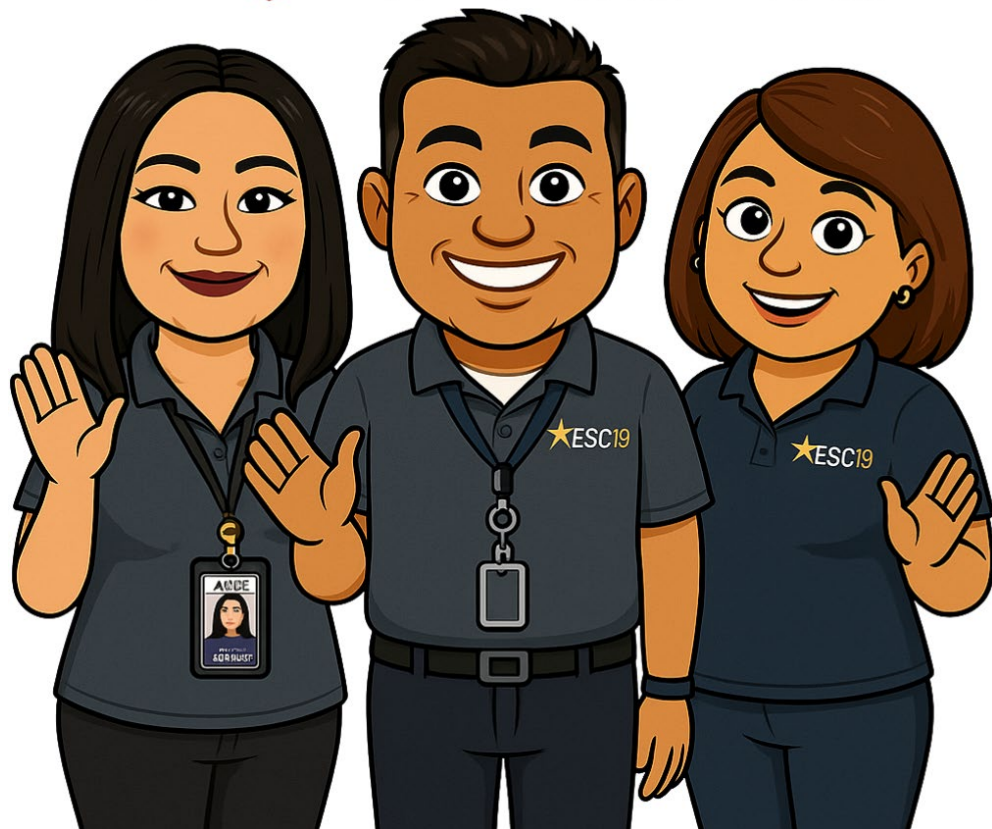


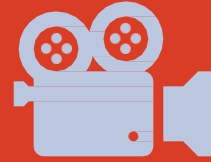
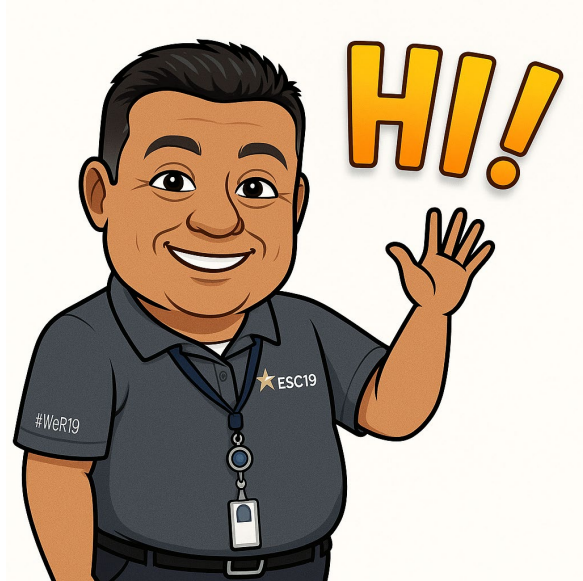
I ♥ PEIMS



**DISTRICT PEIMS
COORDINATION
NETWORK WEBINAR**

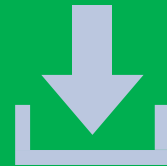
April 23, 2026

BEFORE WE BEGIN



RECORDING

Will be sent after the webinar has concluded.



MATERIALS

Download the presentation from the chat.



QUESTIONS

Use Q&A feature for questions, comments, and help.

AGENDA: Topics for Today's DPCN Webinar

Student Discipline Updates

2025-2026 Student Discipline Updates

SPED Data Collection Funding

Special Education Data Collection Funding Changes





**2025-2026 Student Discipline
Updates
2026 Spring TSDS ESC Training
Wednesday, April 1, 2026**

- **Specific PEIMS Codes and the Importance of Accuracy**
- **Mandatory Action Not Taken**
- **Student Discipline Webpage and Resources**



Specific PEIMS Codes and the Importance of Accuracy

PEIMS Behavior 41 vs Behavior 28:

Behavior 41– Fighting/Mutual Combat is reported when two or more students mutually participate in physical combat using blows or force (hitting) to overcome one another.

- at least 2 or more students involved
- all students have the same intentions – overcoming each other
- no bodily injury or serious bodily injury requiring medical treatment beyond basic first aid occurs

Behavior 28 - Assault under Penal Code, §22.01(a)(1), Against Someone Other than a School District Employee or Volunteer is reported when a student intentionally causes bodily injury to a student or non-school staff.

- at least 2 students involved
- 1 student intentionally causes bodily injury to another student
- 1 student does not have the intention of hurting anyone and is a victim
- bodily injury occurs and the school nurse can take care of the injury

Discipline Incident Scenario – Behavior Code 41:

Two students engaged in a physical altercation during lunch in the cafeteria involving pushing, hitting, and profanity. Staff intervened promptly, and neither student required medical treatment.

