

# New PEIMS Coordinator Overview 2025-26

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# PEIMS

P - Public

E - Education

I - Information

M - Management

S - System

# What is PEIMS?

PEIMS is a collection of information. Organizations requiring accountability have always requested and received information from school districts:

- Texas Education Agency
- State Legislature
- Federal Government

PEIMS encompasses student demographic information, student academic performance, personnel, financial and organizational information.

PEIMS data requirements are constantly evolving. The amount of data currently being submitted has grown dramatically since the first PEIMS submissions. Additions to the PEIMS data requirements are based on decisions made by the legislature or by data needs mandated by the federal government.

# AGENDA

## Navigating TEA Websites

- TEA Homepage
- TWEDS (Texas Web-Enabled Education Data Standards)
- SAAH (Student Attendance Accounting Handbook)
- AskTED
- TSDS/UID/ET
- Correspondence from TEA
- TEC (Texas Education Code)
- TAC (Texas Administrative Code)

FERPA - Family

TSDS Submission and Resubmission Timelines for 2025-26

# Agenda continued

- TEAL-Texas Education Agency Login
- TREx-Texas Records Exchange
- TSDS=Texas Student Data Systems
  - PEIMS
  - Unique ID
  - ET
  - Charter School Waitlist
  - Class Roster Winter
  - ECDS
  - RFT
  - SELA
  - SPPI
  - SPEDS

# PEIMS Submission LEA Responsibilities

**Local Education Agencies (LEAs)** are responsible for:

1. Submitting current, complete, and accurate data required for each PEIMS and TSDS Collection;
2. Validating data per business rules and validations;
3. Correcting all errors during the data validation process in a timely manner; and
4. Delivering “fatal-free” corrected PEIMS and TSDS Submission data on or before the due dates set by their ESCs and TEA.

ESCs may establish earlier due dates to allow sufficient submission time to process and approve LEA data before the TEA deadline for each PEIMS and TSDS Submission (see the *Submission Timelines*). ESCs approve “fatal free” LEA data only and will notify LEAs when their data have been approved and made available to TEA for further processing.

# Superintendent Responsibilities

**Superintendents** are responsible for submitting the electronic "Superintendent's Statement of Approval of Summary Report and Error Listing" (SOA) for each PEIMS Submission and resubmission based on the final review of the LEA's PEIMS data file.

This responsibility may not be delegated or shared with another person who is not the superintendent or who is not acting in the role with the responsibility of a superintendent of the LEA.

The electronic signature (SOA) certifies:

1. The LEA has submitted all required PEIMS data with zero fatal errors;
2. The LEA has verified the accuracy and the authenticity of the PEIMS data submitted for the collection;
3. The PEIMS data presented in the summary reports and all warning messages in the validation error listing have been reviewed for accuracy; and
4. The accuracy and authenticity of the PEIMS data submitted for the collection.

The electronically signed form is stored on a secured TEA server and a copy is emailed to the superintendent and to the LEA and ESC PEIMS Coordinators.

# PEIMS Submission and Resubmissions

Local education agencies are required to send complete and accurate PEIMS data, free of fatal errors, by the first submission deadline for each data submission as specified in the Data Submission Timelines.

The PEIMS data must be approved by the superintendent and accepted by the LEA's Education Service Center PEIMS Coordinator before it can be accepted by TEA.

Failure to submit PEIMS data for a collection will result in the LEA being referred to the TEA General Counsel for further action. LEAs may also be subject to Texas Administrative Code (TAC) 19 Rule §97.1055 (b)(2)(A)(ii).

LEAs are not required to send a resubmission of PEIMS data. The period between the first submission and the resubmission deadlines is an extension provided to all LEAs to review their original submission for any errors and make corrections.

If an LEA does not submit data during the resubmission window, or if the data is not free of fatal errors, TEA will use the PEIMS data sent for the first submission.

Immediately following the closure of a submission, the approved PEIMS data is loaded to TEA databases and made available to agency staff for state and federal reporting. TEA programs use PEIMS data to create products such as Standard Reports and Core products, accountability reports, dropout reports, Texas Academic Performance Reports (TAPR) reports, and School Report Cards. Any PEIMS data not submitted by the submission or resubmission deadlines are excluded from these important products.

All LEAs must meet the published first submission deadline for PEIMS Summer Submission (3). Resubmissions for PEIMS Summer Submission (3) are due by the published deadline, with the single exception of LEAs operating year-round schools. An LEA that provides year-round education can delay its resubmission until two weeks following the end of its latest year-round school track, or until the August year-round date specified in the Data Submission Timelines, whichever comes first.

