A background image showing a close-up of several hands of different skin tones stacked on top of each other, symbolizing unity and teamwork. The hands are positioned in the center of the frame, with some fingers pointing towards the center and others slightly outwards. The lighting is soft and natural, highlighting the textures of the skin and the fabric of the sleeves.

# Changes to the Early Childhood Data System (ECDS) Collection

March 31, 2026

# Agenda – Changes to the Early Childhood Data System (ECDS) Collection

- Overview
- Timeline
- ECDS Expansion due to House Bill (HB) 2
- New ECDS Submissions
- Closeout
  - Key Takeaways
  - Technical Resources
- Questions



# Overview

## Background

- During the 89th Regular Session, HB 2 added Section 28.0063 to the Education Code, requiring the commissioner to approve research-based reading and math progress-monitoring instruments for grades K–3. These tools must align with state standards, measure early literacy and numeracy at the beginning, middle, and end of the year, and identify students needing targeted support.
- Because eligibility for supplemental tutoring grants depends on consecutive assessment results, data must be collected after each assessment testing window. To meet these requirements, TEA will expand the Early Childhood Data System (ECDS) to include K–3 literacy and numeracy progress-monitoring data for three new ECDS-Kindergarten Submissions.

## Resulting Changes

- The Early Childhood Data System Collection for the **2026-2027** school year will continue to include data from student demographics, staff, classroom details, special program data and assessment data.
- The changes do not impact the Prekindergarten Submission.
- The current Kindergarten Submission will be sunset for the **2027-2028** school year.
- TEA will expand the ECDS Collection to include three new submissions with additional grade levels beginning in the **2027-2028** school year. The new submissions will include data from student demographics, special program data, and assessment data.



# Timeline

- **2026-2027:** Local Education Agencies (LEAs) will continue to report the ECDS Prekindergarten and Kindergarten Submissions as outlined in the 2026-2027 TEDS. TEA will work with all assessment vendors and a limited number of LEAs to test the new ECDS submissions and assess vendor readiness.

Due Date	Submission
<b>ECDS - PK</b>	
First Monday in August	TSDS ready to load data to IODS
First Thursday in May	ECDS Prekindergarten ready for users to complete
Fourth Thursday in June	ECDS Prekindergarten Submission due date for LEAs
2 Weeks After Fourth Thursday in June	ECDS Prekindergarten data available to customers
<b>Beginning Of Year (BOY) – K - 3</b>	
First Monday in August	TSDS ready to load data to IODS
Last Monday in October	ECDS Kindergarten - 3rd grade ready for users to complete
Second Thursday in November	ECDS Kindergarten - 3rd grade Submission due date for LEAs
2 Weeks After Second Thursday in November*	ECDS Kindergarten - 3rd grade data available to customers
<b>Middle Of Year (MOY) – K- 3</b>	
First Monday in August	TSDS ready to load data to IODS
Last Monday in January	ECDS Kindergarten - 3rd grade ready for users to complete
Second Thursday in February	ECDS Kindergarten - 3rd grade Submission due date for LEAs
Two Weeks After Second Thursday in February	ECDS Kindergarten - 3rd grade data available to customers
<b>End Of Year (EOY) – K- 2</b>	
First Monday in August	TSDS ready to load data to IODS
First Monday in May	ECDS Kindergarten - 2nd grade ready for users to complete
First Thursday in June	ECDS Kindergarten - 2nd grade Submission due date for LEAs
Two Weeks after First Thursday in June	ECDS Kindergarten - 2nd grade data available to customers

\*May adjust based on the Thanksgiving holiday.

## 2027-2028 School Year

- **New ECDS Submissions**
  - Beginning Of Year (BOY) K-3
  - Middle Of Year (MOY) K-3
  - End Of Year (EOY) K-2
- The **new** ECDS Submissions **exclude** staff and classroom data.



**ECDS Expansion due to  
House Bill (HB) 2**

# Passage of HB 2, 89<sup>th</sup> Texas Legislature in June of 2025



**Teacher  
Compensation**



**Educator  
Preparation**



**Educator  
Rights**



**Special  
Education**



**Early Literacy  
& Numeracy**



**Career and  
Technical  
Education**



**Finance  
& Safety**

**Major changes to K–3  
assessment  
requirements**



# Changes to K–3 Assessments brought by HB 2, Article 5, 89<sup>th</sup> Legislature



## Amended TEC §28.006



HB2 amended §28.006 to exclusively focus on BOY kindergarten reading readiness, narrowing its scope from multiple grade levels (K–2, 7).

## Established TEC §28.0063



HB2 established §28.0063, which set requirements relating to foundational literacy and numeracy instruments to support student outcomes in K–3.