Investigation of the incident is conducted, and a disciplinary conference is held:

Witness statements confirm both students actively participated in the fight.

- **Behavior 41** Fighting/Mutual Combat will be reported.
 - **Student A:** Assigned 10 days in the DAEP due to prior discipline record with two previous fights; and district policy supports escalated consequences for repeated behaviors.
 - **Student B:** Assigned 3 days of ISS due to no prior disciplinary history and district policy supports ISS for first offense of fighting.

Discipline Incident Scenario – Behavior Code 28:

During a passing period, Student A intentionally struck Student B several times in the hallway, causing Student B to have a black eye and nosebleed. This warranted an evaluation by the school nurse but no further medical examination was needed.

Investigation of the incident is conducted, and a disciplinary conference is held:

This behavior meets the definition of assault under Penal Code, §22.01(a)(1): “intentionally, knowingly, or recklessly causing bodily injury to another.”

- **Behavior 28** Assault under Penal Code, §22.01(a)(1), Against Someone Other than a School District Employee or Volunteer will be reported
 - **Student A:** Assigned mandatory placement in the DAEP as required by TEC §37.006(a)(2)(B) for assault on another student.
 - **Student B:** No disciplinary action taken, as Student B was determined the victim.



Mandatory Action Not Taken

Mandatory Action Not Taken

When and How to Report a Mandatory Disciplinary Action Not Taken

Discipline 27 - Mandatory disciplinary action not taken by district – ARD Committee is reported when a student's behavior requires a mandatory removal from the regular educational setting, but the Admissions, Review, and Dismissal (ARD) committee determines in a manifestation determination review (MDR) that the behavior in question was a manifestation of the student's disability.

Discipline 28 - Mandatory Disciplinary Action Not Taken By District - [TEC §37.001\(a\)\(4\)](#) is reported when a student's behavior requires a mandatory removal from the regular educational setting, but one or more of the factors under TEC §37.001(a)(4), is applicable.

Mandatory Action Not Taken

Discipline 27 Mandatory Action Not Taken by District – ARD Committee Incident Scenario:

A student secretly obtained an electronic device in class and used it to harass a teacher by sending multiple messages through the campus communication system; the teacher, who did not know the student, reported the behavior, and the student was placed in ISS pending a full investigation.

Investigation of the incident is conducted:

The student receives special education services. An ARD committee conducted an MDR and determined the behavior was a manifestation of the student's disability. The student's Behavior Intervention Plan (BIP) states the student is not to be on an electronic device without one-on-one supervision.

The committee reminded the student's teacher of the BIP and the responsibility of ensuring the BIP is followed.

Student was sent back to class.

Discipline 27 Incident Scenario (continued):

- **PEIMS Reporting of Incident:**
 - **Behavior 75** Harassment Against an Employee or Volunteer of the District
 - **Discipline 27** Mandatory Disciplinary Action Not Taken By District - ARD committee
 - **Discipline 06** ISS **ONLY** because the student was temporarily placed in ISS pending the investigation

Mandatory Action Not Taken

Discipline 28 Mandatory Action Not Taken by District - TEC 37.001(a)(4), Incident Scenario:

A teacher walked into the students' restroom and saw Student A give Student B an e-cigarette. The behavior of giving another student an e-cigarette requires a mandatory DAEP placement, and the behavior of possessing an e-cigarette is a discretionary DAEP placement.

Investigation of the incident is conducted, and a disciplinary conference is held:

Neither students have a discipline history and are in good academic and attendance standing. Peer pressure led them to try an e-cigarette; Student A brought it for Student B, who was found holding it by a teacher. Because of their good standing, the Campus Behavior Coordinator discussed peer pressure and health risks, determined DAEP was not appropriate, and assigned both students 3 days of ISS.

Discipline 28 Incident Scenario (continued):

PEIMS Reporting of Incident

Student A:

Behavior 68 Sells, Gives, or Delivers E-Cigarette

Discipline 28 Mandatory Disciplinary Action Not Taken By District will be reported as the first discipline action assigned due to the required considerations under TEC §37.001(a)(4).

Discipline 06 ISS is assigned for 3 days will be reported as the second discipline action for this incident.

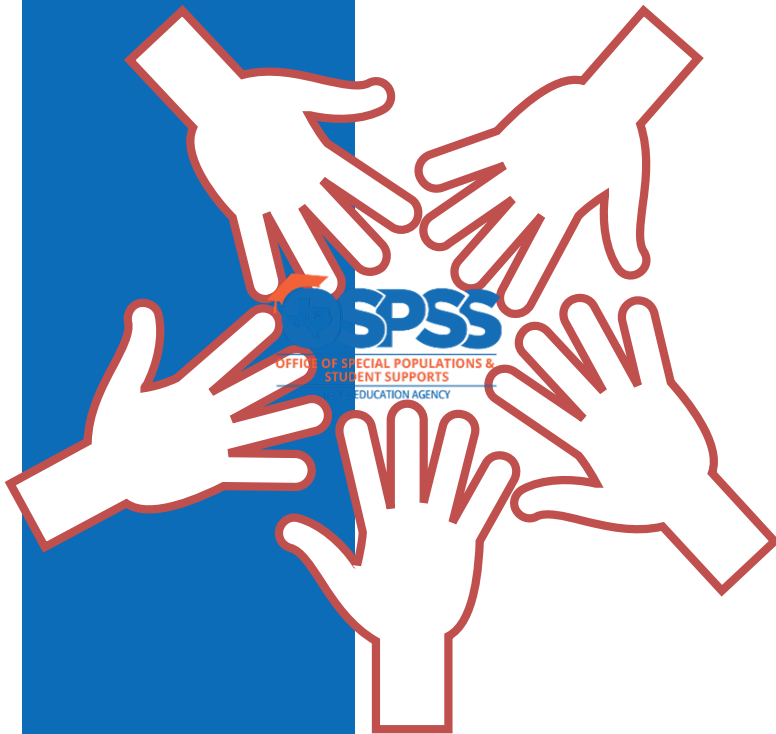
Student B:

Behavior 67 Possesses or Uses E-Cigarette

Discipline 06 ISS is assigned for 3 days will be reported for this incident.



