


<p>Members: Nancy Dunnam, Chair David McKamie, Vice Chair Diane Borreson Cathleen Freeman Dara Fuller Adrian Garcia Keitha Ivey Rochelle Kingsley Debbie Largent Kim O'Leary Brenda Padalecki Linda Roska Nancy Smith Judi Sparks Janet Spurgin Peggy Sullivan Dennis Telas</p>	<h1 style="margin: 0;">Texas Education Agency</h1> <h2 style="margin: 0;">Information Task Force (ITF)</h2> <h3 style="margin: 0;">Meeting Minutes</h3> <h3 style="margin: 0;">October 13, 2015</h3>		 10:00 AM to 2:00 PM William B Travis Bldg 1701 N. Congress Ave. Austin, Texas 78701 Meeting Room 3-102
<p>Members attending:</p> <p>Alternates Attending:</p> <p>Members attending via GoToMeeting:</p> <p>Others Attending:</p> <p>Others Attending via GoToMeeting:</p>	<p><i>Nancy Dunnam, Dara Fuller, Adrian Garcia, Keitha Ivey, Brenda Padalecki, Linda Roska, Judi Sparks, Peggy Sullivan, and Dennis Telas</i></p> <p><i>Pablo Martinez, Sr. for Cathleen Freeman, Andrea Winkler for Janet Spurgin</i></p> <p><i>David McKamie, Diane Borreson, Debbie Largent, Nancy Smith,</i></p> <p><i>Terri Hanson (TEA ITS SEDS), Leanne Simons (TEA ITS SEDS), Bryce Templeton (TEA ITS SEDS), Fernando Garcia (TEA ITS SEDS), John Reese (TEA ITS SEDS), Nina Taylor (TEA), Amanda Brownson (TEA), Yolanda Walker (TEA), Chanda Williams (TEA)</i></p> <p><i>Jeanine Helms (TEA ITS SEDS)</i></p>		
<p>Call the Meeting to Order:</p> <p>Nancy Dunnam called the ITF meeting to order at 10:00 AM.</p>	<p>Nancy Dunnam, ITF Chair</p>		
<p>Approval of the September 22, 2015 ITF Meeting Minutes</p> <p>Nancy Dunnam introduced the ITF meeting minutes from the September 22, 2015 ITF meeting and asked for any corrections or comments. Hearing none, Nancy called for a motion to accept the meeting minutes as presented.</p> <p>Adrian Garcia made a motion to accept the September 22, 2015 ITF meeting minutes as presented. Dara Fuller seconded the motion and the motion passed unanimously.</p>	<p>Action Item</p>		
<p>Student Discipline Incident Reporting Revision</p> <p>Bryce Templeton presented this item to the ITF committee and stated that as the Texas Education Agency (TEA) has been developing and implementing the PEIMS data reporting requirements for the Texas Student Data System (TSDS). Some of the ways that schools will report certain PEIMS data elements have changed due to the differences between the Legacy PEIMS system and TSDS PEIMS system data structure designs.</p> <p>The Primary Disability Code, Multiply Disabled Code, and Limited English Proficient Code were added to the Summer collection in about 2003-2004. As a result of the TSDS data collection structure design changes, TEA attempted to move these indicators to the Student Extension and Student Special Education Program complex types to minimize the repetitive reporting that was required with the Summer collection.</p> <p>As a result of the changes related to reporting the Primary Disability Code, Multiply Disabled Code, and Limited English Proficient Code in the Summer collection, the TEA PEIMS staff reviewed the data collection requirements for the Primary Disability Code, Multiply Disabled Code, and LEP Indicator Code in the Summer collection with the TEA Special Education Program staff to reconfirm the authority and requirements for collecting</p>	<p>Action Item</p>		

this data. As a result of the review process, it has been confirmed that the three data elements listed above are related to a federal data reporting requirement for special education students reported with a disciplinary removal during the course of a school year. These special education students must be further categorized in the reporting by Primary Disability and Multiply Disabled, and by the Limited English Proficiency status.