# What is PEIMS Data Used For?

PEIMS data is used for various purposes, including funding allocation, accountability measures, and policy-making. The system ensures consistent data reporting across all public schools in Texas. The collection of PEIMS data is required of all Local Education Agencies (LEAs) by TEC §42.006.

PEIMS data is collected four times each school year. The submissions are:

- Submission 1 - PEIMS Fall Snapshot (including student leaver) data,
- Submission 2 - Mid-Year (prior year financial Actual) data,
- Submission 3 - Summer (school year attendance, discipline, course completion) data, and
- Submission 4 - Extended Year (summer program) data, when applicable to the LEA.

Beginning in the 2026-2027 school year, the StudentAcademicRecord Entity will no longer be reported in the PEIMS Fall Submission (1). In the 2025-2026 school year, LEAs will report 2024-2025 graduate and leaver information using the PriorYearLeaver entity.

# Major Categories of data collected are:

- Organizational
- Budget
- Actual Financial
- Staff
- Student Demographic
- Program Participation
- School Leaver
- Student Attendance
- Course Completions
- Discipline

# Major Categories continued

TEA manages other collections for evaluation, monitoring, funding, or auditing. Many are automated, electronic collections.

In compliance with the Texas Education Code, PEIMS contains only the data necessary for the legislature and TEA to perform their legally authorized functions in overseeing public education

# Important Links

All documents are available on TEA's website

<https://tea.texas.gov/>

Texas Education Data Standards (TWEDS)

<https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade>

Student Attendance Accounting Handbook (SAAH)

<https://tea.texas.gov/finance-and-grants/financial-compliance/saah/saah-2526-proposed.pdf>

# Important Links Continued

## Financial Accountability System Resource Guide (FASRG)

[http://tea.texas.gov/Finance\\_and\\_Grants/Financial\\_Accountability/Financial\\_Accountability\\_System\\_Resource\\_Guide](http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide)

AskTED

<https://tealprod.tea.state.tx.us/tea.askted.web/Forms/Home.aspx>

Correspondence from TEA

<https://tea.texas.gov/about-tea/news-and-multimedia/correspondence>

US Department of Education - FERPA

<https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

# Important Link continued

The Texas Administrative Code (TAC) is a collection of rules created by state agencies to implement laws, while the Texas Education Code contains the actual laws passed by the [Texas Legislature](#). Essentially, the Texas Education Code provides the statutory framework for education, and the TAC, specifically Title 19, contains the detailed rules and regulations for the Texas Education Agency (TEA) that flesh out those laws.

Texas Education Code (TEC)

<https://statutes.capitol.texas.gov/>

Texas Administrative Code (TAC)

<https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/texas-administrative-code-title-19-part-2>

# FERPA - Family Educational Rights and Privacy Act

- GENERAL  
Family Educational Rights and Privacy Act (FERPA)

## [Family Policy Compliance Office \(FPCO\) Home](#)

- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
- FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."
- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

# FERPA continued

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.
- Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

# 2025-26

## TSDS PEIMS Submission and Resubmission Timelines and Core Collection Timelines

## UID Enrollment Event

### Beginning of school year cumulative enrollment event file due date for LEAs

(Thereafter, enrollment event files should be submitted each week an LEA is in session based on the local instructional calendar when there is any enrollment or withdrawal activity.)

September 12, 2025

### PEIMS Fall Submission (Sub 1)

TSDS PEIMS ready to load data to IODS	August 4, 2025
Close of school-start window - Last Friday in September	September 26, 2025
PEIMS Fall snapshot date	October 31, 2025
TSDS PEIMS Fall ready for users to complete, approve, and accept submissions	November 3, 2025
Requests to retire Unique IDs due at TEA for PEIMS Fall First Submission	December 5, 2025
<b>PEIMS Fall First Submission due date for LEAs and ESCs</b>	December 11, 2025
Requests to retire Unique IDs due at TEA for PEIMS Fall Resubmission	January 9, 2026
<b>PEIMS Fall Resubmission due date for LEAs and ESCs</b>	January 15, 2026
PEIMS Fall data available to customers	February 12, 2026

## PEIMS Mid-Year Submission (Sub 2)

TSDS PEIMS ready to load data to IODS	August 4, 2025
TSDS PEIMS Mid-Year ready for users to complete, approve, and accept submissions	December 15, 2025
<b>PEIMS Mid-Year First Submission due date for LEAs and ESCs</b>	January 22, 2026
<b>PEIMS Mid-Year Resubmission due date for LEAs and ESCs</b>	February 12, 2026
PEIMS Mid-Year data available to customers	March 5, 2026

Submission 2 includes the audited actual financial data for the prior school year. All LEAs promote data for the PEIMS Mid-year submission.