Student Discipline Webpage and Resources



[TEA Student Discipline Webpage](#)

Professional Development and Office Hour Opportunities
Resources for Students with Disabilities
Disciplinary Alternative Education Program (DAEP)
Resources
Bullying Prevention Resources
Internal and External Resource Links
Student Discipline Support Contact Information

OSPSS Policy and Compliance Discipline Specialist: [Mary Scott](#)
Contact: StudentDisciplineSupport@tea.texas.gov



Special Education Data Collection Funding Changes

April 1, 2026 *(Revised April 21, 2026)*

Agenda 2026-2027

SPED Data Collection Funding Changes

- Overview
- Timeline
- Data Collection Changes
- Business Rules
- Reports
- Closeout
 - Frequently Asked Questions
 - Resources
- Questions



Overview

To the Administrator Addressed Letter

- On April 16, 2026, TEA released a To the Administrator Addressed Letter about the Special Education Funding updates.

<https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/special-education-funding-updates>



To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	April 16, 2026
SUBJECT:	Special Education Funding Updates
CATEGORY:	Special Education Programs, Data, and Finance
NEXT STEPS:	Share with appropriate staff

This correspondence serves to provide an update to school systems regarding the state’s special education allotment, required data collection and reporting for special education, and upcoming training opportunities on these topics ahead of the 2026-2027 school year (SY).

[House Bill \(HB\) 2](#), Article 4, and [Senate Bill \(SB\) 568](#), passed during the 89th Regular Session, made significant changes to how the state will fund special education beginning in the 2026-2027 SY. Texas is transitioning from an instructional arrangement/setting-based funding system to a service intensity model so that students’ needs specifically drive the funding received from the state special education allotment, irrespective of instructional arrangement/setting.

Texas Education Code (TEC) [§ 48.1022\(b\)](#), effective on September 1, 2026, states the following:



Timeline

2026-2027 School Year

Instructional Arrangement/Setting Codes: As the state transitions to the new tiers of intensity and service group allotments, maintaining the calculation of the **instructional arrangement/setting codes** is still necessary to ensure a successful funding transition as described at TEC, §48.1022(b). TEA will need to fund the 2026-2027 SY by adding a \$250 million statewide increase to the amounts that would have been generated under the instructional arrangement/setting system to help set the weights and dollar amounts for the new service intensity system. Therefore, **reporting instructional arrangement/setting codes will still be a requirement for the 2026-2027 SY, but will cease beginning with the 2027-2028 SY and beyond.**

2026-2027 School Year

Tiers of Intensity/Service Group Allotment Calculation and Reporting: Just as knowing an instructional arrangement/setting code for the entire school year is critical to the effective transition to the new funding model, so is reporting the new tiers of intensity and service group allotments at the beginning of the 2026-2027 school year.

Reporting new tiers of intensity and service groups will also be a requirement at the beginning of the 2026-2027 SY and throughout the year.

2026-2027 School Year

Regular Program Offset Calculations: TEC, §48.051(a), requires that the basic allotment formula contains a proportionate reduction for the time students spend each day in CTE or in SPED in settings other than general education settings. Under the instructional arrangement/setting funding system, those deductions were calculated through the determination of weighted FTEs based on contact hours and contact hour multipliers.

Under the new service intensity funding model, school systems will report the **average number of minutes per instructional day** (Number of Minutes in Special Ed) that a student **spends in a special education classroom or setting**. TEA will then calculate the required offset. **Reporting the number of minutes in special education will also be a requirement at the beginning of the 2026-2027 SY and throughout the year.**

By the first PEIMS Attendance Submission reporting period (1st Six Weeks Attendance) due October 8, 2026, each school system is also expected to review a student's IEP that is expected to be in place as of the first day of the 2026-2027 SY (i.e., the student's most recent IEP that determined the necessary services for the 2026-2027 SY) and to enter the student's tier of intensity, any service groups for which the student qualifies, and the average number of minutes per instructional day the student spends in a special education setting.

2026-2027 School Year

The tier of intensity, service groups, and minutes in special education setting will be entered at the beginning of the year, those data elements and the instructional arrangement/setting code will remain in place with no “end” date until the student’s required specifically designed instruction (SDI), as documented in their IEP, is revised in a way that would impact those data elements. **Eligible days present in the Tier will be submitted in the PEIMS Attendance and Summer submissions along with the eligible days present in the instructional setting.**

Note: the funding tool assists the user in arriving at the tier and any service groups for which a student qualifies; it will not provide space to calculate the average number of minutes per instructional day in a special education setting, as that does not necessitate the logic model like the tiers and service groups do.

2026-2027 School Year

TEA has established a [webpage](#) to provide full details related to implementing the intensity tiers and service groups and made the following resources available now to allow school systems to start learning about this transition and to offer extensive collaboration and calibration activities ahead of and during the 2026-2027 SY.

- [Special Education Funding Framework Narrative](#) (PDF)
- [Special Education Funding Tool](#) (Online Tool)
- [How to Guide: Special Education Funding Tool](#) (PDF)
- [Frequently Asked Questions](#) (FAQ)

To the extent that any details change in the final adoption of the proposed rules, details on the webpage will be updated accordingly. And as school systems have additional questions during the coming months, the agency will continue to update these resources to improve clarity.

