campus of Student A should try to keep Student A engaged for the last two weeks of the 5th six-weeks and then attempt to move the student to a more flexible calendar at the beginning of the 6th six-weeks.

Nora Rainey responded that the SAAH guidance states that the student should be moved at the end of a six-week period and not during a six-week period. Bryce Templeton asked Nora if a To the Administrator Addressed (TAA) letter would be released from her division once the proposal passes the data governance process. Nora Rainey stated that her division does plan to release a TAA once the proposal is passed.

Evelyn Jenkins asked what a PEIMS coordinator would expect to code for this program in regards to Instructional Program Type. She asked if the program would be coded 05 Dropout Recovery Program. Nora Rainey confirmed that the program would report the Dropout Recovery Program type and the 43,200 minutes instructional minutes. Bryce Templeton suggested to Nora Rainey that this guidance be in the TAA letter her division will release.

PCPEI Action:

    Motion:

Sharon Wermuth made a motion to approve the ITF recommendation for the following changes related to HB 3706 Dropout Recovery Online Program for the 2018-2019 school year:

- Updating the NON-CAMPUS-BASED-INSTRUCTION-CODE (C182) code table to include "Optional Flexible School Day Online Dropout Recovery Program" (Code 11),

- Updating the FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE (C177) code table to include "OFSDP Online Dropout Recovery Program" (Code 4),

- Updating validation rule 42500-0036 and adding 42500-new1 and 43415-new1 validation rules to support new code values, and

- Updating reports that use FLEXIBLE-ATTENDANCE-PROGRAM-TYPE-CODE and NON-CAMPUS-BASED-INSTRUCTION-CODE code tables. These include PDM3-120-014, PDM3-130-011, PDM3-130-012 - PDM3-130-013, PDM3-130-014, PDM3-130-015, PDM3-131-012, PDM3-112-001, and PDM3-113-001.

Danny Lovett seconded the motion.

Vote: The motion passed unanimously.

2. SB 1404 Expanded Learning Opportunities (ELO)   Action Item

Senate Bill 1404 expands the requirements of existing legislation related to the availability of and participation in expanded learning opportunities (ELOs) by adding a data collection requirement in TEC 42.006 (a-2). Each LEA is required to report through PEIMS for each campus or school the availability of ELOs as described by TEC 33.252(a) and the number of students at each campus participating in one or more of the categories of ELOs listed under TEC Section 33.252(b).

TEC 33.252(a) describes the three types of ELO delivery methods at a campus or school as:

(1) an extended school day;

(2) an extended school year; or

(3) structured learning programs outside of the regular school day, including before- and after-school programs and summer programs.

TEC 33.252(b) describes the campus offerings within each ELO delivery method for student participation as:

(1) rigorous coursework;

(2) mentoring;

(3) tutoring;

(4) physical activity;

(5) academic support; or

(6) educational enrichment in one or more subjects, including fine arts, civic engagement, science, technology, engineering, and mathematics.

ITF Discussion:

Melissa Lemons presented the Senate Bill 1404 Expanded learning Opportunities (ELOs) proposal. The Texas Education Agency (TEA) is proposing multiple changes to the TSDS PEIMS data collection as described in TEDS.

- The addition of new data element E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE to the SchoolExtension complex type which will allow a campus to indicate at a high-level whether a campus offers expanded learning opportunities. This indicator will be reported in Submissions 3 and 4.

- The addition of new sub-complex type TX-SchoolELOS to the SchoolExtension complex type in Submissions 3 and 4. This sub-complex type will only be reported on if the E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE is "1" (yes).

- The addition of eight (8) new data elements to the TX-SchoolELOS sub-complex type for Submissions 3 and 4
  - E1614 ELO-TYPE,
  - E1621 ELO-MINUTES-SCHEDULED-PER-DAY,
  - E1615 ELO-RIGOROUS-COURSEWORK,
  - E1616 ELO-MENTORING,
  - E1617 ELO-TUTORING,

- o E1618 ELO-PHYSICAL-ACTIVITY,

  - o E1619 ELO-ACADEMIC-SUPPORT, and

  - o E1620 ELO-EDUCATIONAL-ENRICHMENT.

- The addition of new code table C216 ELO-TYPE which will have four codes to support the collection of E1614 ELO-TYPE

  - o 01 - Non-Voluntary Extended School Day (Submission 3 only)

  - o 02 - Non-Voluntary Extended School Year (Submission 3 only)

  - o 03 - Voluntary Expanded Learning – Before and After School (Submission 3 only)

  - o 04 - Voluntary Expanded Learning – Summer (Submission 4 only)

- The addition of new data element E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE to the StudentProgramExtension complex type which will allow a school to indicate at a high-level whether a student is participating in expanded learning opportunities. This indicator will be reported in Submissions 3 and 4.

- The addition of new sub-complex type TX-StudentELOS to the StudentProgramExtension complex type in Submissions 3 and 4. This sub-complex type will only be reported only if the E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE is "1" (yes).

- The addition of one (1) existing and eight (8) new data elements to the TX-StudentELOS sub-complex type for Submissions 3 and 4

  - o E0782 CAMPUS-ID-OF-ENROLLMENT,

  - o E1614 ELO-TYPE,

  - o E1622 ELO-PARTICIPATION-DAYS,

  - o E1615 ELO-RIGOROUS-COURSEWORK,

  - o E1616 ELO-MENTORING,

  - o E1617 ELO-TUTORING,

  - o E1618 ELO-PHYSICAL-ACTIVITY,

  - o E1619 ELO-ACADEMIC-SUPPORT, and

  - o E1620 ELO-EDUCATIONAL-ENRICHMENT.

- The addition of new code table C216 ELO-TYPE which will have four codes to support the collection of E1614 ELO-TYPE:

  - o Non-Voluntary Extended School Day (Submission 3 only)

  - o Non-Voluntary Extended School Year (Submission 3 only)

  - o Voluntary Expanded Learning – Before and After School (Submission 3 only)

  - o Voluntary Expanded Learning – Summer (Submission 4 only)

- Update current TSDS PEIMS reports to reflect the new data elements:

  - o PDM3-120-007 Student Indicator Report by Grade (Summer)

  - o PDM4-120-003 Student Indicator Report by Grade (Extended Year)

- The addition of new TSDS PEIMS reports to reflect the new data elements:

  - o PDM3-116-XXX Organization Expanded Learning Opportunities (Summer)

- o PDM4-116-XXX Organization Expanded Learning Opportunities (Extended Year)
    - o PDM3-120-XXX Student Expanded Learning Opportunities Roster (Summer)
    - o PDM4-120-XXX Student Expanded Learning Opportunities Roster (Extended Year)
- Update the following validation rules to support new elements:
    - o 10020-000B
    - o 10020-000D
    - o 40110-000K
    - o 40110-000L
- The addition of multiple new validation rules to support new elements

Nancy Dunnam opened the floor to questions. Peggy Sullivan asked if code 02 - Non-Voluntary Extended School Year (Submission 3 only) on the C216 ELO-TYPE code table should really be part of Submission 4 since it suggests that the school extends past the regular school year. Bryce Templeton stated that, when using code 02 - Non-Voluntary Extended School Year (Submission 3 only), it would be part of the regular school year calendar. Bryce Templeton continued explaining how a campus could use code 02.