## PEIMS Summer Submission (Sub 3)

TSDS PEIMS ready to load data to IODS August 4, 2025

TSDS PEIMS Summer ready for users to complete, approve, and accept submissions May 18, 2026

Requests to retire Unique IDs due at TEA for PEIMS Summer First Submission June 12, 2026

**PEIMS Summer First Submission due date for LEAs** June 18, 2026

Requests to retire Unique IDs due at TEA for PEIMS Summer Resubmission July 10, 2026

### PEIMS Summer Resubmission due date for LEAs

LEAs registered with TEA with year-round tracks ending later than **June 18, 2026**, may delay PEIMS Summer Resubmission until two weeks following completion of the latest year-round track or **August 20, 2026**, whichever comes first.

July 16, 2026

However, the initial data delivery for Submission 3 must still be made by **June 18, 2026**, for all LEAs. In no case will any Resubmission be processed after **August 20, 2026**. Data corrections made after **August 20, 2026**, will be processed by State Funding.

PEIMS Summer data available to customers September 17, 2026

### Summer data are used to:

- Calculate FSP final allotments
- Calculate attendance and course completion
- Create a portion of TAPR
- Perform desk audits
- CCMR/Accountability

Submission 3 includes yearlong student attendance, course completions (high school courses, Texas Virtual School Network (TxVSN) Online Schools program courses, and TxVSN Statewide Online Course Catalog courses), disciplinary actions, restraint events, and course section data. All LEAs report data for the PEIMS Summer submission.

### PEIMS Extended Year Submission (Sub 4)

TSDS PEIMS ready to load data to IODS	August 4, 2025
TSDS PEIMS Extended Year ready for users to complete, approve, and accept submissions	July 27, 2026
Requests to retire Unique IDs due at TEA for PEIMS Extended Year First Submission	August 21, 2026
<b>PEIMS Extended Year First Submission due date for LEAs</b>	August 27, 2026
Requests to retire Unique IDs due at TEA for PEIMS Extended Year Resubmission	September 25, 2026
<b>PEIMS Extended Year Resubmission due date for LEAs</b>	October 1, 2026
PEIMS Extended Year data available to customers	October 29, 2026

### PEIMS Attendance

TSDS PEIMS ready to load data for six weeks attendance to IODS.	January 5, 2026
<b>1st Six Weeks Attendance Due</b>	January 30, 2026
<b>2nd Six Weeks Attendance Due</b>	January 30, 2026
<b>3rd Six Weeks Attendance Due</b>	January 30, 2026
<b>4th Six Weeks Attendance Due</b>	March 20, 2026
<b>5th Six Weeks Attendance Due</b>	May 8, 2026

#### **PEIMS Extended Year Submission (4):**

The StudentAcademicRecord Entity is reported for any of the following students:

- Completed a high school credit course (*CourseCompletionIndicator* is true) during the summer (between school years) for:
  - Career and Technical Education (CTE) courses,
  - Dual credit courses,
  - College Preparatory Course English Language Arts, or
  - College Preparatory Course Mathematics.
- Graduated during the current school year and in the summer (through August 31).
- Students in grades 9-12 who earned or passed an IBC exam between June 1 and August 31 of the current school year.
- Students in grades 11 and 12 who earned an associate degree in the summer (through August 31).

### Charter School Waitlist Collection

TSDS ready to load data to IODS	August 4, 2025
Charter School Waitlist ready for users to complete	September 26, 2025
Charter School Waitlist snapshot date - Last Friday in September	September 26, 2025
<b>Charter School Waitlist Submission due date for charter schools</b>	October 31, 2025
Charter School Waitlist data available to customers	November 14, 2025

### Class Roster Collection - Winter Submission

TSDS ready to load data to IODS	August 4, 2025
Class Roster Winter snapshot date – Last Friday in February	February 27, 2026
Class Roster Winter ready for users to complete	February 27, 2026
<b>Class Roster Winter Submission due date for LEAs</b>	March 26, 2026
Class Roster Winter data available to customers	April 9, 2026