2026-2027 Resources

Check the [special education funding webpage](#) for all **current** and **planned training** opportunities and to interact with the multiple resources described in this correspondence.

TEA's **Office of Special Populations and Student Supports (OSPSS)** hosts **monthly special education webinars** about various topics, and each one through at least September will contain a standing agenda item around special education funding. You can find the dates and registration links on the special education [webinar and newsletter page](#).

2026-2027 Training Opportunities

The April webinar will occur on April 21 at 2 p.m. These are recorded with the recordings posted on the same webpage shortly after the webinar.

TEA's OSPSS will also begin holding weekly Zoom "office hours" beginning on May 7, 2026.

To provide flexibility to stakeholders who have routine commitments that would prevent them from attending office hours if scheduled at only one time of day, **TEA will host two weekly office hours in 30-minute increments, from 9-9:30 a.m. and 4-4:30 p.m. every Thursday.** The [registration link](#) to join these office hours will remain the same.



Data Collection Changes



- TEA added the following to the **PEIMS Attendance, Summer, and Extended Year Submissions**:
 - New Entities:
 1. SpecialEducationTierOfIntensityAttendance
 2. FlexibleSpecialEducationTierOfIntensityAttendance
 - New common types to the StudentSpecialEducationProgramAssociation Entity:
 1. TierOfIntensitySet*
 2. SPEDServiceGroupSet
 3. NumberOfMinutesInSPEDSet
 4. EducationalEnvironmentSet

*Tier of Intensity in the StudentSpecialEducationProgramAssociation Entity is only used in Granular Attendance reporting.



StudentSpecialEducationProgramAssociation Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
LocalEducationAgency							
Student							
Program							
BeginDate	✓		PF,PS,PE,EF	10	Date		E3010
EndDate	✓		PF,PS,PE,EF	10	Date		E3020
TierOfIntensitySet (may have multiple instances)							
TierOfIntensity	✓		PA,PF,PS,PE,EF		Descriptor	C371	E3153
TierOfIntensityBeginDate	✓		PA,PF,PS,PE,EF	10	Date		E3157
TierOfIntensityEndDate	✓		PA,PF,PS,PE,EF	10	Date		E3158
SPEDServiceGroupSet (may have multiple instances)							
SPEDServiceGroup	✓		PA,PF,PS,PE		Descriptor	C373	E3159
SPEDServiceGroupBeginDate	✓		PA,PF,PS,PE	10	Date		E3160
SPEDServiceGroupEndDate	✓		PA,PF,PS,PE	10	Date		E3161
NumberOfMinutesInSPEDSet (may have multiple instances)							
NumberOfMinutesInSPED			PA,PF,PS,PE	3	Number		E3162
NumberOfMinutesInSPEDBeginDate			PA,PF,PS,PE	10	Date		E3163
NumberOfMinutesInSPEDEndDate			PA,PF,PS,PE	10	Date		E3164
EducationalEnvironmentSet							
EducationalEnvironment	✓		PA,PF,PS,PE,EF		Descriptor	C372	E3155
EducationalEnvironmentBeginDate	✓		PA,PF,PS,PE,EF	10	Date		E3175
EducationalEnvironmentEndDate	✓		PA,PF,PS,PE,EF	10	Date		E3176



- New **TierOfIntensity** (E3153) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3153	TierOfIntensity	12/01/2025	
Definition			
<p>TierOfIntensity refers to the level of support and services provided to a student receiving special education and related services as documented in their individualized education program.</p>			
Special Instructions			
Table Identification	Length	Data Type	Domain of Values
TierOfIntensity(C371)		Descriptor	
Used in Entities			
<p>FlexibleSpecialEducationTierOfIntensityAttendance SpecialEducationTierOfIntensityAttendance StudentSpecialEducationProgramAssociation > TierOfIntensitySet</p>			
Used in Domain			
<p>Alternative and Supplemental Services , Student Attendance</p>			
Former Data Element Name			
Used in Data Collections/Submissions			
<input checked="" type="checkbox"/> PEIMS Attendance <input checked="" type="checkbox"/> PEIMS Extended Year <input checked="" type="checkbox"/> PEIMS Fall <input checked="" type="checkbox"/> PEIMS Fall Enrollment <input type="checkbox"/> PEIMS Mid-Year	<input checked="" type="checkbox"/> PEIMS Summer <input type="checkbox"/> CR Winter <input type="checkbox"/> CSW Charter School Waitlist <input type="checkbox"/> ECDS ECDS-KG <input type="checkbox"/> ECDS ECDS-PK	<input type="checkbox"/> NP Not Promoted <input type="checkbox"/> RFT Residential Facility Tracker <input type="checkbox"/> SELA Special Education Language Acquisition <input type="checkbox"/> SPEDS SPEDS Camera <input type="checkbox"/> SPEDS SPEDS	<input type="checkbox"/> SPPI-14 SPPI-14 <input type="checkbox"/> TVC Teacher Vacancy <input type="checkbox"/> UID Enrollment Event <input type="checkbox"/> UID Enrollment Event



- New TierOfIntensity (C371) descriptor table:

Table ID	Name	Date Issued	Date Updated
C371	TierOfIntensity	12/01/2025	

Descriptor	Short Description	Long Description
01	Student Receiving Speech Therapy Only	Student receiving speech therapy only
02	Tier 2	Tier 2
03	Tier 3	Tier 3
04	Tier 4	Tier 4
05	Tier 5	Tier 5
06	Tier 6	Tier 6
07	Tier 7	Tier 7
08	Student Receiving Special Education Services Placed In Residential Program	Student receiving special education services placed by their admission, review, and dismissal committee in residential program