A campus could be on a track identified as 02 – Non-Voluntary Extended School Year or a sub-group of students could be on a track identified as 02-Non-Voluntary Extended School year. Therefore, a campus could potentially have multiple tracks.

Adrian Garcia stated that his district, Pharr-San Juan-Alamo ISD, has an enrichment campus and asked if they would be reporting this information. Christine McCormick responded that the enrichment campus would use code 04 - Voluntary Expanded Learning – Summer (Submission 4 only).

Bryce Templeton stated that for the Non-Voluntary codes (01 and 02), students are required to participate, while with the voluntary codes (03 and 04) students choose to participate. Christine McCormick added that expanded learning opportunities are considered out-of-school time (OST) as they are before school, after school, or during the summer. She also stated that expanded learning opportunities (ELOs) provide enrichment and/or academic support and allow the student to be exposed to material that aligns with what the student is learning in school but delivered in a different way. These programs are typically provided to help working families and provide safe places for students. She stated that the definitions for the recommended elements were based on the definitions used by 21st Century and the Expanding Opportunities Council.

Bryce Templeton asked Christine McCormick whether Non-Voluntary Extended School Year (code 02) campuses target specific students or is the program's intent to require all students to participate. Christine McCormick responded that the program could be used to target a specific group of students.

Dara Fuller asked if the Optional Extended Year Program (OEYP) was the same program. Bryce Templeton stated that the OEYP data collection was discontinued in 2011 since there was no longer funding associated with the program. Christine McCormick stated that if the district has an OEYP program it could possibly be reported as an 02 - Non-Voluntary Extended School Year (Submission 3 only) if the program provided supplemental support, but to bear in mind that a user of the data will not be able to identify the OEYP students since OEYP is no longer reported.

Peggy Sullivan asked if the Texas Education Data Standards (TEDS) Section 2 and 8.2 would be updated to provide detailed information regarding reporting the new elements. Bryce Templeton responded that TEDS Sections 2 and 8.2 will be updated to provide extensive guidance based on the Commissioner rules Christine McCormick is currently drafting. Bryce also confirmed with Christine McCormick that a School Programs webpage containing this guidance will be made available. Terri Hanson stated that SB 1404 is a 2019-2020 item, so early notice will go out with the July addendum.

Nancy Dunnam asked if 'day' needs to be defined as it pertains to E1621 ELO-MINUTES-SCHEDULED-PER-DAY. Christine McCormick stated that additional detail could be provided and stated that a 'day' could be a day that classes are not being held because the expanded learning opportunity is supplemental.

Nancy Dunnam asked if E1621 ELO-MINUTES-SCHEDULED-PER-DAY definition should state 'participated'. Christine McCormick responded that she is currently working on the Commissioner rules and will specify the requirement to collect actual minutes offered and days participated. Bryce added that there will not be any attendance accounting for expanded learning opportunities as they are outside the regular school day.

Nancy Dunnam asked if the data will be used or just reported. Christine McCormick responded that the legislature has instructed TEA to collect this information. She continued by stating that this is the first step in determining access and direct resources towards initiatives.

Keitha Ivey asked for the definition of expanded learning opportunities. Christine McCormick cited 33.252.

Keitha Ivey asked why TEA is wanting to know the number of times a student participated in an ELO program instead of the number of students who participated in an ELO program. Christine McCormick stated that she is currently in the process of writing the proposal regarding the Commissioner rule requirements and Keitha's question will be addressed at that time. She also included that her understanding is that is how data is collected in TSDS PEIMS. Bryce added that the data collection proposal for the ELOs is designed to mirror the Commissioner rule request that is planned, but if the commissioner's rule does not reflect these data specifications, the ITS-BMD division will return to the ITF committee with a revised collection proposal.

Keitha Ivey asked if the data might be skewed when reporting the E1622 ELO-PARTICIPATION-DAYS for those students who are in multiple program areas within an ELO-TYPE at different times. Bryce Templeton responded that the 'day' is not per activity. A day reflects a calendar date that the ELO program was offered.

ITF Action:

The ITF committee made a recommendation to approve the addition of the following data collection changes to TSDS PEIMS and TEDS for the 2019-2020 school year:

- The addition of new data element E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE to the SchoolExtension complex type which will allow a campus to indicate at a high-level whether a campus offers expanded learning opportunities. This indicator will be reported in Submissions 3 and 4.

- The addition of new sub-complex type TX-SchoolELOS to the SchoolExtension complex type in Submissions 3 and 4. This sub-complex type will only be reported on if the E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE is "1" (yes).

- The addition of eight (8) new data elements to the TX-SchoolELOS sub-complex type for Submissions 3 and 4
  - E1614 ELO-TYPE,
  - E1621 ELO-MINUTES-SCHEDULED-PER-DAY,
  - E1615 ELO-RIGOROUS-COURSEWORK,
  - E1616 ELO-MENTORING,
  - E1617 ELO-TUTORING,

- o E1618 ELO-PHYSICAL-ACTIVITY,
- o E1619 ELO-ACADEMIC-SUPPORT, and
- o E1620 ELO-EDUCATIONAL-ENRICHMENT.
- The addition of new code table C216 ELO-TYPE which will have four codes to support the collection of E1614 ELO-TYPE
  - o 01 - Non-Voluntary Extended School Day (Submission 3 only)
  - o 02 - Non-Voluntary Extended School Year (Submission 3 only)
  - o 03 - Voluntary Expanded Learning – Before and After School (Submission 3 only)
  - o 04 - Voluntary Expanded Learning – Summer (Submission 4 only)
- The addition of new data element E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE to the StudentProgramExtension complex type which will allow a school to indicate at a high-level whether a student is participating in expanded learning opportunities. This indicator will be reported in Submissions 3 and 4.
- The addition of new sub-complex type TX-StudentELOS to the StudentProgramExtension complex type in Submissions 3 and 4. This sub-complex type will only be reported only if the E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE is "1" (yes).
- The addition of one (1) existing and eight (8) new data elements to the TX-StudentELOS sub-complex type for Submissions 3 and 4
  - o E0782 CAMPUS-ID-OF-ENROLLMENT,
  - o E1614 ELO-TYPE,
  - o E1622 ELO-PARTICIPATION-DAYS,
  - o E1615 ELO-RIGOROUS-COURSEWORK,
  - o E1616 ELO-MENTORING,
  - o E1617 ELO-TUTORING,
  - o E1618 ELO-PHYSICAL-ACTIVITY,
  - o E1619 ELO-ACADEMIC-SUPPORT, and
  - o E1620 ELO-EDUCATIONAL-ENRICHMENT.
- The addition of new code table C216 ELO-TYPE which will have four codes to support the collection of E1614 ELO-TYPE:
  - o Non-Voluntary Extended School Day (Submission 3 only)
  - o Non-Voluntary Extended School Year (Submission 3 only)
  - o Voluntary Expanded Learning – Before and After School (Submission 3 only)
  - o Voluntary Expanded Learning – Summer (Submission 4 only)
- Update current TSDS PEIMS reports to reflect the new data elements:
  - o PDM3-120-007 Student Indicator Report by Grade (Summer)
  - o PDM4-120-003 Student Indicator Report by Grade (Extended Year)
- The addition of new TSDS PEIMS reports to reflect the new data elements:
  - o PDM3-116-XXX Organization Expanded Learning Opportunities (Summer)

