Texas Education Agency
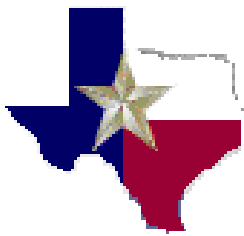
TREx

Texas Records Exchange System

**Changes and New Features
TREx version 4.8.1
June 2019**

TEA released version *4.8.1* of TREx, on *Tuesday evening, June 4, 2019.* This version contains new functionality, maintenance, and changes to support new reporting requirements.

PLEASE NOTE: TREx version *4.8.1* is backwards compatible with v*4.7*.

In order to take advantage of some new features, including new data elements, codes or edits, the extract program that generates the XML files will need to reference the new TREx schema, version *1.20*.

Item	TREx v *4.8.1* Enhancements	Requires Schema *1.20*	Requires Updates to Local Extract Program	Requires Updates to the Local SIS
1	Add new data element **ALTERNATIVE-LANGUAGE-PROGRAM-CODE**	Yes	Yes	Yes
2	Add new data element **STUDENT-LANGUAGE-CODE**	Yes	Yes	Yes
3	Add new data element **HOME-LANGUAGE-SURVEY-DATE-ADMINISTERED**	Yes	Yes	Yes
4	Add new data element **DUAL-LANGUAGE-IMMERSION-YEAR**	Yes	Yes	Yes
5	Add new data element **DUAL-LANGUAGE-IMMERSION-LANGUAGE- CODE**	Yes	Yes	Yes
6	Add new data element **DUAL-LANGUAGE-IMMERSION-ASSESSMENT-MET-DATE**	Yes	Yes	Yes
7	Add new data element **DUAL-LANGUAGE-IMMERSION-COMPLETION-SCHOOL-YEAR**	Yes	Yes	Yes
8	Add new Code Table **TC41 ALTERNATIVE-LANGUAGE-PROGRAM**	Yes	Yes	Yes
9	Add new Code Table **TC42 DUAL-LANGUAGE-IMMERSION-YEAR**	Yes	Yes	Yes

Item	TREx v *4.8.1* Enhancements	Requires Schema *1.20*	Requires Updates to Local Extract Program	Requires Updates to the Local SIS
10	Add new Code Table **TC43 DUAL-LANGUAGE-IMMERSION-LANGUAGE-CODE**	**Yes**	**Yes**	**Yes**
11	Change to the definition for Data Element: **AT-RISK-INDICATOR (TE008)** **From:** A student at-risk of dropping out of school includes each student who is under 26 years of age and who… **To:** A student at-risk of dropping out of school is under 26 years of age and who…	**No**	**No**	**No**
12	Change to the definition for Data Element: **AT-RISK-INDICATOR (TE008)** **From**: "or" after number 12 **To**: Has been removed	**No**	**No**	**No**
13	Change to the definition for Data Element: **AT-RISK-INDICATOR (TE008)** N**ew Statement:** 14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code. or, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.	**No**	**No**	**No**
14	Change to the definition for Data Element: **LEP-INDICATOR-CODE (TE057)** **From**: LEP-INDICATOR- CODE indicates whether the student has been identified as limited English proficient (LEP)… **To**: LEP-INDICATOR- CODE indicates whether the student has been identified as limited English proficient (LEP)/**English learner (EL)…**	**No**	**No**	**No**
15	Change to the definition for Data Element: **LEP-INDICATOR-CODE (TE057)** **From**: 19 TAC §89.1225. **To:** 19 TAC §89.122**6.**	**No**	**No**	**No**