- New **TierOfIntensityBeginDate** (E3157) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3157	TierOfIntensityBeginDate	12/01/2025	
Definition			
TierOfIntensityBeginDate is the first instructional day a student is assigned to the TierOfIntensity descriptor.			
Special Instructions			
Table Identification	Length	Data Type	Domain of Values
	10	Date	YYYY=2026-2027, MM=01-12, DD=01-31
Used in Entities			
StudentSpecialEducationProgramAssociation > TierOfIntensitySet			
Used in Domain			
Alternative and Supplemental Services			
Former Data Element Name			
Used in Data Collections/Submissions			
<input checked="" type="checkbox"/> PEIMS Attendance	<input checked="" type="checkbox"/> PEIMS Summer	<input type="checkbox"/> NP Not Promoted	<input type="checkbox"/> SPPI-14 SPPI-14
<input checked="" type="checkbox"/> PEIMS Extended Year	<input type="checkbox"/> CR Winter	<input type="checkbox"/> RFT Residential Facility Tracker	<input type="checkbox"/> TVC Teacher Vacancy
<input checked="" type="checkbox"/> PEIMS Fall	<input type="checkbox"/> CSW Charter School Waitlist	<input type="checkbox"/> SELA Special Education Language Acquisition	<input type="checkbox"/> UID Enrollment Event
<input checked="" type="checkbox"/> PEIMS Fall Enrollment	<input type="checkbox"/> ECDS ECDS-KG	<input type="checkbox"/> SPEDS SPEDS Camera	<input type="checkbox"/> UID Enrollment Event
<input type="checkbox"/> PEIMS Mid-Year	<input type="checkbox"/> ECDS ECDS-PK	<input type="checkbox"/> SPEDS SPEDS Summer	



■ New **TierOfIntensityEndDate** (E3158) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3158	TierOfIntensityEndDate	12/01/2025	
Definition			
<p>TierOfIntensityEndDate is the first day after the last instructional day a student was assigned to the TierOfIntensity descriptor.</p>			
Special Instructions			
Table Identification	Length	Data Type	Domain of Values
	10	Date	YYYY=2026-2027 MM=01-12 DD=01-31
Used in Entities			
StudentSpecialEducationProgramAssociation > TierOfIntensitySet			
Used in Domain			
Alternative and Supplemental Services			
Former Data Element Name			
Used in Data Collections/Submissions			
<input checked="" type="checkbox"/> PEIMS Attendance	<input checked="" type="checkbox"/> PEIMS Summer	<input type="checkbox"/> NP Not Promoted	<input type="checkbox"/> SPPI-14 SPPI-14
<input checked="" type="checkbox"/> PEIMS Extended Year	<input type="checkbox"/> CR Winter	<input type="checkbox"/> RFT Residential Facility Tracker	<input type="checkbox"/> TVC Teacher Vacancy
<input checked="" type="checkbox"/> PEIMS Fall	<input type="checkbox"/> CSW Charter School Waitlist	<input type="checkbox"/> SELA Special Education Language Acquisition	<input type="checkbox"/> UID Enrollment Event
<input checked="" type="checkbox"/> PEIMS Fall Enrollment	<input type="checkbox"/> ECDS ECDS-KG	<input type="checkbox"/> SPEDS SPEDS Camera	<input type="checkbox"/> UID Enrollment Event
<input type="checkbox"/> PEIMS Mid-Year	<input type="checkbox"/> ECDS ECDS-PK	<input type="checkbox"/> SPEDS SPEDS Summer	



■ New **SPEDServiceGroup** (E3159) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3159	SPEDServiceGroup	11/17/2025	
Definition			
<p>SPEDServiceGroup indicates the category or group of students based on the type, intensity, or setting of special education services the student receives.</p>			
Special Instructions			
Table Identification	Length	Data Type	Domain of Values
SPEDServiceGroup(C373)		Descriptor	
Used in Entities			
StudentSpecialEducationProgramAssociation > SPEDServiceGroupSet			
Used in Domain			
Alternative and Supplemental Services			
Former Data Element Name			
Used in Data Collections/Submissions			
<input checked="" type="checkbox"/> PEIMS Attendance <input checked="" type="checkbox"/> PEIMS Extended Year <input checked="" type="checkbox"/> PEIMS Fall <input type="checkbox"/> PEIMS Fall Enrollment <input type="checkbox"/> PEIMS Mid-Year	<input checked="" type="checkbox"/> PEIMS Summer <input type="checkbox"/> CR Winter <input type="checkbox"/> CSW Charter School Waitlist <input type="checkbox"/> ECDS ECDS-KG <input type="checkbox"/> ECDS ECDS-PK	<input type="checkbox"/> NP Not Promoted <input type="checkbox"/> RFT Residential Facility Tracker <input type="checkbox"/> SELA Special Education Language Acquisition <input type="checkbox"/> SPEDS SPEDS Camera <input type="checkbox"/> SPEDS SPEDS Summer	<input type="checkbox"/> SPPI-14 SPPI-14 <input type="checkbox"/> TVC Teacher Vacancy <input type="checkbox"/> UID Enrollment Event <input type="checkbox"/> UID Enrollment Event



- New SPEDServiceGroup (C373) descriptor table:

Table ID	Name	Date Issued	Date Updated
C373	SPEDServiceGroup	12/01/2025	

Descriptor	Short Description	Long Description
01	SPED Service Group One	SPED service group one
02	SPED Service Group Two	SPED service group two
03	SPED Service Group Three	SPED service group three
04	SPED Service Group Four	SPED service group four
05	SPED Service Group Five	SPED service group five