- o PDM4-116-XXX Organization Expanded Learning Opportunities (Extended Year)

- o PDM3-120-XXX Student Expanded Learning Opportunities Roster (Summer)

- o PDM4-120-XXX Student Expanded Learning Opportunities Roster (Extended Year)

- Update the following validations to support new elements:

  - o 10020-000B

  - o 10020-000D

  - o 40110-000K

  - o 40110-000L

- The addition of multiple new validations to support new elements.

PCPEI Discussion:

David McKamie presented the SB 1404 Expanded Learning Opportunities (ELO) proposal to PCPEI along with the ITF recommendation to make the following data collection changes to TSDS PEIMS and TEDS for the 2019-2020 school year:

- The addition of new data element E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE to the SchoolExtension complex type which will allow a campus to indicate at a high-level whether a campus offers expanded learning opportunities. This indicator will be reported in Submissions 3 and 4.

- The addition of new sub-complex type TX-SchoolELOS to the SchoolExtension complex type in Submissions 3 and 4. This sub-complex type will only be reported on if the E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE is "1" (yes).

- The addition of eight (8) new data elements to the TX-SchoolELOS sub-complex type for Submissions 3 and 4

  - o E1614 ELO-TYPE,

  - o E1621 ELO-MINUTES-SCHEDULED-PER-DAY,

  - o E1615 ELO-RIGOROUS-COURSEWORK,

  - o E1616 ELO-MENTORING,

  - o E1617 ELO-TUTORING,

  - o E1618 ELO-PHYSICAL-ACTIVITY,

  - o E1619 ELO-ACADEMIC-SUPPORT, and

  - o E1620 ELO-EDUCATIONAL-ENRICHMENT.

- The addition of new code table C216 ELO-TYPE which will have four codes to support the collection of E1614 ELO-TYPE

  - o 01 - Non-Voluntary Extended School Day (Submission 3 only)

  - o 02 - Non-Voluntary Extended School Year (Submission 3 only)

  - o 03 - Voluntary Expanded Learning – Before and After School (Submission 3 only)

  - o 04 - Voluntary Expanded Learning – Summer (Submission 4 only)

- The addition of new data element E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE to the StudentProgramExtension complex type which will allow a

school to indicate at a high-level whether a student is participating in expanded learning opportunities. This indicator will be reported in Submissions 3 and 4.

- The addition of new sub-complex type TX-StudentELOS to the StudentProgramExtension complex type in Submissions 3 and 4. This sub-complex type will only be reported only if the E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE is "1" (yes).

- The addition of one (1) existing and eight (8) new data elements to the TX-StudentELOS sub-complex type for Submissions 3 and 4
  - o E0782 CAMPUS-ID-OF-ENROLLMENT,
  - o E1614 ELO-TYPE,
  - o E1622 ELO-PARTICIPATION-DAYS,
  - o E1615 ELO-RIGOROUS-COURSEWORK,
  - o E1616 ELO-MENTORING,
  - o E1617 ELO-TUTORING,
  - o E1618 ELO-PHYSICAL-ACTIVITY,
  - o E1619 ELO-ACADEMIC-SUPPORT, and
  - o E1620 ELO-EDUCATIONAL-ENRICHMENT.

- The addition of new code table C216 ELO-TYPE which will have four codes to support the collection of E1614 ELO-TYPE:
  - o Non-Voluntary Extended School Day (Submission 3 only)
  - o Non-Voluntary Extended School Year (Submission 3 only)
  - o Voluntary Expanded Learning – Before and After School (Submission 3 only)
  - o Voluntary Expanded Learning – Summer (Submission 4 only)

- Update current TSDS PEIMS reports to reflect the new data elements:
  - o PDM3-120-007 Student Indicator Report by Grade (Summer)
  - o PDM4-120-003 Student Indicator Report by Grade (Extended Year)

- The addition of new TSDS PEIMS reports to reflect the new data elements:
  - o PDM3-116-XXX Organization Expanded Learning Opportunities (Summer)
  - o PDM4-116-XXX Organization Expanded Learning Opportunities (Extended Year)
  - o PDM3-120-XXX Student Expanded Learning Opportunities Roster (Summer)
  - o PDM4-120-XXX Student Expanded Learning Opportunities Roster (Extended Year)

- Update the following validations to support new elements:
  - o 10020-000B
  - o 10020-000D
  - o 40110-000K
  - o 40110-000L

- The addition of multiple new validations to support new elements.

Paul Clore opened the floor for discussion.

John Wink asked for what year these changes were being proposed. Bryce Templeton informed him that it would be a 2019-2020 implementation. Terri Hanson stated that, if passed, this would be added to Appendix J as an early notice so that vendors can have time to add these changes to their systems. Andrew Kim asked if this is campus-based or school-based only or could there be a partnership. Christine McCormick stated that if the school district is allowing an outside program to lease the space and there is no district involvement then it would not count. If it were a partnership, where a district is overseeing the program whether contractual or not, it would qualify.

John Wink asked if UIL would qualify to which Christine McCormick confirmed that it would not qualify as it is not considered supplemental physical activity. Andrew Kim suggested that Christine McCormick define "partnership" when writing the Commissioner rules and TAA. Paul Clore seconded Andrew Kim's request for a definition stating that the definition needs to be standardized. Andrew Kim asked the TEA team if the goal of this legislation was to fill a need in the Accountability Ratings. Christine responded that, while she has heard rumor that this may be added to Accountability, the Expanded Learning Opportunities Council's goal is to identify gaps in student access. John Wink stated that knowing why a district is required to report data is important as it is a hard sell to a district when funding is not associated. Christine McCormick stated that she would include the "why" in her guidance.

Paul Clore asked for a motion with the request that "partnership" be defined in the Commissioner Rules and TAA.

PCPEI Action:

Motion:

Jeff Goldhorn made a motion to approve the ITF recommendation for the following data collection changes for the 2019-2020 school year with the caveat that a definition of "partnership" be included in the Commissioner Rules developed by TEA:

- The addition of new data element E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE to the SchoolExtension complex type which will allow a campus to indicate at a high-level whether a campus offers expanded learning opportunities. This indicator will be reported in Submissions 3 and 4.