Item	TREx v *4.8.1* Enhancements	Requires Schema *1.20*	Requires Updates to Local Extract Program	Requires Updates to the Local SIS
16	Change to the definition for Data Element: **BILINGUAL-INDICATOR (TE009)** **From**: limited English proficient (LEP)… **To**: limited English proficient (LEP)/**English learner (EL)…**	No	No	No
17	Change to the definition for Data Element: **ESL-INDICATOR (TE037)** **From**: limited English proficient (LEP)… **To**: limited English proficient (LEP)/**English learner (EL)…**	No	No	No
18	Change to the definition for Data Element: **HOME-LANGUAGE-CODE (TE048)** **From**: LANGUAGE-CODE indicates the language spoken in the student's home as determined by the student's home language survey (19 TAC §89.1215) **To**: LANGUAGE-CODE indicates the language spoken in the student's home **most of the time,** as determined by the student's home language survey (19 TAC §89.1215)	No	No	No
19	Update to XML Name for Data Element: **HOME-LANGUAGE-CODE (TE048)** **From**: Language **To**: HomeLanguage	Yes	Yes	Yes
20	Change to the definition for Data Element: **MILITARY-CONNECTED (TE101)** **From**: MILITARY-CONNECTED-STUDENT-CODE indicates a student enrolled in a school district or open-enrollment charter school who is a dependent of a member of the United States military service in the Army, Navy, Air Force, Marine Corps, or Coast Guard on active duty, the Texas National Guard, or a reserve force of the United States military. **To:** MILITARY-CONNECTED-STUDENT-CODE indicates a student enrolled in a school district or open-enrollment charter school who is a dependent of **an active duty or former** member of the United States military, the Texas National Guard, or a reserve force of the United States military, **or who is a dependent of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who**	No	No	No

Item	TREx v *4.8.1* Enhancements	Requires Schema *1.20*	Requires Updates to Local Extract Program	Requires Updates to the Local SIS
	was killed in the line of duty.			
21	Update to Special Instructions for Data Element: **PERFORMANCE-ACKNOWLEDGMENT-COLLEGE-READINESS-ASSESSMENTS (TE113)** **From**: For students on the Foundation High School graduation plan; The student must: (1) earn a score on the PSAT/NMSQT® that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation; (2) achieve the college readiness benchmark score on at least two of the four subject tests on the ACT-PLAN® examination; (3) earn a combined critical reading and mathematics score of at least 1250 on the SAT®; or (4) earn a composite score on the ACT® examination of 28 (excluding the writing sub-score). This data element may be repeated as necessary. **To:** For students on the Foundation High School graduation plan; The student may earn a performance acknowledgment by meeting criteria identified in §74.14(b)(1)-(5) for outstanding performance on certain college readiness assessments.	No	No	No
22	Update Code 21 translation, remove Code 33 and Code 44, add Code 60 and Code 61 to **DISCIPLINARY-ACTION-REASON (TC07)** as follows: **Code 21:** **From**: Violation of student code of conduct not included under TEC §§37.002(b), 37.006 or 37.007 **(does not include student code of conduct violations covered in codes 33 and 34)** **To:** Violation of student code of conduct not included under TEC §§37.002(b), 37.006 or 37.007 **Code 33:** Remove Code *Deleted from PEIMS in 2019-2020, valid for TREx for records prior to 2019-2020 school year.* **Code 34:**	Yes	Yes	Yes

Item	TREx v *4.8.1* Enhancements	Requires Schema *1.20*	Requires Updates to Local Extract Program	Requires Updates to the Local SIS
	Remove code: *Deleted from PEIMS in 2019-2020, valid for TREx for records prior to 2019-2020 school year.* **Code 60:** **New and Translation** Harassment Against an Employee of the School District under Texas Penal Code 42.07(a)(1), (2), (3), or (7) – TEC 37.006(a)(2)(G) **Code 61:** **New and Translation** Bullying – TEC 37.0052(b)			