- New **SPEDServiceGroupBeginDate** (E3160) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3160	SPEDServiceGroupBeginDate	12/01/2025	
Definition			
SPEDServiceGroupBeginDate is the first instructional day a student is assigned to the SPEDServiceGroup descriptor.			
Special Instructions			
Table Identification	Length	Data Type	Domain of Values
	10	Date	YYYY=2026-2027, MM=01-12, DD=01-31
Used in Entities			
StudentSpecialEducationProgramAssociation > SPEDServiceGroupSet			
Used in Domain			
Alternative and Supplemental Services			
Former Data Element Name			
Used in Data Collections/Submissions			
<input checked="" type="checkbox"/> PEIMS Attendance	<input checked="" type="checkbox"/> PEIMS Summer	<input type="checkbox"/> NP Not Promoted	<input type="checkbox"/> SPPI-14 SPPI-14
<input checked="" type="checkbox"/> PEIMS Extended Year	<input type="checkbox"/> CR Winter	<input type="checkbox"/> RFT Residential Facility Tracker	<input type="checkbox"/> TVC Teacher Vacancy
<input checked="" type="checkbox"/> PEIMS Fall	<input type="checkbox"/> CSW Charter School Waitlist	<input type="checkbox"/> SELA Special Education Language Acquisition	<input type="checkbox"/> UID Enrollment Event
<input type="checkbox"/> PEIMS Fall Enrollment	<input type="checkbox"/> ECDS ECDS-KG	<input type="checkbox"/> SPEDS SPEDS Camera	<input type="checkbox"/> UID Enrollment Event
<input type="checkbox"/> PEIMS Mid-Year	<input type="checkbox"/> ECDS ECDS-PK	<input type="checkbox"/> SPEDS SPEDS Summer	



■ New **SPEDServiceGroupEndDate** (E3161) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3161	SPEDServiceGroupEndDate	12/01/2025	
Definition			
<p>SPEDServiceGroupEndDate is the first day after the last instructional day a student was assigned to the SPEDServiceGroup descriptor.</p>			
Special Instructions			
Table Identification	Length	Data Type	Domain of Values
	10	Date	YYYY=2026-2027 MM=01-12 DD=01-3
Used in Entities			
StudentSpecialEducationProgramAssociation > SPEDServiceGroupSet			
Used in Domain			
Alternative and Supplemental Services			
Former Data Element Name			
Used in Data Collections/Submissions			
<input checked="" type="checkbox"/> PEIMS Attendance <input checked="" type="checkbox"/> PEIMS Extended Year <input checked="" type="checkbox"/> PEIMS Fall <input type="checkbox"/> PEIMS Fall Enrollment <input type="checkbox"/> PEIMS Mid-Year	<input checked="" type="checkbox"/> PEIMS Summer <input type="checkbox"/> CR Winter <input type="checkbox"/> CSW Charter School Waitlist <input type="checkbox"/> ECDS ECDS-KG <input type="checkbox"/> ECDS ECDS-PK	<input type="checkbox"/> NP Not Promoted <input type="checkbox"/> RFT Residential Facility Tracker <input type="checkbox"/> SELA Special Education Language Acquisition <input type="checkbox"/> SPEDS SPEDS Camera <input type="checkbox"/> SPEDS SPEDS Summer	<input type="checkbox"/> SPPI-14 SPPI-14 <input type="checkbox"/> TVC Teacher Vacancy <input type="checkbox"/> UID Enrollment Event UID Enrollment Event



■ New **NumberOfMinutesInSPED** (E3162) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3162	NumberOfMinutesInSPED	12/01/2025	
Definition			
<p>NumberOfMinutesInSPED indicates the average number of minutes per day that a student receives special education services in a special education classroom or setting, as determined by the Admission, Review, and Dismissal (ARD) Committee.</p>			
Special Instructions			
Table Identification	Length	Data Type	Domain of Values
	3	Number	0-600
Used in Entities			
StudentSpecialEducationProgramAssociation > NumberOfMinutesInSPEDSet			
Used in Domain			
Alternative and Supplemental Services			
Former Data Element Name			
Used in Data Collections/Submissions			
<input checked="" type="checkbox"/> PEIMS Attendance <input checked="" type="checkbox"/> PEIMS Extended Year <input checked="" type="checkbox"/> PEIMS Fall <input type="checkbox"/> PEIMS Fall Enrollment <input type="checkbox"/> PEIMS Mid-Year	<input checked="" type="checkbox"/> PEIMS Summer <input type="checkbox"/> CR Winter <input type="checkbox"/> CSW Charter School Waitlist <input type="checkbox"/> ECDS ECDS-KG <input type="checkbox"/> ECDS ECDS-PK	<input type="checkbox"/> NP Not Promoted <input type="checkbox"/> RFT Residential Facility Tracker <input type="checkbox"/> SELA Special Education Language Acquisition <input type="checkbox"/> SPEDS SPEDS Camera <input type="checkbox"/> SPEDS SPEDS Summer	<input type="checkbox"/> SPPI-14 SPPI-14 <input type="checkbox"/> TVC Teacher Vacancy <input type="checkbox"/> UID Enrollment Event UID Enrollment Event



■ New **NumberOfMinutesInSPEDBeginDate** (E3163) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3163	NumberOfMinutesInSPEDBeginDate	12/01/2025	
Definition			
NumberOfMinutesInSPEDBeginDate is the first instructional day a student receives the reported number of minutes in special education.			
Special Instructions			
Table Identification	Length	Data Type	Domain of Values
	10	Date	YYYY=2026-2027, MM=01-12, DD=01-31
Used in Entities			
StudentSpecialEducationProgramAssociation > NumberOfMinutesInSPEDSet			
Used in Domain			
Alternative and Supplemental Services			
Former Data Element Name			
Used in Data Collections/Submissions			
<input checked="" type="checkbox"/> PEIMS Attendance	<input checked="" type="checkbox"/> PEIMS Summer	<input type="checkbox"/> NP Not Promoted	<input type="checkbox"/> SPPI-14 SPPI-14
<input checked="" type="checkbox"/> PEIMS Extended Year	<input type="checkbox"/> CR Winter	<input type="checkbox"/> RFT Residential Facility Tracker	<input type="checkbox"/> TVC Teacher Vacancy
<input checked="" type="checkbox"/> PEIMS Fall	<input type="checkbox"/> CSW Charter School Waitlist	<input type="checkbox"/> SELA Special Education Language Acquisition	<input type="checkbox"/> UID Enrollment Event
<input type="checkbox"/> PEIMS Fall Enrollment	<input type="checkbox"/> ECDS ECDS-KG	<input type="checkbox"/> SPEDS SPEDS Camera	<input type="checkbox"/> UID Enrollment Event
<input type="checkbox"/> PEIMS Mid-Year	<input type="checkbox"/> ECDS ECDS-PK	<input type="checkbox"/> SPEDS SPEDS Summer	