### Early Childhood Data System Collection (ECDS) - KG

TSDS ready to load data to IODS	August 4, 2025
ECDS Kindergarten ready for users to complete	November 10, 2025
<b>ECDS Kindergarten Submission due date for LEAs</b>	January 29, 2026
ECDS Kindergarten data available to customers	February 12, 2026

### Early Childhood Data System Collection (ECDS) - PK

TSDS ready to load data to IODS	August 4, 2025
ECDS Prekindergarten ready for users to complete	May 7, 2026
<b>ECDS Prekindergarten Submission due date for LEAs</b>	June 25, 2026
ECDS Prekindergarten data available to customers	July 9, 2026

### Residential Facility Tracker (RFT) Collection

TSDS ready to load data to IODS	August 4, 2025
<b>All RF Tracker data up to this point must be promoted, validated, and fatal free.</b> LEA will continue to report RF Tracker data as students enter and exit residential facilities or on a monthly basis throughout the school year.	December 12, 2025
RF Tracker ready for users to complete	May 18, 2026
<b>RF Tracker Submission due date for LEAs</b>	July 16, 2026
RF Tracker data available to customers	July 30, 2026

### Special Education Language Acquisition Collection

TSDS ready to load data to IODS	August 4, 2025
Special Education Language Acquisition ready for users to complete	May 18, 2026
<b>Special Education Language Acquisition Submission due date for LEAs</b>	June 25, 2026
Special Education Language Acquisition data available to customers	July 9, 2026

### Special Education Data System (SPEDS) - Summer

TSDS ready to load data to IODS	August 4, 2025
SPEDS Summer ready for users to complete	May 18, 2026
<b>SPEDS Summer Submission due date for LEAs</b>	July 30, 2026
SPEDS Summer data available to customers	August 13, 2026

### State Performance Plan Indicator (SPPI) 14 Collctn

TSDS ready to load data to IODS	August 4, 2025
SPPI-14 ready for users to complete	November 3, 2025
<b>SPPI-14 Submission due date for LEAs</b>	February 19, 2026
SPPI-14 data available to customers	March 5, 2026

# Charter School Waitlist (CSW)

The purpose of the Charter School Waitlist Collection is to meet the requirements of TEC Chapter 12, Subchapter D, Section 12.1174 by collecting information about enrollment and the use of a waiting list.

Texas Education Code (TEC), §12.1174, added by SB 2293, Texas Legislature, 86th Regular Session, 2019, requires that the governing body of a charter school report certain student enrollment and waitlist data to TEA no later than the last Friday of October of each school year. Students who have applied but are not enrolled in the charter school and who are on a waitlist, must be reported to the agency in addition to the number of students enrolled and the educational enrollment capacity.

All data must be reported as of the last Friday in September and the data is due to the agency by the close of the collection on the last Friday in October.

# Charter School Waitlist (CSW)

The reporting of enrollment and waitlist data into CSW is mandatory for all open-enrollment charter schools. Every charter must submit the following data for each campus:

- Number of students enrolled at the charter school campus;
- Maximum number of students the charter school campus could provide instruction to without exceeding staffing and facility limitations; and
- Whether the charter school campus uses a waitlist for admission.

Every open-enrollment charter school must submit the following individual student data for each campus:

- Texas Unique Student ID
- Student ID
- First, middle, last name, suffix
- Date of Birth
- Sex
- Enrollment or waitlist status

# Class Roster (CR)

## **Class Roster – Winter Submission**

The Class Roster – Winter Submission is used to collect information used in relation to the accountability for state-mandated teacher preparation programs. Additionally, the data is used to accurately identify all the local education agencies with teachers eligible for funds under the Teacher Incentive Allotment (TIA).

Under HB 4545 (Texas Legislature, 87<sup>th</sup> Regular Session), class roster winter data will be used to ensure that a student who did not pass the STAAR test has a TIA teacher assigned the following school year.

# Early Childhood Data System (ECDS)

The purpose of the ECDS Collection is to inform parents, school administrators, the public, statewide stakeholders, community, and policymakers about the quality of early childhood education and help direct resources in an informed manner.

# Residential Facility Tracker (RFT)

The purpose of the RF Tracker Collection is to oversee and monitor the programs provided to students with disabilities who reside in residential facilities (RFs).

Each LEA with a Residential Facility within its boundaries or jurisdiction, in which students with disabilities reside, must be promoted, validated and fatal free by December 13, 2024, as outlined in the Texas Education Data Standards (TEDS). LEAs will continue to report RF Tracker data as students enter and exit residential facilities or on a monthly basis throughout the school year.