As a result of the confirmation of the purpose for the special education and LEP attributes collected in the Summer collection, the TEA is recommending that the Primary Disability Code, Multiply Disabled Code, and LEP Indicator Code data elements be added to the Student Discipline Incident Association Complex so that the current status of each of these elements can be reported and known for each particular disciplinary incident involving a special education student. This change will also bring the PEIMS reporting of this information closer to the limitations of the statutory requirement to only collect data that is necessary for the Agency to perform its legally authorized functions. This means that for the Summer collection, the TEA would no longer collect these three data elements for students who were not special education students and who were not reported with a disciplinary removal in the Student Disciplinary Interchange.

Bryce Templeton also described how the Primary Disability Code, Multiply Disabled Code, and Limited English Proficiency Codes were currently being collected in Submission 4. This data reporting came about because these three elements were part of the Legacy PEIMS Option Flexible School Day Basic Attendance data record (500) and were added to Submission 4 by virtue of the 500 Optional Flexible School Day record being added to Submission 4. There is no statutory authority to collect this data in Submission 4.

ITF Discussion

Linda Roska stated that the TEA accountability system would be impaired if the LEP Indicator Code were removed from the PEIMS Summer collection. Linda confirmed that this information is part of the statutory requirements for the data included in the accountability ratings issued by the Texas Education Agency. Based on this requirement, Bryce Templeton stated that the LEP Indicator Code would remain active in the Student Extension and would be reported for all students in the Summer collection. Bryce clarified that the federal reporting requirement for special education students with disciplinary removals would require that the LEP Indicator Code be collected in the Student Discipline Incident Association Complex also. Bryce asked Linda Roska to verify that the LEP Indicator Code was not needed for the accountability ratings based on the student data reported in Submission 4. Linda Roska confirmed that the LEP Indicator Code was only needed from Submission 3 for the accountability ratings.

Keitha Ivey asked about the validations that would apply for data quality and stated that a student could be non-LEP in the discipline reporting at the beginning of a school year and then end up being reported as LEP at the end of a school year because of LEP identification occurring later in a school year. Bryce Templeton stated that this was possible. Bryce also reinforced that because LEP students should not be exited from the Bilingual ESL program before the end of a school year, that the TEA can use a data warning if the LEP Indicator Code on the Student Extension complex is LEP in Submission 3 and the LEP Indicator Code on a student disciplinary data record for the same student is not LEP. Another data warning could be used if the LEP Indicator Code on the discipline data record was LEP and the LEP Indicator Code on the Student Extension complex is not LEP.

Dennis Telas asked if a school could exit a student from LEP status with a parent/guardian letter. In this situation, the student's LEP code rolled over from the previous school year and the school has been attempting to get the parent to approve the student's exit from LEP status. Bryce clarified that if the student was not scheduled to receive services in the current school year, that the attempt to exit the student from the first day of school in the new school year was okay. The school is attempting to move the student from LEP status to First Year Monitored status.

Peggy Sullivan stated that schools using separate student discipline management systems will have to import these three data elements into the separate systems in order to be able to accurately report this data. Peggy further stated that this will likely require