- New **NumberOfMinutesInSPEDEndDate** (E3164) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3164	NumberOfMinutesInSPEDEndDate	12/01/2025	
Definition			
<p>NumberOfMinutesInSPEDEndDate is the first day after the last instructional day a student received the reported number of minutes in special education.</p>			
Special Instructions			
Table Identification	Length	Data Type	Domain of Values
	10	Date	YYYY=2026-2027 MM=01-12 DD=01-31
Used in Entities			
StudentSpecialEducationProgramAssociation > NumberOfMinutesInSPEDSet			
Used in Domain			
Alternative and Supplemental Services			
Former Data Element Name			
Used in Data Collections/Submissions			
<input checked="" type="checkbox"/> PEIMS Attendance	<input checked="" type="checkbox"/> PEIMS Summer	<input type="checkbox"/> NP Not Promoted	<input type="checkbox"/> SPPI-14 SPPI-14
<input checked="" type="checkbox"/> PEIMS Extended Year	<input type="checkbox"/> CR Winter	<input type="checkbox"/> RFT Residential Facility Tracker	<input type="checkbox"/> TVC Teacher Vacancy
<input checked="" type="checkbox"/> PEIMS Fall	<input type="checkbox"/> CSW Charter School Waitlist	<input type="checkbox"/> SELA Special Education Language Acquisition	<input type="checkbox"/> UID Enrollment Event
<input type="checkbox"/> PEIMS Fall Enrollment	<input type="checkbox"/> ECDS ECDS-KG	<input type="checkbox"/> SPEDS SPEDS Camera	<input type="checkbox"/> UID Enrollment Event
<input type="checkbox"/> PEIMS Mid-Year	<input type="checkbox"/> ECDS ECDS-PK	<input type="checkbox"/> SPEDS SPEDS Summer	



■ New EducationalEnvironment (E3155) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3155	EducationalEnvironment	12/01/2025	
Definition			
EducationalEnvironment indicates the setting in which a student receives special education and related services.			
Special Instructions			
Table Identification	Length	Data Type	Domain of Values
EducationalEnvironment(C372)		Descriptor	
Used in Entities			
StudentSpecialEducationProgramAssociation > EducationalEnvironmentSet			
Used in Domain			
Alternative and Supplemental Services			
Former Data Element Name			
Used in Data Collections/Submissions			
<input checked="" type="checkbox"/> PEIMS Attendance	<input checked="" type="checkbox"/> PEIMS Summer	<input checked="" type="checkbox"/> NP Not Promoted	<input type="checkbox"/> SPPI-14 SPPI-14
<input checked="" type="checkbox"/> PEIMS Extended Year	<input type="checkbox"/> CR Winter	<input type="checkbox"/> RFT Residential Facility Tracker	<input type="checkbox"/> TVC Teacher Vacancy
<input checked="" type="checkbox"/> PEIMS Fall	<input type="checkbox"/> CSW Charter School Waitlist	<input checked="" type="checkbox"/> SELA Special Education Language Acquisition	<input type="checkbox"/> UID Enrollment Event
<input checked="" type="checkbox"/> PEIMS Fall Enrollment	<input type="checkbox"/> ECDS ECDS-KG	<input type="checkbox"/> SPEDS SPEDS Summer	<input type="checkbox"/> UID Enrollment Event
<input type="checkbox"/> PEIMS Mid-Year	<input type="checkbox"/> ECDS ECDS-PK	<input type="checkbox"/> SPEDS SPEDS Video Camera Request	



■ New Educational Environment (C372) descriptor table:

Table ID	Name	Date Issued	Date Updated
C372	Educational Environment	12/01/2025	03/02/2026
Descriptor	Short Description	Long Description	
80% or More Per Day Inside a Regular Classroom			
01	Gen Ed Classroom/Setting 100% Instr Day	The special education and related services the student receives are provided in a general education classroom or setting for the entire instructional day	
02	Gen Ed Classroom/Setting 80–99% Instr Day	The special education and related services the student receives are provided in a general education classroom or setting between 80% and 99% of the instructional day	
No More Than 79% of the Day and No Less Than 40% of the Day Inside a Regular Class			
03	Gen Ed Classroom/Setting 50–79% Instr Day	The special education and related services the student receives are provided in a general education classroom or setting between 50% and 79% of the instructional day	
04	Gen Ed Classroom/Setting 40–49% Instr Day	The special education and related services the student receives are provided in a general education classroom or setting less than 50% but at least 40% of the instructional day	
No More Than 40% of the Day Inside a Regular Class			
05	Gen Ed Classroom/Setting <40% Instr Day	The special education and related services the student receives are provided in a general education classroom or setting less than 40% of the instructional day	
06	Homebound or Hospital	Student receiving special education services in a hospital program/setting or through homebound for medical purposes	
07	Residential Placement-ARDC Placed	Student receiving special education and related services in a public or private residential facility program placed by their admission, review, and dismissal committee	
08	Residential Placement-Not ARDC Placed	Student receiving special education services in a residential facility as defined by TEC 5.001(8), but who are not placed at the facility by their admission, review, and dismissal committee (not considered a correctional facility)	