Item	TREx v *4.8.1* Enhancements	Requires Schema *1.20*	Requires Updates to Local Extract Program	Requires Updates to the Local SIS
23	Update code translations for 0 to 4, and add code 5 on **LEP-INDICATOR-CODE (TC15)** as follows: **Code 0:** **Update translation from:** Not LEP **To:** Not LEP/English proficient (EP) **Code 1:** **Update translation from:** Identified as limited English proficient (LEP) **To:** Identified as LEP/English learner (EL) **Code F:** **Update translation from:** Student exited from LEP status - Monitored 1 (M1) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her first year of monitoring as required by 19 TAC §89.1220(l) and is not eligible for funding due to the fact that they are not LEP. **To:** Student Reclassified from LEP/English learner (EL) Status - Monitored 1 (M1) – student has met reclassification criteria, is no longer classified as LEP/EL in PEIMS, is in his or her first year of monitoring as required by 19 TAC §89.1220(k). **Code S:** **Update translation from:** Student exited from LEP status - Monitored 2 (M2) – student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her second year of monitoring as required by 19 TAC §89.1220(l) and is not eligible for funding due to the fact that they are not LEP. **To:** Student Reclassified from LEP/English learner (EL) Status - Monitored 2 (M2) – student has met reclassification criteria, is no longer classified as LEP/EL in PEIMS, is in his or her second year of monitoring as required by 19 TAC §89.1220(k).	Yes	Yes	Yes

Item	TREx v *4.8.1* Enhancements	Requires Schema *1.20*	Requires Updates to Local Extract Program	Requires Updates to the Local SIS
	Code 3: **Update translation from:** Student Exited from LEP Status - Monitored 3 (M3) - student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her third year of monitoring as permitted by ESSA, 1111(b)(3)(B) and is not eligible for funding due to the fact that they are not LEP. **To:** Student Reclassified from LEP/English learner (EL) Status - Monitored 3 (M3) – student has met reclassification criteria, is no longer classified as LEP/EL in PEIMS, is in his or her third year of monitoring as permitted by ESSA, 1111(b)(3)(B). **Code 4:** **Update translation from:** Student Exited from LEP Status - Monitored 4 (M4) - student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her fourth year of monitoring as permitted by ESSA, 1111(b)(3)(B) and is not eligible for funding due to the fact that they are not LEP. **To:** Student Reclassified from LEP/English learner (EL) Status - Monitored 4 (M4) – student has met reclassification criteria, is no longer classified as LEP/EL in PEIMS, is in his or her fourth year of monitoring as permitted by ESSA, 1111(b)(3)(B). **Code 5:** **New and Translation** Former LEP/EL Student (effective after fourth year of monitoring) - Student has previously been identified as LEP/EL, has met reclassification criteria, and has completed four years of monitoring. The student continues with this status through the remainder of his or her school years in Texas.	Yes	Yes	Yes
24	Add New codes D0 -D9 to the **SEMESTER-SEQUENCE (TC18)** code table. D0 – Single Semester Dual Credit Course D1 – First Half of a Two Semester Dual Credit Course D2 – Second Half of a Two Semester Dual Credit Course D3 – First Third of a Three Semester Dual Credit Course D4 – Second Third of a Three Semester Dual Credit Course D5 – Last Third of a Three Semester Dual Credit Course D6 – First Fourth of a Four Semester Dual Credit Course D7 – Second Fourth of a Four Semester Dual Credit Course D8 – Third Fourth of a Four Semester Dual Credit Course D9 - Last Fourth of a Four Semester Dual Credit Course	Yes	Yes	Yes

Item	TREx v *4.8.1* Enhancements	Requires Schema *1.20*	Requires Updates to Local Extract Program	Requires Updates to the Local SIS
25	Update code translation to Code 9 on **TITLE-I-PART-A-INDICATOR (TC22)** code table. **From:** The Student Does Not Attend A School That Is Designated By The District As A Title I, Part A School; However, The student receives Title I, Part A services because the student is homeless as defined by **NCLB, Title X, Part C, Section 725(2)**, the term "homeless children and youths" **To:** The Student Does Not Attend A School That Is Designated By The District As A Title I, Part A School; However, The student receives Title I, Part A services because the student is homeless as defined by **42 U.S.C. Section 11434(a)**, the term "homeless children and youths"	No	No	No
26	Update code translations for **BILINGUAL-PROGRAM-TYPE-CODE (TC26)** **Code 2:** **From:** **Transitional Bilingual/Early Exit** A bilingual program that serves students identified as students of limited English proficiency in both English and Spanish, or another language, and transfers students to English-only instruction. It provides instruction in literacy and academic content areas through the medium of the student's first language, along with instruction in English oral and academic language development. Non-academic subjects such as art, music, and physical education may also be taught in English. Exiting to an all English program of instruction will occur not earlier than the end of first grade, or if the student enrolls in school during or after first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the bilingual program. Students that have met exit criteria in accordance with TAC §89.1225 (h)(i)(k) may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153. **To:** **Transitional Bilingual/Early Exit** A bilingual program model in which students identified as LEP/English learners (EL) are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(1), for the assigned grade level and content area. **Code 3:** **From:**	No	No	No