<p>nightly data feeds to include these elements in the event of a disciplinary removal. This change will likely have an effect on other systems. TEA staff agreed with these facts and stated that this is why we are publishing this information by December 1, 2015 so that the PEIMS software vendors can be ready to allow this level of data entry and then provide for the data extract in Submission 3 at the end of the 2016-2017 school year.</p> <p><u>ITF Action</u></p> <p>Dennis Telas made a motion for the 2016-2017 school year PEIMS collections:</p> <ul style="list-style-type: none"> • Approve adding the existing PEIMS data elements Primary Disability Code, Multiply Disabled Code, and LEP Indicator Code to the Student Discipline Incident Association Complex; • Leave the LEP Indicator Code on the Student Extension Complex for Submission 3; • Remove the Primary Disability and Multiply Disabled data elements from the Student Special Education Program complex for Submissions 3 and 4 only; • Remove the LEP Indicator Code from the Student Extension Complex for Submission 4 only; • Add validations to check the accuracy of the LEP Indicator Code between the Student Extension Complex and the LEP Indicator Code on the Student Discipline Incident Association Complex in Submission 3. <p>Peggy Sullivan seconded the motion and the motion passed unanimously.</p>	
<p>Student Restraint Event Reporting Revision</p> <p>Fernando Garcia presented this item and stated that the Primary Disability Code and Instructional Setting Code have been collected on the Legacy PEIMS 435 Student Restraint record since the inception of the data collection. In 2012-2013, the student restraint reporting was revised to include restraints performed by school district police officers and school resource officers (SRO).</p> <p>The Texas Student Data System Texas Education Data Standards did not include the Primary Disability Code on the Student Restraint Event Complex Type as it was initially developed. The thinking behind this design was that the TEA could collect the Primary Disability Code at the end of the school year and that the last value for Primary Disability would apply to the student restraint event data and satisfy the data reporting requirement. The reality is that the student restraint data is transactional data related to a particular date. The TEA end data users need to know the Primary Disability Code at the time of a particular restraint event. Otherwise, it is possible that the Primary Disability Code at the time of a restraint event and at the end of a school year, are not the same.</p> <p>TEA is proposing to align the TSDS restraint reporting with the historical Legacy PEIMS restraint reporting by adding the Primary Disability Code (E0041) to the Student Restraint Event Complex Type for the 2016-2017 Summer PEIMS collection. This change will restore the Primary Disability Code reporting to the specific restraint event for a specific special education student and allow the data to be collected and reported as it was originally designed.</p> <p><u>ITF Discussion</u></p> <p>Dennis Telas asked Peggy Sullivan if she was going to have the same issues with separate systems as she stated for the discipline data reporting changes involving the addition of the Primary Disability Code, Multiply Disabled Code, and LEP Indicator Code to the Student Discipline Incident Association Complex. Peggy stated that the student restraint reporting is integrated in the student information system and is not tracked in a separate system.</p> <p><u>ITF Action</u></p> <p>Dara Fuller made a motion to, for the 2016-2017 school year, restore the Primary Disability Code to the student restraint data by adding the Primary Disability Code to the Student Restraint Event Complex. Brenda Padalecki seconded the motion and the motion passed unanimously.</p>	<p>Action Item</p>
<p>Student Truancy Extension Complex Type</p> <p>Fernando Garcia presented this item and stated that as a result of House Bill 2398 (84th Legislature) decriminalizing truancy and because of the fact that truancy data is not disciplinary action data as described by Texas Education Chapter 37, the Texas Education</p>	<p>Action Item</p>

Agency is proposing to remove the Disciplinary Action Reason Codes and Disciplinary Action Codes related to truancy reporting from the Student Disciplinary Incident Association Code complex.

Historically, truancy data has been collected on the Student 425 Disciplinary Action Data record for reasons of economy and convenience. It was relatively easy to include the truancy data with the discipline data because of the action reason and action codes aligning with the discipline reporting. With the Texas Student Data System data collection structures being significantly different for the Student Discipline reporting compared to the PEIMS Legacy system, it no longer makes sense to collect the truancy data as part of the student disciplinary removal action data. Additionally, with the behavior of truancy no longer being categorized as a criminal behavior by the statutes, it is a good time to move the truancy data reporting to its own complex. This change will greatly streamline and reduce the amount of data that must be reported for a particular truancy incident making the data easier to report and easier to understand.

The following changes are proposed for the 2016-2017 TSDS – PEIMS reporting requirements:

- Add a new StudentTruancyExtension Complex Type with the following data elements:
 - Data element E0212 DISTRICT-ID (data key).
 - Data element E0782 CAMPUS-ID-OF-ENROLLMENT (data key).
 - Data element E1523 TX-UNIQUE-STUDENT-ID (data key).
 - **New** data element E15XY DATE-OF-TRUANCY-ACTION (data key).
 - **New** data element E15XZ TRUANCY-ACTION-CODE.
 - **New** data element E15ZZ TRUANCY-REASON-CODE.
- Add two **new** PEIMS Code Tables:
 - **New** C202 TRUANCY-ACTION-CODE Code Table to support data element E15XZ TRUANCY-ACTION-CODE.