A Residential Facility, for this purpose, is defined as a facility that provides 24-hour custody or care of students 22 years of age or younger who reside in the facility for detention, treatment, foster care, or any non-educational purpose.

A Residential Facility is NOT a traditional foster home licensed by the Texas Department of Family and Protective Services.

# Special Education Language Acquisition (SELA)

House Bill (HB) 548 requires the commissioner of the Texas Education Agency and the executive commissioner of the Health and Human Services Commission (HHSC) to ensure that the language acquisition of each child eight years of age or younger who is deaf or hard of hearing is regularly assessed using a tool or assessment. No later than August 31 of each year, a report shall be published on the language acquisition of children eight years of age or younger who are deaf or hard of hearing.

The Special Education Language Acquisition (SELA) collection will report data on the language acquisition of children eight years of age or younger who are deaf or hard of hearing, identified with an auditory impairment or deaf/blind using the following DISABILITY-TYPE codes: '05' Deaf-Blindness (Deaf-Blind) or '03' Deaf And Hard Of Hearing. The StudentSpecialEdProgramAssociation will be used to gather information about language acquisition services being provided to deaf or hard of hearing students.

# State Performance Plan Indicator 14 (SPPI-14)

SPPI-14 requires that a Post-School Outcome Survey be distributed to secondary students who had individualized education programs (IEPs) in effect at the time they left school.

The SPPI-14 data submission collects student and parent/guardian contact information for students who were served through the Special Education Program in the prior school year and who did not return to the LEA in the current school year.

Exited students are contacted through phone calls, text messages, email, and postcards by a Third-Party Vendor.

The survey results are submitted to the Office of Special Education Programs at the U.S. Department of Education with annual progress reports related to the State Performance Plan.

To see the statewide reports with data for Texas, visit the [Post-School Outcomes page on the TEA website](#). Local education agencies (LEAs) with five or more completed surveys will receive a report with local data, shared directly with their administrative team by their regional transition specialist.

# Special Education Data Systems (SPEDS) NEW 2025-26

The Special Education Data System (SPEDS) Collection is a data collection used by the Texas Education Agency (TEA) to gather data for some State Performance Plan (SPP) indicators.

## **SPEDS - Summer Submission**

The SPEDS - Summer Submission joins together the Early Childhood Outcomes (SPPI-7), Timely Initial Evaluation and Eligibility Determination (SPPI-11), Early Childhood Transition (SPPI-12), and Secondary Transition (SPPI-13) indicators into one submission.

### ***Early Childhood Outcomes (SPPI-7)***

SPPI-7 measures the demonstrated improvement for preschool children aged three through five with Individualized Education Programs (IEPs) in the following areas:

1. Positive social-emotional skills (including social relationships).
2. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
3. Use of appropriate behaviors to meet their needs.

# Special Education Data Systems (SPEDS)

Local education agencies (LEAs) utilize the Childhood Outcomes Summary (COS) Process to document children's progress in the three outcomes. LEAs report these outcomes using a specific rating category on a seven-point scale at entry and exit of all students aged three through five (not in kindergarten) who receive early childhood special education (ECSE) services for six months or more during the school year.

## ***Timely Initial Evaluation (SPPI-11) (Formerly part of TSDS Child Find)***

SPPI-11 (Timely Initial Evaluation) refers to compliance with the state-established timeframes (19 TAC §89.1011) for evaluating children, ages 3-21, for special education under Part B of the Individuals with Disabilities Education Act (IDEA).

LEAs will submit student-level data for children who had an eligibility determination (ED) date during the annual data collection period which occurs from July 1 to June 30.

SPPI-11 is a compliance indicator used for meeting federal public reporting requirements for the State Performance Plan/Annual Performance Report (SPP/APR). It is also part of the federally required elements (FREs) used along with the results-driven accountability (RDA) indicators for making annual LEA special education determinations (34 CFR §300.600(a)(2)).

# Special Education Data Systems (SPEDS)

## ***Timely Initial Evaluation (SPPI-12) (Formerly part of TSDS Child Find)***

SPPI-12 (Early Childhood Transition) refers to compliance for children referred from Part C of IDEA before age three, found eligible for Part B, and have an individualized education program (IEP) developed and implemented by their third birthday to receive early childhood special education (ECSE) services.

LEAs will submit student-level data for children who had an eligibility determination (ED) date during the annual data collection period which occurs from July 1 to June 30.