Item	TREx v *4.8.1* Enhancements	Requires Schema *1.20*	Requires Updates to Local Extract Program	Requires Updates to the Local SIS
	Transitional Bilingual/Late Exit A bilingual program that serves students identified as students of limited English proficiency in both English and Spanish, or another language, and transfers a student to English-only instruction; academic growth is accelerated through cognitively challenging academic work in the student's first language along with meaningful academic content taught through the student's second language, English. The goal is to promote high levels of academic achievement and full academic language proficiency in the student's first language and English. Students enrolled in the transitional bilingual/late exit program are eligible to exit the program not earlier than six or later than seven years after the students enroll in school. Students that have met exit criteria in accordance with TAC §89.1225 (h)(i)(k) may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153. **To:** **Transitional Bilingual/Late Exit** A bilingual program model in which students identified as LEP/English learners (EL) are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(2), for the assigned grade level and content area. **Code 4:** **From:** **Dual Language Immersion/Two-Way** A biliteracy program that integrates students proficient in English and students identified as students of limited English proficiency in both English and Spanish, or another language, and transfers a student identified as a student of limited English proficiency to English-only instruction; instruction is provided to both native English speakers and native speakers of another language in an instructional setting where language learning is integrated with content instruction. Academic subjects are taught to all students through both English and the other language. Program exit will occur not earlier than six or later than seven years after the student enrolls in school; students that have met exit criteria in accordance with TAC §89.1225 (h)(i)(k) may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153. **To:** **Dual Language Immersion/Two-Way** A bilingual/biliteracy program model in which students identified as LEP/English learners (EL) are integrated with students proficient in English and are served in both English and another language and are prepared to meet reclassification criteria in			

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	order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061, for the assigned grade level and content area. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC, §29.061, for the assigned grade level and content area. **Code 5:** **From:** **Dual Language Immersion/One-Way** A biliteracy program that serves only students identified as students of limited English proficiency in both English and Spanish, or another language, and transfers a student to English-only instruction in an instructional setting where language learning is integrated with content instruction. Academic subjects are taught to all students through both English and the other language. Program exit will occur not earlier than six or later than seven years after the student enrolls in school; students that have met exit criteria in accordance with TAC §89.1225 (h)(i)(k) may continue receiving services but the school district will not be allocated the bilingual allotment -TEC §42.153. Students who are proficient in English may also be served in this program only with appropriate parental permission but are not eligible for Bilingual Program allotment. **To:** **Dual Language Immersion/One-Way** A bilingual/biliteracy program model in which students identified as LEP/English learners (EL) are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC, §29.061.			