01: Truancy Complaint Filed in Truancy Court (includes County Court, Justice of the Peace Court, or Municipal Court)

- **New** C203 TRUANCY-REASON-CODE Code Table to support data element E15ZZ TRUANCY-REASON-CODE.

01: Truancy (failure to attend school) – Parent contributing to truancy – TEC §25.093(a)

02: Truancy (failure to attend school) – Student is at least 12 years old and less than 19 years old with 10 unexcused absences – TFC §65.003(a)

03: Truancy (failure to attend school) – Student failure to enroll in school – TEC §25.085

- Delete Discipline Action Reason Codes 42, 44, and 45 from PEIMS Code Table C165. These codes are being transitioned to the new C203 TRUANCY-REASON-CODE code table.
- Delete Discipline Action Code 29 from PEIMS Code Table C164. This code is being transitioned to the new C202 TRUANCY-ACTION-CODE code table.
- New edit rules to support the new Complex Type and data elements.

ITF Discussion

Dennis Telas asked why the TEA could not continue collecting this data as part of the Student Disciplinary Interchange. Bryce Templeton stated that the truancy data is not disciplinary data and should not be collected as part of the discipline data now that the TEA has a better method available to collect using the TSDS PEIMS system. Bryce also stated that with the legislature decriminalizing truancy, the TEA believes that the right thing to do in the data collection is to separate the truancy actions from the disciplinary actions in order to create a mental separation of the two different requirements for student discipline and school attendance enforcement.

<p><u>ITF Action</u> Peggy Sullivan made a motion to approve the proposed changes to the 2016-2017 PEIMS reporting requirements to:</p> <ul style="list-style-type: none"> • Add a new StudentTruancyExtension Complex Type with the following data elements: <ul style="list-style-type: none"> ○ Data element E0212 DISTRICT-ID (data key). ○ Data element E0782 CAMPUS-ID-OF-ENROLLMENT (data key). ○ Data element E1523 TX-UNIQUE-STUDENT-ID (data key). ○ New data element E15XY DATE-OF-TRUANCY-ACTION (data key). ○ New data element E15XZ TRUANCY-ACTION-CODE. ○ New data element E15ZZ TRUANCY-REASON-CODE. • Add two new PEIMS Code Tables: <ul style="list-style-type: none"> ○ New C202 TRUANCY-ACTION-CODE Code Table to support data element E15XZ TRUANCY-ACTION-CODE. 01: <i>Truancy Complaint Filed in Truancy Court (includes County Court, Justice of the Peace Court, or Municipal Court)</i> ○ New C203 TRUANCY-REASON-CODE Code Table to support data element E15ZZ TRUANCY-REASON-CODE. 01: <i>Truancy (failure to attend school) – Parent contributing to truancy – TEC §25.093(a)</i> 02: <i>Truancy (failure to attend school) – Student is at least 12 years old and less than 19 years old with 10 unexcused absences – TFC §65.003(a)</i> 03: <i>Truancy (failure to attend school) – Student failure to enroll in school – TEC §25.085</i> • Delete Discipline Action Reason Codes 42, 44, and 45 from PEIMS Code Table C165. These codes are being transitioned to the new C203 TRUANCY-REASON-CODE code table. • Delete Discipline Action Code 29 from PEIMS Code Table C164. This code is being transitioned to the new C202 TRUANCY-ACTION-CODE code table. • Add and revise data validation rules to support the new Complex Type and data elements as well as adjust the Student Disciplinary Incident Association Complex for the deletion of the truancy reason and action codes previously collected through this complex. <p>Keitha Ivey seconded the motion and the motion passed unanimously.</p>	
<p>House Bill 2610 – 75,600 Minute School Year Reporting</p> <p>Bryce Templeton introduced this item to the ITF committee and covered the following background information related to this data collection proposal.</p> <p>Texas Education Code (TEC) 25.081 stated the following prior to June 19, 2015:</p> <p>(a) Except as authorized under Subsection (b) of this section, Section 25.084, or Section 29.0821, for each school year each school district must operate so that the district provides for at least 180 days of instruction for students.</p> <p>(b) The commissioner may approve the instruction of students for fewer than the number of days required under Subsection (a) if disaster, flood, extreme weather conditions, fuel curtailment, or another calamity causes the closing of schools.</p> <p>As a result of HB 2610, the TEC 25.081 statute now reads as follows:</p> <p>(a) Except as authorized under Subsection (b) of this section, Section 25.084, or Section 29.0821, for each school year each school district must operate so that the district provides for at least 75,600 minutes of instruction, <u>including intermissions and recesses, for students.</u></p> <p>(b) The commissioner may approve the instruction of students for fewer than the number of minutes required under Subsection (a) if disaster, flood, extreme weather conditions, fuel curtailment, or another calamity causes the closing of schools.</p>	<p>Action Item</p>