SPPI-12 is a compliance indicator used for meeting federal public reporting requirements for the State Performance Plan/Annual Performance Report (SPP/APR). It is also part of the federally required elements (FREs) used along with the results-driven accountability (RDA) indicators for making annual LEA special education determinations (34 CFR §300.600(a)(2)).

## ***Secondary Transition (SPPI-13)***

SPPI-13 measures the percentage of youth with IEPs aged 16 up to age 21 with an IEP that includes:

- Appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment;
- Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and
- Annual IEP goals related to the student's transition service needs.

# Special Education Data Systems (SPEDS)

## ***Secondary Transition (SPPI-13)***

SPPI-13 measures the percentage of youth with IEPs aged 16 up to age 21 with an IEP that includes:

- Appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment;
- Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and
- Annual IEP goals related to the student's transition service needs.

Additionally, there must be documented evidence that the student was invited to the admission, review, and dismissal (ARD) committee meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services was invited to the ARD meeting with the prior consent of the parent or student who has reached the age of majority.

# TREx – TX Records Exchange

The Texas Records Exchange (TREx) system is a web-based software application designed for the exchange of electronic student records as mandated by the State. By using TREx, school registrars have the ability to electronically request and receive student records for students who have attended or will be attending Texas public schools. High school registrars and counselors also have the ability to electronically create and send official student transcripts to Texas public colleges and universities using TREx to access the SPEEDE Server.

If you already have a user name and password for another TEA application, log on to TEAL and select "**Add/Modify Application Access**" from Application List page.

# TREx – TX Records Exchange

The TEA Student Attendance Accounting Handbook (SAAH) section 3.4.4 Information and Record Transfer describes the following minimum information that must be transmitted when a student moves from one Texas public school district or charter school to another. The student record must be transferred via TREx within 10 working days of receiving a request. The student record must include the following information at a minimum.

Note that the IEP may be scanned and sent as an attached file.  
Prior ID (Social Security Number or State-Approved Alternate ID, if different from above)

Local Student ID Number, if used;

Texas Unique ID

Student ID (Social Security Number or State-Approved Alternate ID) last reported through TSDS PEIMS

first, middle, and last Name and generation code (if applicable)

# TREx – TX Records Exchange

- data of birth
- gender
- ethnicity and race
- current grade level
- immunization information
- receipt of special education services and individual education plan (IEP), if applicable
- academic Year
- course completion
- final grade average
- teachers of record
- assessment instrument results
- district ID
- campus ID

# TREx – TX Records Exchange

- campus name
- campus phone number
- Students Personal Graduation Plan under Section 28.0212 or 28.02121, if applicable.
- discipline record

Behavior Threat Assessments (BTA) will be submitted through the Sentinel Program beginning with the 2025-26 school term. Your Behaviour Threat Coordinator at your district will guide you on the process.

# Student Attendance Accounting Handbook

- Published annually by TEA (on web site)
- Student attendance accounting system requirements
- Foundation School Program eligibility
- Funding implications
- Special program eligibility and contact hours
- Documentation requirements for attendance audit purposes
- Details, the responsibilities of all persons who work with student attendance in the district

# The SAAH contains 13 sections:

- Section 1 Overview
- Section 2 Audit Requirements
- Section 3 General Attendance Requirements
- Section 4 Special Education
- Section 5 Career and Technical Education
- Section 6 Emergent Bilingual/English As A Second Language (ESL)
- Section 7 Prekindergarten (Pre-K)
- Section 8 Gifted and Talented
- Section 9 Pregnancy Related Services (PRS)
- Section 10 Alternative Education Programs (AEPs) and  
Disciplinary Removals
- Section 11 Nontraditional Programs
- Section 12 Virtual, Remote, and Electronic Instruction
- Section 13 Appendix: Average Daily Attendance and Funding  
Definitions  
Information on Weights  
Glossary  
Resources