Item	TREx v *4.8.1* Enhancements	Requires Schema *1.20*	Requires Updates to Local Extract Program	Requires Updates to the Local SIS
27	Update code translations for: **ESL-PROGRAM-TYPE-CODE (TC28)** **Code 2:** **From:** **English as a Second Language/Content-Based** An English program that serves students identified as students of limited English proficiency in English only by providing a full-time teacher certified under TEC §29.061(c) to provide supplementary instruction for all content area instruction. It integrates English-as-a-second-language instruction with subject matter instruction which focuses not only on learning a second language but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. Exiting to an all English program of instruction will occur not earlier than the end of first grade, or if the student enrolls in school during or after first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the ESL program. Students that have met state requirements for exit criteria in accordance with TAC §89.1225 may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153; At the high school the LEP student receives sheltered instruction in all content areas. **To:** **English as a Second Language/Content-Based** An English acquisition program that serves students identified as English learners (EL) through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies. The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies. English Proficient (EP) students may also participate in this program with parental permission, but they are not eligible for generating Bilingual Education Allotment (BEA) funds. **Code 3:** **From:** **English as a Second Language/Pull-Out** An English program that serves students identified as students of limited English proficiency in English only by providing a certified teacher under TEC §29.061(c) to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the ESL teacher in a pull-out or inclusionary delivery model. Exiting to an all English	No	No	No

Item	TREx v *4.8.1* Enhancements	Requires Schema *1.20*	Requires Updates to Local Extract Program	Requires Updates to the Local SIS
	program of instruction will occur not earlier than the end of first grade, or if the student enrolls in school during or after first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the ESL program. Students that have met state requirements for exit criteria in accordance with TAC §89.1225 may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153. **To:** **English as a Second Language/Pull-Out** An English acquisition program that serves students identified as English learners (EL) through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model. English proficient (EP) students may also participate in this program with parental permission, but they are not eligible for generating Bilingual Education Allotment (BEA) funds.			
28	Remove Code 5 and update translation to Code 6 on **STAAR-PERFORMANCE-LEVEL (TC31) code table** **Code 5**: Removed **Code 6:** **From:** SII – Substitute Assessment, Level 2 **To:** S - Substitute Assessment	Yes	Yes	Yes

Item	TREx v *4.8.1* Enhancements	Requires Schema *1.20*	Requires Updates to Local Extract Program	Requires Updates to the Local SIS
29	Update translations to codes 1, 2, 3 and add codes 5 & 6 on **MILITARY-CONNECTED-CODE (TC34)** **Code 1:** **From:** Dependent of an Active Duty member of the U.S. Military **To:** KG-12 student is a dependent of an active duty member of the U.S. Military **Code 2:** **From:** Dependent of a member of the Texas National Guard **To:** KG-12 student is a dependent of a current member of the Texas National Guard **Code 3:** **From:** Dependent of a member of a reserve force in the U.S. Military **To:** KG-12 student is a dependent of a current member of a reserve force in the U.S. Military **Code 5:** **New** KG-12 student is a dependent of a former member of U.S. Military, TX National Guard, or a reserve force in the U.S. Military **Code 6:** **New** KG-12 student is a dependent of a member of a military or reserve force in the U.S. Military killed in the line of duty	Yes	Yes	Yes
30	Update translations for codes 31 – 33 & 93 - 96, added codes 163 - 182, and removed/retired codes 75, 81, 86, 88, 91, 109, & 114 on **PERFORMANCE ACKNOWLEDGMENT AP IB EXAMS (TC36)** **Code 31:** **From:** Acknowledgment for AP: Studio Art 2-D Design **To:** Acknowledgment for AP: Studio Art 2-D Design Portfolio **Code 32:** **From:** Acknowledgment for AP: Studio Art 3-D Design **To:**	Yes	Yes	Yes