- The addition of new sub-complex type TX-SchoolELOS to the SchoolExtension complex type in Submissions 3 and 4. This sub-complex type will only be reported on if the E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE is "1" (yes).

- The addition of eight (8) new data elements to the TX-SchoolELOS sub-complex type for Submissions 3 and 4
  - E1614 ELO-TYPE,
  - E1621 ELO-MINUTES-SCHEDULED-PER-DAY,
  - E1615 ELO-RIGOROUS-COURSEWORK,
  - E1616 ELO-MENTORING,
  - E1617 ELO-TUTORING,
  - E1618 ELO-PHYSICAL-ACTIVITY,
  - E1619 ELO-ACADEMIC-SUPPORT, and
  - E1620 ELO-EDUCATIONAL-ENRICHMENT.

- The addition of new code table C216 ELO-TYPE which will have four codes to support the collection of E1614 ELO-TYPE

- o 01 - Non-Voluntary Extended School Day (Submission 3 only)
- o 02 - Non-Voluntary Extended School Year (Submission 3 only)
- o 03 - Voluntary Expanded Learning – Before and After School (Submission 3 only)
- o 04 - Voluntary Expanded Learning – Summer (Submission 4 only)
- The addition of new data element E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE to the StudentProgramExtension complex type which will allow a school to indicate at a high-level whether a student is participating in expanded learning opportunities. This indicator will be reported in Submissions 3 and 4.
- The addition of new sub-complex type TX-StudentELOS to the StudentProgramExtension complex type in Submissions 3 and 4. This sub-complex type will only be reported only if the E1613 EXPANDED-LEARNING-OPPORTUNITY-INDICATOR-CODE is "1" (yes).
- The addition of one (1) existing and eight (8) new data elements to the TX-StudentELOS sub-complex type for Submissions 3 and 4
  - o E0782 CAMPUS-ID-OF-ENROLLMENT,
  - o E1614 ELO-TYPE,
  - o E1622 ELO-PARTICIPATION-DAYS,
  - o E1615 ELO-RIGOROUS-COURSEWORK,
  - o E1616 ELO-MENTORING,
  - o E1617 ELO-TUTORING,
  - o E1618 ELO-PHYSICAL-ACTIVITY,
  - o E1619 ELO-ACADEMIC-SUPPORT, and
  - o E1620 ELO-EDUCATIONAL-ENRICHMENT.
- The addition of new code table C216 ELO-TYPE which will have four codes to support the collection of E1614 ELO-TYPE:
  - o Non-Voluntary Extended School Day (Submission 3 only)
  - o Non-Voluntary Extended School Year (Submission 3 only)
  - o Voluntary Expanded Learning – Before and After School (Submission 3 only)
  - o Voluntary Expanded Learning – Summer (Submission 4 only)
- Update current TSDS PEIMS reports to reflect the new data elements:
  - o PDM3-120-007 Student Indicator Report by Grade (Summer)
  - o PDM4-120-003 Student Indicator Report by Grade (Extended Year)
- The addition of new TSDS PEIMS reports to reflect the new data elements:
  - o PDM3-116-XXX Organization Expanded Learning Opportunities (Summer)
  - o PDM4-116-XXX Organization Expanded Learning Opportunities (Extended Year)
  - o PDM3-120-XXX Student Expanded Learning Opportunities Roster (Summer)
  - o PDM4-120-XXX Student Expanded Learning Opportunities Roster (Extended Year)
- Update the following validations to support new elements:
  - o 10020-000B

- o 10020-000D
- o 40110-000K
- o 40110-000L

John Allen seconded the motion.

Vote: The motion passed unanimously.

3. SB 1843 Armed Services Vocational Aptitude Battery (ASVAB) Test   Action Item

SB 1843 requires, (with exceptions) school districts and open-enrollment charters to provide students in grades 10-12 an opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) test and consult with a military recruiter.

The legislation also requires the agency to create a public report of all districts and open-enrollment charters that elected not to provide the Armed Services Vocational Aptitude Battery test during the previous school year.

If an LEA elects to not offer the ASVAB test, the LEA may offer an alternative career exploration test that meets certain requirements as described in the legislation.

ITF Discussion:

Melissa Lemons presented SB 1843 Armed Services Vocational Aptitude Battery (ASVAB) test proposal. The Texas Education Agency (TEA) is proposing the following changes to the TSDS PEIMS data collection as described in TEDS.

- The addition of new data element E1625 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE to the LocalEducationAgencyExtension. This element would be mandatory in Submission 1.

- The addition of new code table C217 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE to indicate the participation of the LEA

  - 00 - The district or open-enrollment charter school does not offer the Armed Services Vocational Aptitude Battery (ASVAB) test or an alternative career exploration test.

  - 01 - The district or open-enrollment charter school offers the Armed Services Vocational Aptitude Battery (ASVAB) test.

  - 02 - The district or open-enrollment charter school offers an alternative career exploration test.

- Update the validation rule 10010-000B to no longer be collected in Submission 1 or for the ESC.

- Addition of new validation to support addition of data element for Submission 1. (Fatal)

  - For a Local Education Agency, the following must be provided: DISTRICT-ID, DISTRICT-NAME, ORGANIZATION-CATEGORY, and ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE.

Melissa Lemons polled the committee on whether it was necessary for a report to be created to indicate the LEAs response regarding E1625 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE. If a report was not created the LEA could navigate to Access Data / Data Element Summary to verify what was reported. Nancy Dunnam requested that a report be created to show the selection made by the LEA regarding E1625 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE. Dara Fuller agreed with Nancy, that a report should be created. Therefore, TEA and the committee agreed that a report would be created to address the addition of the new element.

Peggy Sullivan asked if an LEA could offer both the ASVAB and the alternative career exploration test. Stacy Avery stated that the LEA would only offer one or the other – not both.

ITF Action:

The ITF committee made a recommendation to approve the proposal as discussed:

- The addition of new data element E1625 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE to the LocalEducationAgencyExtension. This element would be mandatory in Submission 1.

- The addition of new code table C217 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE to indicate the participation of the LEA
    - 00 - The district or open-enrollment charter school does not offer the Armed Services Vocational Aptitude Battery (ASVAB) test or an alternative career exploration test.
    - 01 - The district or open-enrollment charter school offers the Armed Services Vocational Aptitude Battery (ASVAB) test.
    - 02 - The district or open-enrollment charter school offers an alternative career exploration test.

- Update the validation rule 10010-000B to no longer be collected in Submission 1 or for the ESC.

- Addition of new validation rule to support addition of data element for Submission 1. (Fatal)
    - For a Local Education Agency, the following must be provided: DISTRICT-ID, DISTRICT-NAME, ORGANIZATION-CATEGORY, and ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE.

- Add TSDS PEIMS Armed Services Vocational Aptitude Battery (ASVAB) Test report to support addition of E1625 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE as requested by the ITF committee.