- (c) If the commissioner does not approve reduced instruction time under Subsection (b), a school district may add additional minutes to the end of the district's normal school hours as necessary to compensate for minutes of instruction lost due to school closures caused by disaster, flood, extreme weather conditions, fuel curtailment, or another calamity.
- (d) The commissioner may adopt rules for the application, on the basis of the minimum minutes of instruction required by Subsection (a), of any provision of this title that refers to a minimum number of days of instruction under this section.
- (e) For purposes of this code, a reference to a day of instruction means 420 minutes of instruction.

TEC. 25.0812. LAST DAY OF SCHOOL.

- (a) Except as provided by Subsection (b), a school district may not schedule the last day of school for students for a school year before May 15.
- (b) Notwithstanding Subsection (a), a school district that does not offer each grade level from kindergarten through grade 12 and whose prospective or former students generally attend school in another state for the grade levels the district does not offer may schedule the last day of school on any date permitted under Subsection (a) or the law of the other state.

Because of the potential disconnect between the number of actual school days that may occur compared with the number of virtual school days (Total School Day Operational Minutes / Number of School Day minutes), it is necessary to collect the number of school day minutes and the amount of the 75,600 minutes that are waived in order to know if a school has operated a legal and minimum length school year. As in the past where schools had their funding reduced for failing to operate a minimum length school year (180 days), the schools that cannot balance to 75,600 minutes by summing the daily minutes of school instruction plus the TEA approved waiver minutes will also be subject to a reduction in funding as a result of this legislation.

Additionally, because the Average Daily Attendance Formula is based upon the result of dividing the sum of days eligible by the number of days taught, it is still necessary to capture the number of calendar days that students were expected to attend school. For example, if a school day is 432 minutes long then the school will reach the 75,600 minute requirement with no waivers after only 175 calendar days. Therefore, in order for the ADA formulas to correctly calculate the ADA funding, the TEA must also know that the school physically operated for 175 days spread over 6 reporting periods.

John Reese presented two different options to the ITF committee for collecting the amount of time that a school operated during the course of the school year.

Option 1 collects the school day operational and waiver minutes for each campus aggregated at the District, Campus, Reporting Period Indicator Code, and Instructional Track. To collect the data at the aggregated level would involve the following Interchanges, Complexes, and new data elements.

- Extend the *EducationOrgCalendar* Interchange to *EducationOrgCalendarExtension*.
- Add a new *ReportingPeriodExtension* Complex Type for collecting operational and waiver minutes by reporting period.
- Add the following new *ReportingPeriodExtension* Complex Type data element(s):
 - 1) E15AA Reporting-Period-Begin-Date
 - 2) E15BB Reporting-Period-End-Date
 - 3) E15CC Total-School-Day-Operational-Minutes
 - 4) E15DD Total-Staff-Development-Waiver-Minutes
 - 5) E15EE Total-Missed-School-Days-Waiver-Minutes
 - 6) E15FF Total-Shortened-School-Day-Waiver-Minutes
 - 7) E15GG Total-Low-Attendance-Day-Waiver-Minutes
 - 8) E15HH Total-Other-School-Day-Waiver-Minutes

John Reese presented an example to illustrate this information as it would look after being reported.