Item	TREx v *4.8.1* Enhancements	Requires Schema *1.20*	Requires Updates to Local Extract Program	Requires Updates to the Local SIS
	Acknowledgment for AP: Studio Art 3-D Design Portfolio **Code 33:** **From:** Acknowledgment for AP: Studio Art Drawing **To:** Acknowledgment for AP: Studio Art Drawing Portfolio **Code 93:** **From:** Acknowledgment for IB: Language A Language & Literature HL **To:** Acknowledgment for IB: Language Studies A: Language and Literature HL **Code 94:** **Update translation from:** Acknowledgment for IB: Language A Language & Literature SL **To:** Acknowledgment for IB: Language Studies A: Language and Literature SL **Code 95:** **Update translation from:** Acknowledgment for IB: Language A Literature HL **To:** Acknowledgment for IB: Language Studies A: Literature HL **Code 96:** **Update translation from:** Acknowledgment for IB: Language A Literature SL **To:** Acknowledgment for IB: Language Studies A: Literature SL **Retired Codes**: 75 – Acknowledgment for IB: Geography HL/SL 81 – Acknowledgment for IB: German ab initio 86 – Acknowledgment for IB: Global politics HL/SL 88 – Acknowledgment for IB: History HL 91 – Acknowledgment for IB: Information Technology in a Global Society (ITGS) HL/SL 109 – Acknowledgment for IB: Philosophy HL/SL 114 - Acknowledgment for IB: Psychology HL/SL **New Codes and Translations**: 163 – Acknowledgment for IB: Dance SL 164 – Acknowledgment for IB: Visual Arts HL 165 – Acknowledgment for IB: Visual Arts SL 166 – Acknowledgment for IB: Theatre HL 167 – Acknowledgment for IB: Theatre SL			

Item	TREx v *4.8.1* Enhancements	Requires Schema *1.20*	Requires Updates to Local Extract Program	Requires Updates to the Local SIS
	168 – Acknowledgment for IB: Arabic ab initio SL 169 – Acknowledgment for IB: Arabic B HL 170 – Acknowledgment for IB: Arabic B SL 171 – Acknowledgment for IB: Japanese ab initio SL 172 – Acknowledgment for IB: Japanese B HL 173 – Acknowledgment for IB: Japanese B SL 174 – Acknowledgment for IB: Russian ab initio SL 175 – Acknowledgment for IB: Russian A Literature HL 176 – Acknowledgment for IB: Russian A Literature SL 177 – Acknowledgment for IB: Hebrew ab initio SL 178 – Acknowledgment for IB: Hebrew B HL 179 – Acknowledgment for IB: Hebrew B SL 180 – Acknowledgment for IB: Hindi ab initio SL 181 – Acknowledgment for IB: Hindi B HL 182 – Acknowledgment for IB: Hindi B SL			
31	Update translation to Code 6 on **PERFORMANCE ACKNOWLEDGMENT COLLEGE READINESS ASSESSMENTS (TC38)** code table: **Code 6:** **From:** Acknowledgment for SAT: composite score of at least 1310 **To:** Acknowledgment for SAT: total score of at least 1310	No	No	No

TREx Documentation:

The TREx *v4.8* Data Standards, Users Guide and Video Tutorials are available on the TEA website at
http://tea.texas.gov/Reports_and_Data/Data_Submission/Texas_Records_Exchange_(TREx)/TREx_Data_Standards/.

Schema Changes:

In order to make use of new codes, new data elements, and edits in TREx *4.8,* the school district software that generates the TREx XML must reference the new schema, version *v1.20*

For example:

XML file pointing to v1.17 of the TREx XSD

<trex:TRExStudentRecords xmlns:trex="urn:us:tx:state:tea:TREx:**v1.17**">

Should now reflect:

<trex:TRExStudentRecords xmlns:trex="urn:us:tx:state:tea:TREx:**v1.20** ">

If the incorrect version displays, this means your Student Information System software needs to be updated with the most current version.

The new version *1.20* XSD file is available on the TREx website under the TREx Data Standards page, 2019-2020 TREx Data Standards version 4.8.1 at:

http://tea.texas.gov/Reports_and_Data/Data_Submission/Texas_Records_Exchange_(TREx)/TREx_Data_Standards/

To validate an XML file against the new XML Schema (XSD), download the XSD file and:

- Use an XML editor that supports schema validation (i.e. XMLSpy, Oxygen XML, Stylus Studio). A more comprehensive list of tool providers can be found at (http://www.w3.org/XML/Schema).

- Or use an API that supports XML/XSD validation (i.e. Xerces, Saxon,MSXML)

Please forward this email to your TREx extract vendor. If you or your vendor has any questions, please contact the TREx Help Desk at 512-463-7246 or email TREx@tea.Texas.gov.