Handbook Section(s)	Description
Section 1 Overview	The <b>Overview</b> section describes the importance of attendance accounting, how funding and attendance are related, the organization of this handbook, and significant changes from the prior year.
Section 2 Audit Requirements	<b>Audit Requirements</b> establishes minimum standards for all required documentation, sets the time limit for record retention, and discusses areas of attendance accounting that deserve particular attention.
Section 3 General Attendance Requirements	<b>General Attendance Requirements</b> discusses the responsibilities of district personnel, enrollment and withdrawal procedures, basic rules of attendance accounting for all attendance systems, ADA eligibility codes and general eligibility requirements, the school calendar, data submission, documentation required to prove FSP eligibility, tips for quality control of attendance data, and examples.
Sections 4–9	These sections address each special program area under the FSP. Each section discusses the responsibilities of district personnel, enrollment and withdrawal procedures, special rules, documentation to prove special program eligibility, tips for quality control of special program attendance data, and examples.
Section 10 Alternative Education Programs (AEPS) and Disciplinary Removals	<b>Alternative Education Programs and Disciplinary Removals</b> discusses various alternative education programs, in-school suspension programs, and education programs for incarcerated youth, as well as disciplinary removals.
Section 11 Nontraditional Programs	<b>Nontraditional Programs</b> discusses education programs that have alternative methods of funding or are provided in alternative settings.
Section 12 Virtual, Remote, and Electronic Instruction	<b>Virtual, Remote, and Electronic Instruction</b> discusses Texas Virtual School Network (TXVSN) programs and courses, other online courses, remote instruction, and self-paced computer courses.
Section 13 Appendix	The <b>Appendix</b> section explains how ADA is calculated and provides information on weighting of ADA.
Glossary	The <b>Glossary</b> section defines terms used in the handbook.

# Overview

The primary purpose for TEA's collection of student attendance data is to ensure that Foundation School Program (FSP) funds (state funding) can be allocated to Texas's public schools. All public schools in Texas must maintain records to reflect the average daily attendance (ADA) for the allocation of these and other funds by TEA.

**Note:** An inherent difference exists between being permitted to serve a student in a particular program and being entitled to funding for the service provided to the student. For example, depending on local policy, your school district may serve any student in any capacity or setting as-long-as serving the student does not interfere with the education of funding-eligible students. However, the only circumstance in which a student may be coded as an eligible participant in a program or setting, thereby generating state funding, is one in which the student meets all eligibility requirements and all documentation is complete and on file.

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**Important:** Your district must not assign attendance personnel the responsibility of determining a student's coding information. Special program staff members, directors, or teachers should provide attendance personnel with names and coding information of students who are eligible and whose documentation is in order. Special program directors and staff members are responsible for reviewing special program data and totals for accuracy and completeness. They are also responsible for ensuring that attendance personnel are aware of any changes in a student's services and the effective dates of those changes. The attendance personnel are then responsible for entering the changes in the student attendance accounting system. At the end of each six-week reporting period, special program staff members should check the Student Detail Report for any coding errors.

# Audit Documentation Required

Regardless of where attendance records are filed or stored, they must be readily available for audit by the Financial Compliance Division of TEA. Auditors have the authority to examine attendance records for any year for which your district is required to retain records.

If auditors detect errors during an audit, TEA will either assess an adjustment to subsequent allocations of state funds or require your district to refund the total amount of the adjustment when the audit is finalized. Incomplete or inaccurate data will result in attendance not being allowed.

Note: All documentation requirements for audit purposes and the required retention period for such records are outlined in Section 2 Audit Requirements. The required retention period for all school district records is outlined in Texas State Library and Archives Commission's [Local Schedule SD –Retention Schedule for Records of Public School Districts](#).

# Reports for each 6-week Reporting Period

Your district must generate the following reports for each six week reporting period:

- Student Detail Reports (SAAH 2.3.1)
- Campus Summary Reports (SAAH 2.3.2)
- District Summary Reports (SAAH 2.3.3)
- Reconciliation of Teachers Roster  
& Attendance Records (SAAH 2.3.4)
- Additional Required Documentation (SAAH 2.3.5)

\*\*\*For schools offering multiple tracks, student detail must be summarized by individual tracks. Data totals for all track level **Student Detail Reports** must add up to respective totals on the **Campus Summary Report**. Likewise, data totals for all **Campus Summary Reports** must add up to respective totals on the **District Summary Report**.

Your district should balance all attendance reports by 6-week period to ensure that all reports match. If any attendance data are changed in the accounting system for a 6-week period whose information previously balanced, new reports must be generated and balanced.