PCPEI Discussion:

David McKamie presented the SB 1843 Armed Services Vocational Aptitude Battery (ASVAB) Test proposal to PCPEI along with the ITF recommendation to add E1625 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE to the LocalEducationAgencyExtension complex type, as well as add code table C217 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE to support the new data element for the 2018-2019 school year.

Stacy Avery retracted a statement found in the ITF Meeting Minutes and ITF Report to PCPEI regarding which code to report if a district is offering both the ASVAB and the alternative test. Stacy Avery advised that if the district is offering both tests, that the ASVAB (code 01) would be reported. Bryce Templeton confirmed that a new code would not be necessary for the C217 code table.

Paul Clore opened the floor for discussion.

With no discussion, Paul Clore asked for a motion.

PCPEI Action:

Motion:

Sharon Wermuth made a motion to approve the ITF recommendation for the following changes related to the SB 1843 Armed Services Vocational Aptitude Battery (ASVAB) test for the 2018-2019 school year:

- The addition of new data element E1625 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE to the LocalEducationAgencyExtension. This element would be mandatory in Submission 1.

- The addition of new code table C217 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE to indicate the participation of the LEA

    o 00 - The district or open-enrollment charter school does not offer the Armed Services Vocational Aptitude Battery (ASVAB) test or an alternative career exploration test.

    o 01 - The district or open-enrollment charter school offers the Armed Services Vocational Aptitude Battery (ASVAB) test.

    o 02 - The district or open-enrollment charter school offers an alternative career exploration test.

- Update the validation rule 10010-000B to no longer be collected in Submission 1 or for the ESC.

- Addition of new validation rule to support addition of data element for Submission 1. (Fatal)

    o For a Local Education Agency, the following must be provided: DISTRICT-ID, DISTRICT-NAME, ORGANIZATION-CATEGORY, and ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE.

- Add TSDS PEIMS Armed Services Vocational Aptitude Battery (ASVAB) Test report to support addition of E1625 ARMED-SERVICES-VOC-APT-BATTERY-INDICATOR-CODE as requested by the ITF committee.

Andrew Kim seconded the motion.

Vote:

The motion passed unanimously.

4. TREx Dual Language Immersion Indicator Code   Discussion Item

SB 671 (85th) allows for a student to receive one high school language credit if the student successfully completes a dual language immersion program under TEC 28.0051 while in elementary school.

SB 671 - Section 28.025, Education Code, is amended by adding Subsection (b-21) to read as follows:

(b-21) In adopting rules under Subsection (b-1), the State Board of Education shall adopt criteria to allow a student to comply with the curriculum requirement for one credit under Subsection (b-1) (5) by successfully completing a dual language immersion program under Section 28.0051 at an elementary school.

From the legislation, TEC 28.025(b-1) (5) specifies the Language Other Than English (LOTE) requirements for a student to complete the Foundation High School Program. Additionally, TEC 28.0051 outlines the statutory requirements for a dual language immersion program.

28.0051. DUAL LANGUAGE IMMERSION PROGRAM.
(a) A dual language immersion program should be designed to produce students with a demonstrated mastery, in both English and one other language, of the required curriculum under Section 28.002(a).
(b) The commissioner by rule shall adopt:
    (1) minimum requirements for a dual language immersion program implemented by a school district;
    (2) standards for evaluating:
        (A) the success of a dual language immersion program; and
        (B) the performance of schools that implement a dual language immersion program; and
    (3) standards for recognizing:
        (A) schools that offer an exceptional dual language immersion program; and
        (B) students who successfully complete a dual language immersion program.
(c) A school district may implement a dual language immersion program in a manner and at elementary grade levels consistent with rules adopted by the commissioner under this section.

ITF Discussion:

Bryce Templeton presented the TREx Dual Language Immersion Indicator code as a discussion item and explained that the following data element is being proposed for the TREx system by the TEA Curriculum Division.

- TC125 DUAL-LANGUAGE-IMMERSION-INDICATOR-CODE

    ○ The DUAL-LANGUAGE-IMMERSION-INDICATOR-CODE indicates that a student successfully completed a dual-language immersion program at the elementary level and therefore is eligible for 1 Language Other Than English (LOTE) credit.

Bryce Templeton stated that he and Glenn Shelton had presented and discussed the requirements of Senate Bill 671 with a large SIS vendor and a large school district prior to the ITF meeting to get a perspective on what a school would need to know in order to implement the statute.

Bryce Templeton presented the following information and questions to the Information Task Force to gather input to assist the TEA with the implementation of SB 671 so that LEAs will be able to fully comply with the requirements to award a high school credit on a high school transcript for the completion of a LOTE program in elementary school.

LOTE high school credit for elementary school Students

SIS Vendor X does not currently have a method to track the elementary school students that are participating in a LOTE program but could get something in place by 2019-2020. This should be a two-part implementation. These two component parts will allow a SIS vendor to know what impact the statute will have on the various components within the SIS application.

Part 1
- Add new local SIS data elements to track the students that are participating in a LOTE program and that indicate when a student completes a LOTE program.
- Update the TREx data standards with both elements so that a receiving school will have the knowledge of the LOTE program status for an elementary school student.

Part 2

- Implement changes to Academic Achievement Record (AAR) minimum standards to allow for the storage and transmittal of the LOTE program information
- TEA creates AAR and transcript guidance regarding the earning, tracking, and awarding of high school credit for elementary school students completing a LOTE program.
- TEA creates graduation plan and course scheduling guidance for students pursuing/completing an elementary school LOTE program.

School District Y does not currently have a SIS method to track the elementary school students that are participating in a LOTE program or that have completed the LOTE program. With students moving between campuses in the school district and between school districts/charters, the ability to track students in the program and the student progress is a must for this large school district. District Y's current SIS vendor plans to discontinue its service for 2018-2019 except for one school. The cost for the vendor to modify the software for one school in its final year of operation is a significant issue.

QUESTIONS and COMMENTS from the SIS Vendor and School District:

- Are there any grade level constraints to the program?
- Can all elementary school students that participate in the LOTE program earn the high school credit? Special Education students?
- Is the awarding of credit retroactive? For example, a student that is in 7th grade for the 2017-2018 school year completed a LOTE program in the 5th grade. Can the credit be awarded today?
- What school year does the program start tracking the students in the LOTE program?
- What date is used to indicate when the credit was received?
- Do schools need a course record for the LOTE program or are these just indicators on a student record?
- What does it mean to successfully complete a LOTE program as an elementary school student?
- TEA needs to think through how these scenarios will be handled when student reaches high school.
- The AAR needs to be updated with the guidance necessary for a school to administer this LOTE- High School Credit program.

Additional Discussion Topics:

- It appears that more than just an 01 (Yes/No) indicator would be needed. An additional indicator would also be needed to identify which language the student took in elementary school as the dual language immersion requirements indicate a student may not receive credit for more than one language, e.g. 1 credit for Spanish or 1 credit for German. The grade level and date that the LOTE program was completed for the credit received would also be pertinent.

