Sec. 39.0545. SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE.

(a) Each school district shall evaluate the district's performance and the performance of each campus in the district in community and student engagement and in compliance as provided by this section and assign the district and each campus a performance rating of exemplary, recognized, acceptable, or unacceptable for both overall performance and each individual evaluation factor listed under Subsection (b). Not later than August 8 of each year, the district shall report each performance rating to the agency and make the performance ratings publicly available as provided by commissioner rule.

(b) For purposes of assigning the performance ratings under Subsection (a), a school district must evaluate:

   (1) the following programs or specific categories of performance at each campus:

      (A) fine arts;

      (B) wellness and physical education;

      (C) community and parental involvement, such as:

         (i) opportunities for parents to assist students in preparing for assessments under Section 39.023;

         (ii) tutoring programs that support students taking assessments under Section 39.023; and

         (iii) opportunities for students to participate in community service projects;

      (D) the 21st Century Workforce Development program;

      (E) the second language acquisition program;

      (F) the digital learning environment;

      (G) dropout prevention strategies; and

      (H) educational programs for gifted and talented students; and

   (2) the record of the district and each campus regarding compliance with statutory reporting and policy requirements.

(c) A school district shall use criteria developed by a local committee to evaluate:

   (1) the performance of the district's campus programs and categories of performance under Subsection (b)(1); and

   (2) the record of the district and each campus regarding compliance under Subsection (b)(2).

As a result of the legislation passed, the following data collection requirements are proposed.

- In Submissions 1 and 3, starting with the 2016-2017 school year, the Texas Education Agency must collect from all schools the status of 7th and 8th grade students receiving instruction in preparing for high school, college, and a career that includes information regarding the creation of a high school personal graduation plan under TEC 28.02121, the distinguished level of achievement described by TEC 28.025(b-15), each endorsement described by TEC 28.025(c-1), college readiness standards, and potential career choices and the education needed to enter those careers.

- In submission 3 starting with the 2016-2017 school year, the Texas Education Agency must collect from all schools their choice of three of the eight Community and Student Engagement Indicators and the ratings criteria that the school will use to rate themselves. These three indicators and the actual ratings of A, B, C, D, or F will be reported to TEA before the end of the 2017-2018 school year.

- In submission 1 of the 2017-2018 school year, the Texas Education Agency must collect from all school districts and open enrollment charter schools the following information for graduates:

  - Students who enlisted in the United States Armed Forces after graduation

  - Student who earned a Post-secondary certification prior to graduation from high school

  - Foundation High School Program students who earned a Performance Acknowledgement in:

    o Advanced Placement/International Baccalaureate coursework

    o Bilingualism or Bi-literacy College Readiness Dual Credit Performance

Note for future school year collections starting with the 2017-2018 school year.

Prior to June 1, 2018, the Texas Education Agency must have completed the collection of the same three CASE indicators submitted from the previous summer submission along with the ratings on a scale of A, B, C, D, and F for each local education agency and campus.

The ITF members had many questions about the percentage of students in grades seven and eight who receive instruction in preparing for high school, college, and a career that includes information regarding the creation of a high school personal graduation plan under TEC 28.02121, the distinguished level of achievement described by TEC 28.025(b-15), each endorsement described by TEC 28.025(c-1), college readiness standards, and potential career choices and the education needed to enter those careers.

Shannon Housson (Program Director) spoke to this, stating that it is mandatory for schools to provide this instruction to seventh and eighth graders thru either a regular course, CTE course or a new course. Shannon stated that this requirement to provide the described instruction was actually initiated in SB 18 and HB 2804 simply uses this data as part of the accountability ratings.

Shannon Housson spoke to the percentages that each of the 5 domains contribute to the accountability ratings scores. Shannon stated that Domains 1, 2, and 3 all have to do with the assessment scores and cannot make up more than 55% of the score. Domain 4 contributes a maximum of 35% and Domain 5 contributes a maximum of 10%.

There was additional discussion among the ITF members concerning mobile students moving in and out the district during the seventh and eighth grades and possibly never receiving this instruction.