# Overarching Requirements for new TEC, §28.0063 – Foundational Literacy and Numeracy Instruments

## Agency Actions

Requires the commissioner to adopt a list of reading and mathematics instruments used to assess foundational literacy and numeracy skills in grades K-3

Requires the commissioner to ensure that instruments are comparable/align to other assessments part of the Texas Assessment System

Requires the agency to negotiate a price for all adopted instruments

## School System Actions

Requires school systems to adopt and administer approved foundational literacy and numeracy instruments in K-3

Requires school systems to report results to the commissioner and to their local school board of trustees in a public meeting

Requires school systems to notify families of student results within a set timeframe following set criteria

# Administration and Data Submission Requirements



	BOY (Beginning-of-Year)	MOY (Middle-of-Year)	EOY (End-of-Year)
Kindergarten	Kindergarten Reading Readiness Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument
Grade 1	Foundational Literacy Instrument Foundational Numeracy Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument
Grade 2	Foundational Literacy Instrument Foundational Numeracy Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument
Grade 3	Foundational Literacy Instrument Foundational Numeracy Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument	State Summative Academic Achievement Assessment <i>*collected through different platform</i>

Per statute, instruments used **must** be from the list of commissioner-approved instruments. **Usage of unapproved instruments will not be allowed.**

**Assessment data collected via ECDS after each wave**



# Purpose of Data Collection

## How will this data be used?

- **Provides families access to assessment results** through the TexasAssessment.gov Family Portal
- **Supports timely identification of students** who require early literacy intervention, as required by TEC §28.0064
- **Triggers statutory early literacy intervention requirements and associated funding mechanisms:**
  - First to Third Supplementary Support grants
  - Incentive for Additional Instructional Days for Reading Intervention
  - Early Literacy Intervention Allotment
- **Informs and supports ongoing agency initiatives** related to K–3 student outcomes

## How will it improve student outcomes?

- **Improves transparency and family engagement** by ensuring families have timely access to student results and progress information
- **Supports earlier identification of students who need support**, reducing delays in providing literacy intervention
- **Strengthens access to timely and appropriate interventions** by connecting identified student needs to required supports and funding
- **Promotes more consistent and coordinated supports statewide** through alignment with agency initiatives and statutory requirements



# New ECDS Submissions

- The ECDS submissions will consist of the following entities:
  - LocalEducationAgency
  - School
  - Student
  - StudentEducationOrganizationAssociation
  - StudentSchoolAssociation
  - Assessment
  - ObjectiveAssessment
  - StudentAssessment

# LocalEducationAgency Entity

## LocalEducationAgency Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
NameOfInstitution		✓		75	String		E3037
LocalEducationAgencyId		✓		6	Number		E0212
LocalEducationAgencyCategory		✓			Descriptor	C337	E3036
SPEDVideoCameraReporting		✓			Boolean		E3165
PKProgramEvaluationType		✓			Descriptor	C216	E1626
PreschoolOutcomesReporting		✓			Boolean		E3098
TimelyInitialEvaluationReporting		✓			Boolean		E3126
EarlyChildhoodTransitionReporting		✓			Boolean		E3127
SecondaryTransitionReporting		✓			Boolean		E3128
AssessmentNonSubmissionReason		✓			Descriptor	C380	E3178

# AssessmentNonSubmissionReason (E3178)

Data Element ID	Data Element Name	Date Issued	Date Updated
E3178	AssessmentNonSubmissionReason	12/01/2026	

### Definition

**AssessmentNonSubmissionReason** indicates the reason an LEA is not submitting assessment data for kindergarten reading readiness, early literacy, or early numeracy assessment data submitted through the Early Childhood Data System (ECDS) Beginning of Year, Middle of Year, or End of Year Submissions.

### Special Instructions

Table Identification	Length	Data Type	Domain of Values
AssessmentNonSubmissionReason (C380)		Descriptor	

### Used in Entity

LocalEducationAgency

### Used in Domain

Education Organization

# AssessmentNonSubmissionReason (380)

Table Identification	Name	Date Issued	Date Updated
C380	AssessmentNonSubmissionReason	12/01/2026	
Descriptor	Short Description	Long Description	
01	No Students Enrolled – Grade Level Not Served	LEA is not submitting kindergarten reading readiness, early literacy, or early numeracy assessment data because the LEA did not have any students enrolled in the applicable grade level during the reporting period (Beginning of Year, Middle of Year, or End of Year).	
02	No Approved Instrument Administered – KG Reading Readiness (BOY)	No commissioner-approved Kindergarten Reading Readiness instrument was adopted and administered by the LEA for the student. TEA may require additional information if 02 – No Approved Instrument Administered – KG Reading Readiness (BOY) is reported by LEAs.	
03	No Approved Instrument Administered – K-3 Early Lit/Early Num	No commissioner-approved Early Literacy or Early Numeracy instrument was adopted and administered by the LEA for the student. TEA may require additional information if 03 – No Approved Instrument Administered – K-3 Early is reported by LEAs.	
04	Reason Not Listed	Reason Not Listed	