- If the high school credit was received by taking specific elementary level courses, then the existing set of coursework TREx data elements could possibly be used to convey this information. The AAR Special Explanation Code 8 could be used to indicate a course other than a LOTE course taken to satisfy the LOTE requirement of the Foundation High School Program (19 TAC §74.12(b)(5)(B) or (D)).

  If the credit was awarded because of other methods, the information would need to be collected in some fashion.

While the addition of the proposed data element to the TREx system and the student information systems (SIS) is relatively simple, the mechanics of creating the high school transcript with a LOTE high school credit for an elementary school student who completes a dual-language immersion program may have some policy and/or procedural issues that need to be identified or clarified to complete this action at the local level.

Bryce Templeton asked Information Task Force (ITF) for input regarding the awarding of high school credit for an elementary school student who was not actually enrolled in a high school LOTE course in terms of how this process would be managed locally.

Nancy Dunnam opened the floor to questions and comments.

Peggy Sullivan stated that for a student that moves between districts, the receiving district would want to know where the student is in the dual language immersion program. She then suggested that there be levels assigned to demonstrate progress in the program.

Dennis Telas asked if each district would be required to offer the LOTE program for high school credit.

Nancy Dunnam asked if there would be a state test to obtain mastery of the language.

Peggy Sullivan stated that the high school credit should only be given if the student completes the LOTE program. Adrian Garcia asked for clarification regarding completion or participation.

Bryce Templeton stated to the committee that the proposed data element listed on page 3 of the TREx Dual Language Immersion Indicator Code proposal document was what the Curriculum Division submitted and may not end up being the needed solution for the legislation.

Dennis Telas made a comparison between the proposal and Round Rock ISD credit by exam testing for students to earn the high school language credit. Bryce Templeton stated that the statute is for students participating in LOTE courses in elementary school without testing.

Adrian Garcia stated that PSJA ISD currently has dual-language campuses that would likely take advantage of this program.

Brenda Padalecki stated that Northeast ISD offers LOTE courses for Kinder thru 5th grade students.

Peggy Sullivan asked if the statute was already in effect and if so, what if the student completed the program this year, would it apply to that student? Bryce Templeton stated that the applicability of the statute for the 2017-2018 school year is unknown. Terri Hanson stated that we will need to know if the statute is retroactive or only applicable going forward.

Dennis Telas suggested that the C022 Service-IDs code table would likely have to be updated with new service-ids for LEAs to use in coding these students.

Terri Hanson asked the committee to consider two questions.
(1) What is the definition of LOTE?
(2) What is the definition of "completed"?

Bryce Templeton stated that TEA needs to know what it would take to implement SB 671 in the TREx system. Bryce asked the committee to consider two scenarios and identify the information a school would need to know about a student who is participating in or has completed the LOTE program to award the high school language credit on a high school transcript.

Scenario 1: A student is at the same LEA or campus for the duration of the LOTE program.

The ITF members responded with the following questions:

1. What C022 equivalent Service-IDs would be used on the high school transcript for the LOTE programs?
2. How is the LOTE program success measured?
3. What grade should be awarded for the high school transcript entry?
4. Should there be a credit-by-exam (CBE) code?
5. What should be reported on the course completion data?
6. Will there be a course code for every language a student studies?
7. Does it matter if the student takes a different language each year or should it be the same language each year?

Scenario 2: A student is participating in a LOTE program but changes districts before completing the program.

1. How will the receiving school know the progress of the student in a LOTE program? The TREx system does not currently transmit courses for elementary (non-high school students) students.
2. What C022 service id will be used for the student's LOTE program?
3. What if the district does not offer the LOTE language the student was studying at the previous district?
4. How will the new district measure what the student knows and how will the district know what was being taught at the previous district?
5. Is every school required to offer the LOTE program and can the student switch languages?

Bryce asked the vendors on the committee for their input on the implementation of SB 671. Jennifer Carver (ESC 20) stated that the LOTE completion data itself is not going to be an issue, but they will need answers to the questions asked to understand how to manage the program (participation and completion). Michelle Jordan, Skyward, stated that they would need the same information as ESC 20.

Bryce Templeton stated that the ITF committee members should email him with any additional comments concerning statute allowing for high school credit for the completion of a LOTE program in elementary school.

ITF Action:

No action taken.

PCPEI Discussion:

David McKamie presented the TREx Dual Language Immersion Indicator Code discussion item to PCPEI. David McKamie then asked Bryce Templeton to elaborate on the survey process he and Glenn Shelton did regarding the Language Other Than English (LOTE) program. Bryce explained that he and Glenn Shelton discussed the requirements laid out in SB 671 with a large SIS vendor and large school district prior to the ITF meeting. The goal of this discussion was to gather input to assist TEA with the implementation of the bill so that LEAs will be able to fully comply with the requirements to award a high school credit on a high school transcript for the completion of a Dual Language Immersion program in elementary school. The SIS and district had several questions that would need to be addressed if this indicator were to be added to the TREx system. The summary of those questions are as follows:

- What language is the student studying?

- When did the student start the Dual Language Immersion program?

- When did the student complete the Dual Language Immersion program?

- If a student has not completed the Dual Language Immersion program, what portions have/have not been completed? This information is critical for students that move to another LEA during the program.

- Will the Academic Achievement Record (AAR) be updated with new guidance and/or special explanation codes?

- Is the program retroactive for classes completed in prior school years?

Jessica Snyder corrected the verbiage stating that the program is not a LOTE program but a Dual Language Immersion program.

Andrew Kim asked if this would be handled by another task force or was this item here for them to provide policy guidance on. Bryce Templeton explained that PCPEI would be instrumental in building a better mousetrap. Andrew Kim stated that students who are currently in a Dual Language Immersion program are already identified as bilingual. Jessica Snyder stated that this does not necessarily pertain to students who were identified as Bilingual during the Home Language Survey process but for those students who are in a five-year program in dual language.

Jessica Snyder requested that she be allowed to give some background regarding the Dual Language Immersion proposal. Jessica began by stating that Senate Bill 671 requires the State Board of Education (SBOE) to adopt criteria for the Dual Language Immersion program. Jessica stated that in April of this year, the SBOE identified and adopted the following criteria:

1. The student must successfully complete five consecutive years of a language. She acknowledged that this would require multiple indicators to show the progression.

2. The student must meet or master the grade level TEKS for STAAR.

3. The student must pass the proficiency test for the language.

John Wink stated that the mobility of a student who moves from one district that does not offer the program to one that does, leaves the student at a disadvantage. Jessica Snyder stated that the student could take the Credit by Exam (CBE) or another district provided assessment that meets the TEKS.

Jessica Snyder stated that a student who meets the above stated criteria for the 2018-2019 school year can receive one (1) LOTE credit. Matt Yeager asked how the district would accomplish this process. Jessica Snyder stated that if the district records the information locally and can verify that the student met the criteria then there is nothing preventing the district from awarding the credit.