There was also additional discussion about course clarification (using an existing course already to satisfy this requirement). Would there need to be confirmation from Curriculum or a Local option? Note: The TEA Curriculum Division has no plans to make this instructional requirement a separate identifiable course.

Bryce Templeton stated a data validation 'Warning' could be given if the indicator was not reported for a particular seventh or eighth grade student. Bryce also stated that the most complete data for this indicator would be obtained by asking the schools to report this for both seventh and eighth grade students and in submissions 1 and 3. With the data collected in this way, Shannon would have every available option to create the required indicator; even to the point of possibly computing the percentage for seventh and eighth grade students separately and then combined to provide the most comprehensive information. Shannon Housson stated that collecting the data is the first step and then the

TEA can proceed with the development of the actual indicator through the accountability focus groups.

Bryce Templeton asked the ITF group if 100 characters was long enough to accommodate a district's web address (URL). No one thought that their respective District web sites had a URL that long but would double check. NOTE: Since the ITF meeting, one ITF member contacted TEA and stated that they had evidence of a school district web page address exceeding 100 characters. As a result, TEA will expand this field to 200 characters.

The ITF members asked questions about the three CASE rating indicators to be chosen by the district and reported in the 2016-2017 Summer collection to be used in the 2017-2018 accountability ratings. ITF members asked if special instructions could be added to the data elements in the TEDS documentation that explained the reporting. Bryce Templeton said this verbiage would be included in the data element definitions. Bryce also said that a 'TAA' letter can be generated and sent out. Shannon also stated that these three self-rated indicators count towards ten percent of the overall rating.

Peggy Sullivan asked why the self-rating on the three indicators had to be reported by the June 1st time frame. Shannon Housson (TEA Program Director) spoke to this and said that this was the latest it could be collected to give TEA the time needed to generate the accountability ratings.

Brenda Padalecki summarized for the ITF group that for the 2016-2017 school year Summer collection, a school would be required to pick the three rating indicators from the existing eight that you want to be rated on. In the 2017-2018 school year, you will need to pick the three to be rated on in the following school year and your self-score for the three designated in the previous school year. TEA staff confirmed Brenda's understanding of the data reporting requirements she stated.

ITF members also discussed the reporting of those students who have graduated and enlisted in the military (fourth domain). Bryce Templeton stated that there will be situations where a school will and will not know this information about a graduate. Schools would be able to start tracking this data about the 2016-2017 graduation class and take the necessary steps to attempt to identify these students after graduation.

ITF Action

Judi Sparks made a motion to approve the addition of the following data components to the PEIMS collection for the 2016-2017 school year.

1. Related to the requirement of seventh and eighth grade students receiving instruction in preparing for high school, college, and a career, the Texas Education Agency will add a new data element (FHSP-COLLEGE-CAREER-INSTRUCTION-INDICATOR-CODE) to the StudentProgramExtension complex type starting with the 2016-2017 school year Fall and Summer submissions.

    The Texas Education Agency will also add this new data element (FHSP-COLLEGE-CAREER-INSTRUCTION-INDICATOR-CODE) to the Texas Records Exchange System (TREx).

2. For the 2016-2017 school year, schools must select, prior to the beginning of the 2017-2018 school year, the three CASE rating categories they want to be rated on for the 2017-2018 accountability ratings. At the end of the 2016-2017 school year, and as part of the Summer collection, TEA will collect the first, second and third CASE choices from each school district, charter school, and campuses of the same as well as the criteria for the ratings of these choices in the Summer submission. These rating code choices will be tracked to the spring/summer reporting of the 2017-2018 school year in order to obtain the actual ratings for these choices that will be included as part of the 2017-2018 public school accountability ratings.

    NOTE: Juvenile Justice Alternative Education Program (JJAEP), Disciplinary Alternative Education Program (DAEP), and juvenile detention center campuses are exempt from this reporting requirement.

A. **For the fifth domain:**
 	
 • Add the following new LocalEducationAgencyExtension Complex Type data element(s):
  CASE = Community and Student Engagement
  1) E15AA FIRST-CASE-CHOICE-CODE
  2) E15BB SECOND-CASE-CHOICE-CODE
  3) E15CC THIRD-CASE-CHOICE-CODE
  4) E15DD - CASE-RATINGS-CRITERIA-LINK
 • Add a new CASE RATING-CODE code table C210.
 	