The ITF members had many questions about this option around the meanings of the data reporting categories and were concerned that schools would not be able to correctly calculate and/or report the information at the aggregated level.

Terri Hanson stated that it is likely schools will have to track the school day minutes data at the calendar date level and then aggregate it to the campus, sixweek and track level.

John Reese presented **Option 2** that collects the operational and waiver minutes at the daily level using calendar dates and stated that the data would be collected at the end of the school year to capture what happened; not what was planned.

The following information reflects the data needed to collect the data at the calendar date level.

- Extend the *EducationOrgCalendar* Interchange to *EducationOrgCalendarExtension*.
- Add a new *ReportingPeriodExtension* Complex Type for collecting reporting period begin and end date and days taught by reporting period.
 - 1) E15AA Reporting-Period-Begin-Date
 - 2) E15BB Reporting-Period-End-Date
- Add a new PEIMS *CalendarDateExtension* Complex Type for collecting operational and waiver minutes by calendar date.
- Add the following new *CalendarDateExtension* Complex Type data element(s):
 - 1) E1168 Calendar-Date (**Existing data element**)
 - 2) E15CC School-Day-Operational-Minutes
 - 3) E15DD Calendar-Event-Waiver-Type Code
 - 4) E15JJ School-Day-Waiver-Minutes
- The E15DD Calendar Event Waiver Type Code is supported by the following new code table.

C204 Calendar Event Waiver Type Code

01	Staff Development Waiver day
02	Missed School Waiver day
03	Shortened School Waiver day
04	Low Attendance Waiver day
99	Other Waiver Day

John Reese presented an example to illustrate this information as it would look after being reported at the calendar date level.

ITF Discussion

Amanda Brownson clarified for the ITF members that schools are supposed to count all of the time that a school operates for a given day and include the time from the official beginning of the school day to the official end of the school day including the lunch, recesses, and class passing time that occurs throughout the day.

Melody Parrish stated that since the passing of HB 2610, some schools are coming to realize that the school day they are operating is not long enough (at least 7 hours or 420 minutes), and are having to adjust accordingly.

ITF discussion then centered around the need to add an additional track to a campus calendar when part of the population on the campus is forgiven the requirement to attend school on a certain day due to a waiver being used to cover this missed school time. Nancy Dunnam stated that it is difficult to convince superintendents that this data reporting adjustment needs to happen. It was noted that some schools may be marking these students absent instead of applying a waiver and moving the students to a new instruction track.

Peggy Sullivan requested that the TEA add a crosswalk to show the various waivers that would be reported for each of the Calendar Event Waiver Type Codes. TEA staff agreed

to provide this information.

Peggy Sullivan also requested that the Other Waiver Day code be changed to '99' in order to keep this code at the bottom of the list should the list of Waiver Types grow in the future

Melody Parrish consulted specifically with the TxEIS and Skyward Vendor representatives on the committee as to the feasibility of implementing these requirements for the 2016-2017 school year. Judi Sparks (TxEIS) stated that this change is a lot of work. It will require the vendor to put everything else that is "nice to have" additions on hold in order to complete the work on time. Nancy Smith (Skyward) echoed Judi Sparks' comments for Skyward to roll out these changes by 2016-2017.

ITF Action

Adrian Garcia made a motion to approve the addition of the following data components to the PEIMS collection for the 2016-2017 school year in order to collect the school day operational minutes and school day waiver minutes by calendar date.

- Extend the *EducationOrgCalendar* Interchange to *EducationOrgCalendarExtension*.
- Add a new *ReportingPeriodExtension* Complex Type for collecting reporting period begin and end date and days taught by reporting period.
 - 1) E15AA Reporting-Period-Begin-Date
 - 2) E15BB Reporting-Period-End-Date
- Add a new PEIMS *CalendarDateExtension* Complex Type for collecting operational and waiver minutes by calendar date.
- Add the following new *CalendarDateExtension* Complex Type data element(s):
 - 1) E1168 Calendar-Date (**Existing data element**)
 - 2) E15CC School-Day-Operational-Minutes
 - 3) E15DD Calendar-Event-Waiver-Type Code
 - 4) E15JJ School-Day-Waiver-Minutes
- Add the following new code table to support E15DD Calendar Event Waiver Type Code.