Jessica added that the Dual Language Immersion program LOTE credit based on SB 671 is not retroactive. Terri Hanson confirmed again that a student who is currently in their fifth consecutive year (2017-2018) is not eligible for this LOTE credit but those that are currently in their fourth year and will be in their fifth year in 2018-2019 are eligible for this LOTE credit, if all criteria are met. Jessica Snyder confirmed her understanding. Jessica Snyder explained that the addition of an indicator(s) will assist districts with identifying these students.

Bryce Templeton explained that TREx transmits information from one LEA to another and therefore, TEA is not privy to the information transmitted. Terri Hanson stated that there is a concern that for the AAR, to show that credit was awarded for the Dual Language Immersion program, a code or indicator may be necessary. Matt Yeager added that a district would not know that another district is providing a Dual Language Immersion program unless they were in direct contact with them and therefore an indicator seems necessary. Jessica Snyder stated that she is hoping the addition of an indicator(s) will accomplish this. Jessica Snyder reiterated that the discussion here and at ITF were fruitful ventures and that her takeaways are to indicate the school year and language. Terri Hanson added that the language needs to be included along with a definition of "consecutive."

With no more discussion, Paul Clore moved on to the next item on the agenda.

5. High Quality Prekindergarten Program Evaluation (ECDS)   **Action Item**

The General Appropriations Act, Article III, Rider 78, was passed by the 85th Texas Legislature, 2017, and signed by Governor Abbott on June 12, 2017. Rider 78 states that the Commissioner will ensure that state-funded prekindergarten programs implement high-quality prekindergarten consistent with the High-Quality Prekindergarten program requirements in Texas Education Code (TEC) §29.167 – 29.171 and consistent with the provisions of TEC Chapters 41 and 42. These requirements include use of a curriculum aligned with the Texas Prekindergarten Guidelines, increased prekindergarten teacher training and/or qualifications, implementation of student progress monitoring, **program evaluation** and development of a family engagement plan.

ITF Discussion:

Ed Linden presented the High Quality Prekindergarten Program Evaluation proposal to the committee.

To implement the collection of program evaluation information mandated in Rider 78, which is part of the High-Quality Prekindergarten program requirements, the following data element will need to be collected in the campus / course section of the TSDS PEIMS Summer collection for the 2018-2019 school year.

1. Add EXXXX PROGRAM-EVALUATION-TYPE to the InterchangeMasterScheduleExtension within the SectionExtension complex type for Submission 3.

    To ensure the validity of the data submitted for the new EXXXX PROGRAM-EVALUATION-TYPE element, TEA is proposing the creation of a new code table with the values identified below.

2. Add CXXX Program Evaluation Code Table:

    a. 00 None

    b. 01 TEA Self-Assessment Tool

    c. 99 Other

3.   Add new Master Schedule Context rule to support the new element.

    - #####-000#

        o   If the PreK Course Section has a HOME-ROOM-INDICATOR and HIGH-QUALITY-PK-PROGRAM-INDICATOR that are equal to 1, then the following fields must not be blank: PK-CURRICULA, STUDENT-INSTRUCTION, PK-SCHOOL-TYPE, and PROGRAM-EVALUATION-TYPE.

4. Update the ECD0-000-006 TSDS Early Childhood Pre-Kindergarten Data Submission Report

    - Add Program Evaluation column

Nancy Dunnam opened the floor for questions concerning this proposal. Terri Hanson introduced Howard Morrison and Jacquie Porter from the Early Childhood Education program area to the committee. Dara Fuller had a question concerning the ECD0-000-006 TSDS Early Childhood Pre-Kindergarten Data Submission report as the only report that would show this newly collected data. Ed Linden stated that yes this was the only report where this data will be presented. Keitha Ivy had a question concerning the use of different Program types and why not collect this data a higher level. Jacquie Porter from the program area stated that TEA is working to have all LEA's use the same program type and that TEA is looking for an overall program evaluation. Peggy Sullivan had a question about reporting at the campus level and would there be different curriculum.

Bryce Templeton stated if this was collected at the campus level, it would hinder the campuses from reporting more than one program type. Howard Morrison stated that the program area is looking for four (4) years of High Quality program area data and three (3) years of non-High-Quality data and the flexibility to report this information by section.

ITF Action:

The ITF committee made a recommendation to approve the addition of the following changes for TSDS ECDS:

1. Add EXXXX PROGRAM-EVALUATION-TYPE to the InterchangeMasterScheduleExtension within the SectionExtension complex type for Submission 3.

2. Add CXXX Program Evaluation Code Table:

   a. 00 None

   b. 01 TEA Self-Assessment Tool

   c. 99 Other

3. Add a new Master Schedule Context rule to support the new element.

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     o If the PreK Course Section has a HOME-ROOM-INDICATOR and HIGH-QUALITY-PK-PROGRAM-INDICATOR that are equal to 1, then the following fields must not be blank: PK-CURRICULA, STUDENT-INSTRUCTION, PK-SCHOOL-TYPE, and PROGRAM-EVALUATION-TYPE.

4. Update the ECD0-000-006 TSDS Early Childhood Pre-Kindergarten Data Submission Report to include a Program Evaluation column.

PCPEI Discussion:

David McKamie presented the High-Quality Prekindergarten Program Evaluation (ECDS) proposal to PCPEI along with the ITF recommendation to add EXXXX PROGRAM-EVALUATION-TYPE to the SectionExtension complex type and the CXXX PROGRAM-EVALUATION-CODE code table for the 2018-2019 school year.

Paul Clore opened the floor for discussion.

With no discussion, Paul Clore asked for a motion.

PCPEI Action:

Motion:

Andrew Kim made a motion to approve the ITF recommendation for the following changes related to the High Quality Prekindergarten Program Evaluation for the 2018-2019 school year:

1. Add EXXXX PROGRAM-EVALUATION-TYPE to the InterchangeMasterScheduleExtension within the SectionExtension complex type for Submission 3.

2. Add CXXX Program Evaluation Code Table:

   a. 00 None

   b. 01 TEA Self-Assessment Tool

c. 99 Other

3. Add a new Master Schedule Context rule to support the new element.

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  - If the PreK Course Section has a HOME-ROOM-INDICATOR and HIGH-QUALITY-PK-PROGRAM-INDICATOR that are equal to 1, then the following fields must not be blank: PK-CURRICULA, STUDENT-INSTRUCTION, PK-SCHOOL-TYPE, and PROGRAM-EVALUATION-TYPE.

4. Update the ECD0-000-006 TSDS Early Childhood Pre-Kindergarten Data Submission Report to include a Program Evaluation column.

Lisa Garcia seconded the motion.
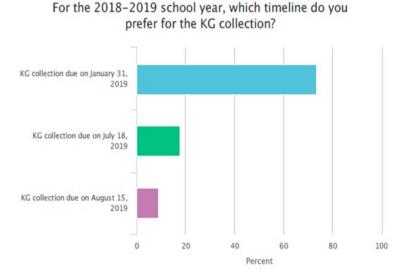
Vote: The motion passed unanimously.