## School Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
NameOfInstitution		✓		75	String		E3037
LocalEducationAgency							
SchoolId		✓		9	Number		E0266
GradeLevel <i>(may have multiple instances)</i>		✓			Descriptor	C050	E0017

## Student Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
StudentUniqueld	✓			10	String		E1523
LocalStudentId	✓			9	String		E0923
StudentId	✓			9	String		E0001
GenerationCode	✓				Descriptor	C012	E0706
<b>Name</b>							
FirstName	✓			75	String		E0703
MiddleName	✓			75	String		E0704
LastSurname	✓			75	String		E0705
<b>BirthData</b>							
BirthDate	✓			10	Date		E0006




# StudentEducationOrganizationAssociation Entity

## StudentEducationOrganizationAssociation Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
Student							
LocalEducationAgency							
Sex	✓				Descriptor	C013	E0004
HispanicLatinoEthnicity	✓				Boolean		E1064
Race <i>(may have multiple instances)</i>	✓				Descriptor	C304	E3050
<b>EmergentBilingualSet</b> <i>(may have multiple instances)</i>							
EmergentBilingualIndicator	✓				Descriptor	C061	E0790
BeginDate	✓			10	Date		E3010
EndDate	✓			10	Date		E3020

# StudentSchoolAssociation Entity

## StudentSchoolAssociation Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
Student 							
School 							
Calendar 							
EntryGradeLevel		✓			Descriptor	C050	E1517
EntryDate		✓		10	Date		E3023

## Assessment Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
AssessmentIdentifier	✓			60	String		E1144
Namespace	✓			255	String		E3038
TitleOfAssessment	✓				Descriptor	C312	E1127
ReportAssessmentType	✓				Descriptor	C306	E1573
AcademicSubject <i>(may have multiple instances)</i>	✓				Descriptor	C325	E1097
AssessedGradeLevel <i>(may have multiple instances)</i>	✓				Descriptor	C050	E1129
<b>AssessmentPerformanceLevel</b> <i>(may have multiple instances)</i>							
AssessmentReportingMethod	✓				Descriptor	C328	E1154
PerformanceLevel	✓				Descriptor	C349	E3077

# ObjectiveAssessment Entity

## ObjectiveAssessment Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
Assessment							
<u>IdentificationCode</u>	✓			60	String		E3076
AcademicSubject	✓				Descriptor	C325	E1097
<b>AssessmentPerformanceLevel</b> <i>(may have multiple instances)</i>							
AssessmentReportingMethod	✓				Descriptor	C328	E1154
PerformanceLevel	✓				Descriptor	C349	E3077
<b>AssessmentScore</b> <i>(may have multiple instances)</i>							
AssessmentReportingMethod	✓				Descriptor	C328	E1154

# StudentAssessment Entity

## StudentAssessment Entity

Data Element	Not Promoted	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
Assessment <a href="#">↗</a>							
Student <a href="#">↗</a>							
StudentAssessmentIdentifier		✓		60	String		E3062
ReasonNotTested		✓			Descriptor	C379	E3177
<b>AssessmentPeriod</b>							
AssessmentPeriod		✓			Descriptor	C381	E3179
<b>StudentObjectiveAssessment (may have multiple instances)</b>							
ObjectiveAssessment							
AdministrationDate		✓		10	Date		E1396
<b>StudentObjectiveAssessment &gt; ScoreResult (may have multiple instances)</b>							
AssessmentReportingMethod		✓			Descriptor	C328	E1154
Result		✓		35	String		E1359

# ReasonNotTested (E3177)

Data Element ID	Data Element Name	Date Issued	Date Updated
E3177	ReasonNotTested	12/01/2026	

### Definition

**ReasonNotTested** indicates the reason a student does not have kindergarten reading readiness, early literacy, or early numeracy assessment data submitted through the Early Childhood Data System (ECDS) Beginning of Year, Middle of Year, or End of Year Submissions.

### Special Instructions

This data element must be reported for any student enrolled in kindergarten through grade 3 (K-3) when no kindergarten reading readiness, early literacy, or early numeracy assessment data is available.

Supporting documentation should be maintained at the Local Educational Agency (LEA) level and will not be submitted to TEA **unless** specifically **requested**.