C204 Calendar Event Waiver Type Code

 - 01 Staff Development Waiver day
 - 02 Missed School Waiver day
 - 03 Shortened School Waiver day
 - 04 Low Attendance Waiver day
 - 99 Other Waiver Day

Dennis Telas seconded the motion and the motion passed unanimously.

Early Childhood Data System Reporting

The TSDS Early Childhood Data System (ECDS) project is a Texas Student Data System (TSDS) initiative. The purpose of this initiative is to:

- Modernize the data collection process to reduce technology risk and system downtime allowing for more system availability and ease of use.
- Put real-time student performance data in the hands of educators to make decisions that will improve student achievement.
- Become the one common data collection platform for the TEA to reduce the data collection burden on LEAs and charter schools.

For the 2013-2014 and 2014-2015 school years, the ECDS Kindergarten data collection utilized MS Excel spreadsheets to gather both student demographic and assessment data. The TEA developed a conversion tool that allowed the LEA to convert the data to the required XML format. The converter tool was an interim solution to allow vendors time to create an XML extraction process. Starting with the 2016-2017 school year, the conversion tool will no longer be available and ECDS data will only be accepted in the XML format specified in the Texas Education Data Standards.

Terri Hanson presented a summary on this item. The TEA is recommending transitioning the ECDS reporting away from the spreadsheet basis that has been used since the

implementation of this collection.

Nancy Dunnam asked who at the school districts and charters will be reporting this information and how will the data get into the XML format without the current TEA conversion process. Terri Hanson stated that the assessment vendors will be responsible to their school district/charter school clients to convert the Kindergarten assessment results into an XML format. Nancy Dunnam stated that the current level of technical expertise for the persons that are doing the ECDS reporting will not support this reporting requirement; these staff are not technically inclined. Terri Hanson asked how the LEA staff is currently able to do the ECDS reporting. Nancy stated that LEA staff are manually entering ECDS data into the spreadsheets. Everyone agreed that manual entry is not an efficient process for the LEAs.

Dara Fuller stated that DMAC has created an extract for this data but that other vendors like Eduphoria have not yet provided an XML extract procedure. Keitha Ivey stated that i-Station does not keep any assessment history. Nancy Dunnam stated that the schools do not have any control over the assessment vendors. Bryce Templeton stated that the approval of this reporting standard would create an obligatory responsibility for the assessment vendors if they want the schools to keep using their products. ITF members countered this by stating that if the Commissioner of Education does not remove non-participating vendors from the list of approved assessments that nothing will change in terms of a vendor providing an XML extract for loading assessment data to the TSDS system.

Terri Hanson stated that the teacher data for the ECDS reporting can be extracted from the school Student Information System (SIS). The assessment vendors will have to provide the XML extract for the student assessment portions of the reporting. The student demographics can be extracted from the SIS. Terri also stated that the beginning of year (BOY) assessment data will not coincide with the fall snapshot data (Fall PEIMS submission).

ITF members asked if TEA would allow assessment vendors to load the data on behalf of a school district. Terri Hanson stated that this is not allowable because it is the schools responsibility, not only to send the data but, to approve the data. The TEA is loading State assessment data for schools to the TSDS Dashboards, but this is done with specific permission of the school. Keitha Ivey stated that if schools are held accountable for reporting historical kindergarten assessment data, then only the assessment vendors that are approved by the Commissioner should be allowed for this program.

Nancy Smith (Skyward) stated that they would add these new fields to the SIS and build an import tool for schools to import the data from a particular assessment vendor. Judi Sparks (TxEIS) would have to add new data elements to their SIS to accommodate this reporting.

Keitha Ivey stated that her school district had been able to get a waiver from TEA for reporting this information if all parts of the assessment were not given.