 B. **For the fifth domain:**
 	
 • Add the following new SchoolExtension Complex Type data element(s):
  CASE = Community and Student Engagement
  1) E15AA FIRST-CASE-CHOICE-CODE
  2) E15BB SECOND-CASE-CHOICE-CODE
  3) E15CC THIRD-CASE-CHOICE-CODE
  4) E15DD - CASE-RATINGS-CRITERIA-LINK
 • Add new CASE RATING-CODE code table C210.
 	
 3. Related to early notice for the 2017-2018 PEIMS data collection requirements.
 	
 • Add the MILITARY-ENLISTMENT-INDICATOR-CODE to the Student Leaver Complex.
 • Add the following data elements to the StudentGraduationProgramExtension Complex
  o AP-IB-PERFORMANCE-ACKNOWLEDGMENT,
  o BILINGUALISM-BILITERACY- PERFORMANCE-ACKNOWLEDGMENT
  o CERTIFICATIONS-LICENSURES-POST-SECONDARY-CERTIFICATON PERFORMANCE-ACKNOWLEDGMENT
  o COLLEGE-READINESS-ASSESSMENTS PERFORMANCE-ACKNOWLEDGMENT
  o DUAL-CREDIT PERFORMANCE-ACKNOWLEDGMENT
 	
 The TEA will publish the particular 2017-2018 reporting requirements with an early notice in the 2016-2017 Texas Student Data System Texas Education Data Standards.
 	
 Adrian Garcia seconded the motion and the motion passed unanimously.	

High Quality Pre-Kindergarten Program House Bill 4 (84th legislature) creates the High Quality Pre-Kindergarten program and establishes funding for the same. The Texas Education Agency is required to expand the collection of data related to pre-kindergarten students and pre-kindergarten programs in order to fulfill the requirements of these statutes. Ed Linden presented this item to the ITF and summarized the following requirements: The TSDS Early Childhood Data System (ECDS) project is a Texas Student Data System (TSDS) initiative. For the 2012-2013, 2013-2014 and 2014-2015 school years, the ECDS Pre-Kindergarten data collection utilized MS Excel spreadsheets to gather student demographic data. TEA developed a conversion tool that allowed public and private Pre-K programs to convert the data to the required xml format. The converter tool was an interim solution to allow	**Action Item**

vendors time to create an xml extraction process.

Legislation excerpt
House Bill (HB) 4 was passed by the 84th Texas Legislature, 2015, and signed into law by Governor Abbott on May 28, 2015. HB 4 establishes additional state support for high-quality prekindergarten programs including authorization for a grant program and expansion of early childhood education reporting requirements for all Texas public schools. Grant applications are expected to be posted in spring 2016 and funding made available in summer 2016 for use by districts in implementing high-quality prekindergarten programs in the 2016-2017 school year. Additional funding will be made available in fall 2016 to support 2016-2017 implementation.

In preparation for awarding high-quality prekindergarten grants, the TEA must complete the following tasks:
- Review and update the 2008 Prekindergarten Guidelines
- Identify model family engagement strategies
- Establish a list of commissioner approved prekindergarten assessment instruments
- Determine high-quality prekindergarten teacher qualification requirements
- Develop additional prekindergarten professional development opportunities
- Adopt commissioner's rules for the implementation of the high-quality grant program established in HB 4

This process will include a variety of opportunities in Fall 2015 for stakeholders to provide input on the various components listed above. We will provide updates and details regarding opportunities for stakeholder input as additional information becomes available. Please be sure to sign up for the Early Childhood Education listserv at https://public.govdelivery.com/accounts/TXTEA/subscriber/new for the most up-to-date information.