Table Identification	Length	Data Type	Domain of Values
ReasonNotTested (C379)		Descriptor	

### Used in Entity

StudentAssessment

### Used in Domain

Assessment

# ReasonNotTested (C379)

Table Identification	Name	Date Issued	Date Updated
C379	ReasonNotTested	12/01/2026	
Descriptor	Short Description	Long Description	
<b>Kindergarten Reading Readiness Instrument (Beginning-of-Year Kindergarten Only)</b>			
01	Student Absent – No Make-Up - KG Reading Readiness (BOY)	Student was absent during the LEA's Kindergarten Reading Readiness assessment window (beginning of year) and no make-up opportunity was provided.	
02	Student Not Enrolled in LEA - KG Reading Readiness (BOY)	Student was not enrolled in the LEA during the Kindergarten Reading Readiness assessment window (beginning of year).	
03	No participation per ARD decision -KG Reading Readiness (BOY)	Student is unable to participate meaningfully in the Kindergarten Reading Readiness assessment due to the student's disability, as determined by the Admission Review and Dismissal Committee and documented in the student's Individualized Education Program. Supporting documentation must be maintained at the LEA level.	
04	Other – Documentation Required -KG Reading Readiness (BOY)	Reason not listed in the kindergarten readiness section above; detailed justification and supporting documentation must be kept at the LEA.	
<b>Early Literacy and Early Numeracy instruments (K-3)</b>			
05	Student Absent – No Make-Up - K-3 Early Lit/Early Num	Student was absent during the Early Literacy or Early Numeracy assessment window and no make-up opportunity was provided.	
06	Student Not Enrolled in LEA - K-3 Early Lit/Early Num	Student was not enrolled in the Local Education Agency during the Early Literacy or Early Numeracy assessment window.	
07	No participation per ARD decision - K-3 Early Lit/Early Num	Student is unable to participate meaningfully in the Early Literacy and/or Early Numeracy Assessment(s) due to the student's disability, as determined by the Admission Review and Dismissal Committee and documented in the student's Individualized Education Program. Supporting documentation must be maintained at the LEA level.	

Table Identification	Name	Date Issued	Date Updated
C379	ReasonNotTested	12/01/2026	
Descriptor	Short Description	Long Description	
08	Parent Opt-Out: Written Notice – K-3 Early Lit/Early Num	Parent or guardian submitted written notice to opt the student out of the required Early Literacy and/or Early Numeracy instrument(s). The LEA may not encourage or direct this request. This provision is allowed for Early Literacy or Early Numeracy Assessments under Texas Education Code (TEC), §28.0063(j). Supporting documentation must be maintained at the LEA level and will not be submitted to TEA.	
09	Other – Documentation Required - K-3 Early Lit/Early Num	Reason not listed in the Early Literacy and Early Numeracy Instruments section; detailed justification and supporting documentation for Early Literacy or Early Numeracy assessment must be kept at the LEA.	

# AssessmentPeriod (E3179)

Data Element ID	Data Element Name	Date Issued	Date Updated
E3179	AssessmentPeriod	12/01/2026	

### Definition

**AssessmentPeriod** indicates the period of time in which an assessment is supposed to be administered (Beginning of Year, Middle of Year, End of Year).

### Special Instructions

Table Identification	Length	Data Type	Domain of Values
AssessmentPeriod (C381)		Descriptor	

### Used in Entity

StudentAssessment

### Used in Domain

Assessment

# AssessmentPeriod (C381)

Table Identification	Name	Date Issued	Date Updated
C381	AssessmentPeriod	12/01/2026	
Descriptor	Short Description	Long Description	
01	Beginning of Year	Beginning of Year	
02	Middle of Year	Middle of Year	
03	End of Year	End of Year	



**Closeout**

# Key Takeaways

## What Matters Most For Successful Submissions (2027-2028)

### Why It Matters

- Ensures compliance with HB 2 early literacy/numeracy requirements for K–3.
- Provides accurate progress-monitoring to support early interventions and tutoring eligibility.
- New submission reporting

### How It Fits

- Three statewide submissions: BOY K–3, MOY K–3, EOY K–2
- Only student demographics + assessment data required.

### Key Dates

- **BOY K–3**
  - Due: Second Thursday in November
- **MOY K–3**
  - Due: Second Thursday in February
- **EOY K–2**
  - Due: First Thursday in June

### What To Report

- Assessment results for required literacy/numeracy instruments for BOY, MOY, and EOY.
- AssessmentPeriod (BOY, MOY, EOY) and correct ReportAssessmentType
- ReasonNotTested when assessment data is missing for any window

### Avoid Errors

- Ensure AssessmentPeriod matches the administration window.
- Submit ReasonNotTested for students without results in that period.
- Keep required LEA documentation for ARD and parent opt-out decisions.

### Bottom Line

- Success depends on using the new data elements, updated descriptors, and meeting TEA deadlines.
- Accurate reporting ensures early identification, timely interventions, and statewide consistency.

# Technical Resources

- Technical Specifications:
  - [Texas Education Data Standards \(TEDS\)](#)
  
- Technical Support:
  - [TSDSCustomerSupport@tea.texas.gov](mailto:TSDSCustomerSupport@tea.texas.gov)



**QUESTIONS?**