6. Early Childhood Data System (ECDS) Section 10 Kindergarten Submission Timeline Action Item

Prior to the 2016-2017 ECDS submission, LEAs were required to submit kindergarten data in the December timeframe, and prekindergarten data by the end of the year solely through a TSDS submission. With the implementation of HB4 legislation in 2016-2017, TEA leveraged the demographic, classroom data, and special programs information required for the ECDS from the existing TSDS PEIMS Summer submission to lessen the burden on the LEAs and avoid the double-reporting of collected data.

A significant number of LEAs reported challenges in completing their ECDS submissions in the 2016-2017 school year. The feedback was generally centered around the challenge of completing three data submissions to TEA at the same time during the end of the school year. An LEA may have been required to submit their TSDS PEIMS Summer resubmission, ECDS kindergarten BOY submission and their prekindergarten BOY/EOY submission.

Additionally, TEA was facing their own challenge with serving their Early Learning Division's needs in providing kindergarten BOY assessment data in a timely fashion. The data from the kindergarten assessments administered by LEAs in December is generally not available for TEA's use until the end of the school year due to the current submission timeline.

Based upon feedback received from ESCs, TEA administered a poll question to the members of the FCN, including ESC PEIMS coordinators and certified TSDS vendors. TEA provided three poll questions during the August 22, 2017 webinar. These poll questions sought feedback on each of the ECDS submission timelines: kindergarten BOY and prekindergarten BOY and EOY. The purpose was to seek ways to reduce the burden on LEAs in submitting their ECDS data to TEA.

For the 2018–2019 school year, which timeline do you prefer for the KG collection?

ITF Discussion:

Ed Linden presented the results of the polling questions to the committee concerning the ECDS Kindergarten submission timeline.

Nancy Dunnam opened the floor for questions. Dara Fuller asked if the software vendors would be ready with their Summer extractors to meet this timeline. Terri Hanson asked the vendor software members of the committee to please answer. Jennifer Carver stated the requirement for this new timeline has been established and they will work to meet this timeline.

David McKamie stated that some small schools have heavy work schedules during the month of January and asked if this timeline could be adjusted to be in February.

There was some general discussion between Dara Fuller and David McKamie about whether a LEA could have the data ready and loaded before the end of December. Ed Linden stated that during the ECDS Assessment Vendor webinar hosted on October 3, 2017, that the LEAs could load their Assessment.xml files into the ODS before the ECDS application opens to test file structure and code tables. LEAs can load as soon as the data is available. Howard Morrison stated that beginning of year (BOY) testing occurs in October, so a LEA could report the data as late as January and still make the submission deadline.

Terri Hanson stated the last deadline to submit data has been established as January 31st.

Dara Fuller stated she prefers this new timeline for the ECDS data submission. Nancy Dunnam asked if any communication occurred with the software vendors about this new timeline. Scott Johnson stated that a webinar had been held with the software vendors on October 3, 2017, but another webinar is scheduled for the May 1, 2018.

Nancy Dunnam asked if any sanctions would be levied against the software vendors if they were not ready in time to meet this new timeline. Teri Hanson stated there are no sanctions. Howard Morrison stated his group is reaching out to help any software vendor who encounters problems.

Nancy Dunnam stated that the vendors wait until the last minute to produce their XML files and it is a struggle to test these XML files.

Terri Hanson stated the vendors can contact TEA for assistance by using the TSDS Customer Support email address. She also stated the TEA does not certify vendors that their XML files created correctly, but TEA does assist in solving technical issues.

Nancy Dunnam asked if these vendors will remain on the Certified List. Terri Hanson responded that the vendors on the Commissioner's Approved List of Assessments will remain until 2021. Jacquie

Porter, Early Childhood Education, stated that her division would consider including a statement on their webpage affirming that the vendor's XML file must be viable and ready for processing as it pertains to the Commissioner's Approved List of Assessments. Scott Johnson will go over the vetting process for the Commissioner's Approved List of Assessments during the May webinar. Dara Fuller stated there are some software vendors that are not ready in time. Those vendors are CLI and I-Station and they release their data only a month before it is due to TEA. Scott Johnson stated this would be addressed in the May webinar.

Nancy Dunnam asked to add a date into the timeline where software vendor's files must pass validation. Scott Johnson stated the vendors are welcome to team up with an LEA to use the TEA Training environment for testing.

Dara Fuller commented that the software vendors are not ready in a timely manner. Nancy Dunnam followed up Dara's comment that the software vendors need to be informed when they need to be ready.

ITF Action:

The ITF committee made a recommendation to approve the established timeline for the ECDS Kindergarten Submission, which is January 18, 2019 for the 2018-2019 school year. ***Note that the date documented is incorrect, the proposal is for January 31, 2019 and this date is what was approved by the ITF committee.***

PCPEI Discussion:

David McKamie presented the Early Childhood Data System (ECDS) Section 10 Kindergarten Submission Timeline proposal to PCPEI along with the ITF recommendation to approve the established timeline for the ECDS Kindergarten Submission, which is January 31, 2019 for the 2018-2019 school year.

Paul Clore opened the floor for discussion.

With no discussion, Paul Clore asked for a motion.

PCPEI Action:

Motion:

John Allen made a motion to approve the ITF recommendation to change the due date for the ECDS Kindergarten Submission to be January 31, 2019 for the 2018-2019 school year.

Bernadette Cardenas seconded the motion.

Vote: The motion passed unanimously.

Information Task Force Membership Changes   **Action Item**

Paul Clore directed the PCPEI members to the ITF membership changes and asked for a motion to approve the changes.

TEA staff stated that the ITF member for Round Rock ISD (Dennis Telas) had accepted employment outside the school district and that D'Lynne Johnson was the Round Rock ISD staff member replacement for Dennis Telas.

TEA staff stated that the ITF member for Lewisville ISD (Debbie Largent) had nominated Sandra Kratz (Lewisville ISD) as her alternate for the ITF committee.

Sharon Wermuth made a motion to approve the addition of D'Lynne Johnson of Round Rock ISD to the ITF committee and the addition of Sandra Kratz of Lewisville ISD as alternate for Debbie Largent to the ITF committee.

Jason Marshall seconded the motion.

The motion passed unanimously.

Open Forum

Andrew Kim asked for guidance on how to add an item to the agenda. Bryce Templeton responded that he can email Melody Parrish, Terri Hanson, or himself and they would work with him to get the agenda item added.

Next PCPEI meeting

Paul Clore asked if Bryce Templeton had an update on when the next PCPEI meeting would be held. Bryce Templeton stated that a meeting was scheduled for August 21, 2018 with the ITF committee to discuss RF Tracker. He then stated that the next PCPEI meeting will likely be in late October or early November, but that he and Terri Hanson were currently working on the meeting dates and would have those to the committee as soon as possible.

Adjournment

Paul Clore adjourned the meeting at 12:00 p.m. on May 1, 2018.