HB 4 also adds certain new prekindergarten reporting requirements for all public school districts and open-enrollment charter schools. In addition to implementation of the high-quality grant program, the statewide data collection required by HB 4 will begin in the 2016-2017 school year

TEA is proposing the following changes to the 2016-2017 Texas Education Data Standards for the ECDS – Public Pre-K collection:

PRE-K ECDS SUMMARY:
- Transitioning from ECDS Spreadsheets to PEIMS Submission 3 extract to collect Pre-K Demographic and Special Program information

  - Public Pre-K programs will no longer submit data through the ECDS spreadsheet
  - This will prevent double collection of ECDS Demographic and Special Programs Data from both TSDS and PEIMS
  - Utilize Existing PEIMS data elements for Pre-K ECDS demographic reporting

NEW PRE-K ECDS ITEMS REPORTED IN PEIMS:
- Public Pre-K programs must provide the following information in their Pre-K ECDS information for PEIMS Submission 3:

  - **PK-SCHOOL-TYPE:** indicates the PK program that is offered at the campus. (Collected at the section level Ex: Public Pre-K)
  - STUDENT-INSTRUCTION-TYPE: indicates the PK student type of instruction
  - (Collected at the section level Ex: Full Day)

EXISTING PEIMS ITEMS NOW REPORTED FOR PRE-K ECDS:

- House Bill 4 mandates collection of Pre-K Demographic and Special Program information through the PEIMS submission 3 collection.

  - PRIMARY-PK-FUNDING-SOURCE: indicates the primary source of funding for a Pre-kindergarten student
  - Staff and Class information to link existing PEIMS elements now reported for Pre-K and to obtain Pre-K class size and ratio of instructional staff to students:
    o Pre-K students will need to be scheduled into a Pre-K homeroom attached to Service ID 0101000
    o PASS/FAIL-CREDIT-INDICATOR-CODE: indicates the outcome for a course taken by a particular student and will be reported as 0 for Pre-K Students

  - Calculation of Instructional Days for Pre-K students in Pre-K Program (PK-SCHOOL-TYPE):

    o Will use class link information and PK-SCHOOL-TYPE to calculate the number of instructional days in a Pre-K program
    o Pre-K students with less than 80 instructional days in a particular Pre-K program will not be considered when calculating the data on the ECDS Assessment Pre-K Sources report
    o LEAs that do not want to participate in providing their Pre-K readiness reporting results at the Campus, LEA, or ESC levels, can report a Pre-K School Type of "None"

BRAND NEW PRE-K ECDS ITEMS REPORTED IN PEIMS:
- New PEIMS submission 3 Data elements will be collected for the Pre-K ECDS collection to fulfill the following legislative requirement:
  - **PK-CURRICULA:** used in the district's Pre-K program classes (Collected at Course/Section Level)

NON - HIGH QUALITY PREKINDERGARTEN GRANT PROGRAM ITEMS:
- BOY and EOY Assessments for all LEAs that administer a Commissioner approved Pre-K Assessment:
  - Student Assessment Data and Assessment Meta Data .xml information will be provided by the assessment vendor
  - Public Pre-K programs where assessment vendors are unable to provide assessment information in .xml format, have the option to use the ECDS worksheet and Converter Tool up until the end of the 2016-2017 School Year.

HIGH QUALITY PREKINDERGARTEN GRANT PROGRAM ITEMS:
- For those Public Pre-K programs that are approved for the High Quality PreKindergarten Grant Program, the following NEW data elements will be collected in PEIMS submission 3:

  - **PK-TEACHING-REQUIREMENT:**

    - Collected at the Teacher Level
    - Will need an additional early childhood education credential documented in HB4 in addition to their regular teaching credential. **(New Data Element and New Code Table)**
  - **HIGH-QUALITY-PK-PROGRAM-INDICATOR:**

    - Collected at the Course/Section Level
    - New Data element to indicate participation in the High Quality Pre-Kindergarten program (Code Table C088)

MISC PUBLIC PRE-K ITEMS:
  - Business Validations will be added to the ECDS Application to verify that the

Pre-K data has the correct values and codes when pulled from the ODS and before being added to the ECDS Data mart.

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ITF Discussion

ITF members asked about the demographic requirements for the Pre-Kindergarten (PK) students. Terri Hanson stated that the PK demographics would be mandatory.