Terri Hanson suggested the idea of leaving the spreadsheet in place for one last year (2016-2017) and using the 2016-2017 school year as early notice to allow vendors to implement these requirements for the 2017-2018 school year. Melody Parrish stated that moving forward, the TEA will not be able to sustain the ECDS spreadsheet method for collecting the data. Melody Parrish took the action item to speak with Monica Martinez, Associate Commissioner of Standards and Programs and Commissioner Williams to determine the feasibility of requiring assessment vendors to provide XML extracts of assessment results for the assessments on the Commissioner's Approved list of Assessments for ECDS reporting.

Ed Linden described the reporting changes that would be necessary to collect the ECDS data through the TSDS XML data extracts. A new data element (REPORT-ASSESSMENT-TYPE) must be added to identify the Assessment data that should be reported for the ECDS data collection and also add a new code table (DC123) to support the Report Assessment Type code. Additionally, a new code table (DC124) will be added to validate the Commissioner's Approved Assessments that are reported through the ECDS data collection.

Dara Fuller also requested that the description for code 00 be changed from 'None' to

<p>'Other' in the Report Assessment Type Code Table.</p> <p>Nancy Dunnam expressed concern that the Commissioner's Approved List of Assessments is not published until October of the school year in which the ECDS data is being reported. Code values for Code Table DC124 will need to be published in the final version of the Data Standards.</p> <p><u>Proposed 2016-2017 changes for ECDS – KG collection:</u></p> <ul style="list-style-type: none"> • Transitioning from ECDS Spreadsheets to TSDS XML extraction • Change TSDS 'Mandatory' designation to 'YES' for data element E1390 LIMITED-ENGLISH- PROFICIENCY in the <i>Student</i> Complex Type • Add new data element E15KK REPORT-ASSESSMENT-TYPE to AssessmentExtension Complex Type • Add new associated code table DC123 REPORT-ASSESSMENT-TYPE-CODE to support new data element • Add new code table DC124 ASSESSMENT-TITLE-CODE to validate the Commissioner's Approved Assessments reported through data element E1127 ASSESSMENT-TITLE • InterchangeAssessmentMetaDataExtension will replace InterchangeAssessmentMetaData due to the addition of the new E15KK data element • AssessmentExtension Complex Type will replace Assessment Complex Type due to the addition of the new 15KK data element • Data Element E1440 HOME-ROOM-INDICATOR will be used to identify the teacher who is administering the Commissioner approved assessment <p><u>ITF Action</u></p> <p>Dara Fuller made a motion to approved the elimination of the ECDS Excel spreadsheets for the 2016-2017 school year and include the requirements listed above with the caveat that ITF is concerned about the timing of the data collection requirement and the ability of all the assessment and SIS vendors to comply with these reporting requirements and that some assessment vendors on the Commissioner's list may not be able or willing to provide an XML extract.</p> <p>Dennis Telas seconded the motion and it passed unanimously.</p>	
<p>House Bill 2398 – Expunging Truancy Data</p> <p>Melody Parrish presented to ITF the impact of HB 2398 (84th Legislature), and that school districts, open enrollment charter schools, and state agencies receiving court orders to expunge historical truancy data through the 2014-2015 school year must comply with these court orders to expunge historical truancy data.</p> <p>Melody Parrish provided an update to the ITF committee regarding the actions that the TEA is taking in response to court orders received by the TEA to expunge student level truancy data from the 2003-2004 school year through the 2014-2015 school year. TEA is not planning to do piecemeal expunctions due to the cost of the repetitive work with each new court order. The TEA will either delete or mask the data so that student identity will no longer be associated with any truancy data stored in the TEA databases. Melody stated that the TEA plans to complete this work by October 31, 2015.</p>	<p>Discussion Item</p>
<p>Other Business</p> <p>None.</p>	<p>Discussion Item</p>
<p>Upcoming ITF Meetings</p> <p>December 15, 2015 (January 12th business preview for HB4 and HB 2804) - GoToMeeting</p> <p>January 12, 2016 – Austin, Texas</p>	<p>Discussion Item</p>