## *2.2.5 Attendance System Procedures Manual*

Your district or charter school must maintain a procedures manual that provides specific, detailed information on the district's school attendance accounting system. This procedures manual must include the following information:

- how and when teachers are to take official attendance
- how attendance is entered into the attendance accounting system
- which position or positions are responsible for the coding of special programs (such as career and technical education [CTE], special education, pregnancy-related services [PRS], etc.)
- how changes to special programs are to be documented
- how student membership is to be reconciled between the teacher rosters and the attendance accounting database
- how your district will maintain attendance accounting records (including computerized records, period absence slips, and official calendar) after the completion of the school year
- what backup systems are in place to protect the attendance accounting records
- which position is responsible for the maintenance and security of the attendance accounting records

# What is PEIMS Used For?

- Main support for Foundation School Program funding
- Accountability and Accreditation
- State and Federal Reporting
- District Effectiveness and Compliance Monitoring
- School Financial and Desktop Audits
- Budget Forecasting

# What is TEDS?

The Texas Education Data Standards (TEDS) is a collection of data standards for transferring data to TSDS based on the national Ed-Fi XML core with the addition of Texas specific requirements in the Texas Core Extension. The TSDS Web-Enabled Data Standards (TWEDS) is a web-based version of TEDS. These standards describe the data reporting requirements, responsibilities, and specifications.

The *Texas Education Data Standards (TEDS)* is for all persons involved in the data collection process, including LEA administrators, special program personnel, data control personnel, data processing staff, service center coordinators, and others. The *Texas Education Data Standards* is for data delivery only. It should not be construed to represent the format of data available for retrieval from the database.

# TSDS Web-Enabled Data Standards

Search. Drill. Find.

Search For:

School Year: 2025-26  
Collection: ALL  
Submission: ALL  
Reset Filter  
Published Version: 2026.2.1

- Overview**
- Data Components
- Descriptor Tables
- References
- Rules
- Change Logs
- Early Notice

Overview  
2025-2026 TEDS

- Collections
- Timelines
- Data Submission Responsibilities



## Data Components

2025-2026 TEDS

- **Domain**
- **Categories**
- **Entities**
- **Data Elements**

**Category-Subcategory-Domain-Entity Relationships**

## Rules

2025-2026 TEDS

### **Business Context Rules**

#### **Level 1.5 Rules**

#### ▾ **Level 2 Rules**

##### ▾ Level 2 Rules by Severity

- Fatal
- Special Warning
- Warning

##### ▸ Level 2 Rules by Category/Subcategory

#### ▾ **Level 3 Rules**

##### ▾ Level 3 Rules by Severity

- Fatal
- Special Warning
- Warning

##### ▸ Level 3 Rules by Category/Subcategory

## Descriptor Tables

2025-2026 TEDS

### **Description of Descriptor Tables**

#### ▾ **List of Descriptors**

AcademicSubject C325  
AcceleratedInstructionSubject C352  
ActualFunction C146A  
ActualFund C145A  
ActualObject C159A  
ActualProgramIntent C147A  
ADAEligibility C059  
AddressType C300  
AdultPreviousAttendance C362  
ApplicationType C327  
ARDInvitedRepresentative C360  
ArmedServicesVocAptBattery C217  
AsOfStatusLastDayEnrollment C323  
AsOfStatusLastFridayOctober C324  
AssessmentReportingMethod C328  
AssessmentResultsObtained C321  
AssociateDegreeIndicator C235  
AttendanceEventCategory C329  
AuxiliaryRoleId C213  
Behavior C165  
BilingualESLFunding C225  
BudgetFunction C146B  
BudgetFund C145B  
BudgetObject C159B  
BudgetProgramIntent C147B

# District PEIMS Coordinators Responsibilities

Stay current of Data Standards and Student Attendance Handbook Updates /Changes.

Encourage PEIMS clerical/professional staff to attend PEIMS and software vendor training.

Review Campus PEIMS Edits, Summary/Reports from TSDS PEIMS, and TEA Diagnostic Reports for accuracy.

Make necessary data corrections for submission and/or resubmission.

Meet the data delivery schedules established by TEA and ESC 11.

# Making the Connections

It takes a TEAM Approach



# PEIMS Data Accuracy

## PEIMS Data Accuracy

WHO is responsible for data accuracy in YOUR district?

Is it the PEIMS Coordinator?

Or, is it multiple positions?

The best strategy is to divide and conquer...that means to “distribute” the data review.

# PEIMS Data Review

## PEIMS Coordinator

- Facilitate TSDS process
  - Goal: Fatal-free data and accurate data

## Overall data review (summary level)

- Track and compare data over a period of years to detect variances

Question: Should the PEIMS Coordinator change data “owned” by someone else?

- No....but could direct/recommend that the owner change (correct) the data based on the PEIMS Data Standards or TEDS

# Thank you!

Reach out to us if you need anything.

Deanna Harris and Dana Yates

Launch Survey

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