ITF members asked about the availability of funding related to the High Quality PK grant and program. Howard Morrison stated that the funding would be potentially available in late spring 2016.

Dennis Telas asked about the class size computations. Howard Morrison stated that one teacher for 22 students would be computed as 22:1. Two teachers for 22 students would be computed as 11:1.

Keitha Ivey raised the question about the PK classroom aides and if they would be reported and included in the class size computations. Howard Morrison stated that they would be included. This fact raised a concern about how the PK Classroom Aides could be reported given the restrictions on the Classroom Link data reported in Submission 3. Bryce Templeton suggested that the TEA could add the 033 Role ID (Instructional Aide) to the list of acceptable Role IDs for the Summer collection and then check to see that the Instructional Aides were only reported with the PK Course/Service ID (01001000). TEA could also add a new code to the Class Role data element code table to identify the PK Classroom Aide (04 – Pre-Kindergarten Classroom Aide). The use of this new Class Role code would also be tied to the PK Course/Service ID 01001000. The ITF committee concurred with the TEA that this change would be a viable solution to reporting the PK Classroom Aides in the Summer submission Classroom Link data collection.

The details of this revision are as follows:
- Add ROLE-ID of 033 to Code table C021: "PK Classroom Aide" (Howard/Bryce/John: provide definition in C021 Code table)
  o Include for PEIMS Submission 3 only
  o Exclude for PEIMS Submission 1

- Add CLASS-ROLE of 04 to Code table C180: "PK Classroom Aide" (Howard/Bryce/John: provide definition in C021 Code table)
  o Include for PEIMS Submission 3 only
  o Exclude for PEIMS Submission 1

ITF members also suggested that a data table containing the approved High Quality Pre-Kindergarten programs be added to the TSDS PEIMS application for purposes of validating the schools that report High Quality PK programs. TEA staff indicated that this was a possibility and that TEA would explore the feasibility of such a validation.

Additional ITF discussion focused on the PK Curricula Code table and the "Other" code. ITF members suggested that the "Other" code be renumbered from 08 to 99. TEA agreed to make the following adjustment to the data reporting requirements.

- Update **C215** Code Table to designate **PK-CURRICULA-CODE** of "**Other**" to be "**99-Other**" instead of "**08-Other**"

ITF committee members discussed the fact that under this proposal, LEAs would be scheduling PK and KG students next month for the 2016-2017 school year. When would the above changes need to be included in TEDS? Does the TEA need to communicate to LEAs regarding the ROLE ID and CLASS ROLE changes above? Bryce Templeton stated that the PEIMS software vendors would be invited to the TEA on March 31, 2016 for a training to discuss changes to the 2016-2017 Texas Education Data Standards.

Keitha Ivey made a motion to approve the data reporting changes to the 2016-2017 school year TSDS Texas Education Data Standards regarding the High Quality Pre-Kindergarten program including:

• Adding the PK grade level to the classroom link data collection for Submission 3. • Allow staff with Instructional Aide Role ID 033 to be reported with the course section that they are serving and be reported with the PK Service ID 01001000 in the Classroom Link data collection. • Add a new Class Role 04 – Pre-Kindergarten Classroom Aide to the Class Role data element code table C180. • Add the PK-CURRICULA data element and code table (C215) as amended to change 08 – Other to 99 - Other to the SectionExtensionComplexType. • Add the HIGH-QUALITY-PK-PROGRAM-INDICATOR to the SectionExtension Complex Type and utilize PEIMS code table C088 to report the data. • Add the PK-TEACHER-REQUIREMENT to the StaffExtension Complex Type along with a new code table C216 PK-TEACHER-REQUIREMENT. Dara Fuller seconded the motion and the motion passed unanimously.	
Other Business	**Discussion Item**
Upcoming ITF Meetings The ITF committee proposed to forego the planned March 2016 meeting due to Spring Break schedule conflicts and the Spring 2016 ESC PEIMS Coordinator training event and reserve the following dates for any additional business that may need to be considered for the 2016-2017 or 2017-2018 school years. April 12, 2016 April 26, 2016	**Discussion Item**