09	Day Placement-Public	Student spends more than 50% of the instructional day in a public day placement (program provided in a facility or classroom owned and operated by the district that is reporting the student but is not on a regular campus; could include students from multiple schools from within or outside the district)
10	Day Placement-Private	Student spends more than 50% of the instructional day in a private day placement (program provided in a facility or classroom operated by a private provider contracted by the district; facility or classroom can be publicly or privately owned and could be on a district campus. Also includes Harris County Department of Education placements.
11	Texas School For The Blind And Visually Impaired	Student placed by admission, review, and dismissal committee at Texas School for the Blind and Visually Impaired
12	Texas School For The Deaf	Student placed by admission, review, and dismissal committee at Texas School for the Deaf
13	Correctional Facility	Student receiving special education and related services in short-term detention facility (community-based or residential) or correctional facility
14	Parentally Placed Private School-School Age- Svcs Plan	Student receives services through a services plan because they are a school age parentally placed private school child with a disability (could include homeschool if meets definition of private school)
15	Parentally Placed Private School-School Age- No Svcs Plan	Student identified in the child count because they are a school age parentally placed private school child with a disability (could include homeschool if meets definition of private school) but they do not currently receive services through a services plan
16	Service Provider Location	Service Provider Location (does not fit in any other category)
Early Childhood Education (0-5, not in kindergarten)		
17	≥10 hrs/wk Early Childhood Prog – Majority SPED Svc in Reg ECP	At least 10 hours per week in a regular early childhood program and receiving the majority of special education services in a regular early childhood program
18	≥10 hrs/wk Early Childhood Prog – Majority SPED Svc in Other Location	At least 10 hours per week in a regular early childhood program and receiving the majority of special education services in some other location



19	Under 10 Hrs/Week Reg ECP, Majority SPED Services in Early Childhood	Less than 10 hours per week in regular early childhood program and receiving majority of special education services in a regular early childhood program
20	Under 10 Hrs/Week Reg ECP, Majority SPED Services at Other Location	Less than 10 hours per week in regular early childhood program and receiving majority of special education services in some other location
21	Early Childhood Separate Class	Child attends special education program (less than 50% of students without disabilities) in a separate special education class
22	Early Childhood Separate School	Child attends special education program (less than 50% of students without disabilities) in a separate school
23	Early Childhood Residential Facility	Child attends special education program (less than 50% students without disabilities) in a residential facility (placed by admission, review, and dismissal committee)
24	Early Childhood Home	Child does not attend a regular early childhood program or a special education program and receives majority of special education services in the home
25	Parentally Placed Private School-Early Childhood Svcs Plan	Student receives services through a services plan because they are an early childhood parentally placed private school child with a disability (could include homeschool if meets definition of private school)
26	Parentally Placed Private School-Early Childhood No Svcs Plan	Student identified in the child count because they are an early childhood parentally placed private school child with a disability (could include homeschool if meets definition of private school) but they do not currently receive services through a services plan
27	Early Childhood Service Provider Location	Child does not attend a regular early childhood program or a special education program and receives majority of special education services in a service provider location or some other location that is not in any other category (could include child who receives only speech therapy once a week and comes to the school for the service)



18 Plus		
28	18 Plus - Work-Based Supports - CTE-Operated By District	Student receives special education and related services in the form of work-based learning supports for paid or unpaid employment aligned to student's postsecondary goals provided in career and technical (CTE) programs with regularly scheduled direct involvement by district personnel and in accordance with student's individualized education program (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)
29	18 Plus - Work-Based Supports - SPED Settings-Operated By District	Student receives special education and related services in the form of work-based learning supports for paid or unpaid employment aligned to student's postsecondary goals provided in special education settings with regularly scheduled direct involvement by district personnel and in accordance with student's individualized education program (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)
30	18 Plus Community Setting/Env - Not Operated by District Or Through Co-Op	Student receiving special education and related services, including regularly scheduled, direct involvement by district personnel to maintain paid or unpaid employment aligned to the student's postsecondary goals in a community setting or environment, not operated by the district, as described in the student's individualized education program (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)
31	18 Plus Community Setting/Env - Not Operated by District But Through Co-Op	Student receiving special education and related services, including regularly scheduled, direct involvement by district personnel to maintain paid or unpaid employment aligned to the student's postsecondary goals in a community setting or environment, not operated by the district but as part of a cooperative arrangement among multiple districts, as described in the student's individualized education program (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)



32	18 Plus Community Setting/Fac/Env - Operated By District	Student receiving special education and related services aligned to their transition plan in a community setting, facility or environment operated by the district that prepares the student for postsecondary education or/ training, competitive integrated employment, or independent living, in age-appropriate instructional environment as described in the student's individualized education program (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)
33	18 Plus Transition Services - Not Operated By District Or Through Co-op	Student receiving special education and related services aligned to their transition plan in a community setting or environment not operated by the district that prepares the student for postsecondary education or training, competitive integrated employment, or independent living, in an age-appropriate instructional environment as described in student's individualized education program. (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)
34	18 Plus Transition Services - Cooperative Arrangement	Student receiving special education and related services aligned to their transition plan through cooperative arrangement among multiple districts that prepares the student for postsecondary education/training, competitive integrated employment, or independent living. (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)
35	18 Plus Transition Services - Operated By District	Student receiving special education and related services aligned to their transition plan on a campus within the district that prepares the student for postsecondary education or training, competitive integrated employment, or independent living, in age-appropriate instructional environment, as described in the student's individualized education program (only for students who have completed credit and assessment requirements for graduation but are continuing enrollment or have returned to request additional services after exiting in accordance with 19 TAC 89.1070, commonly referred to as 18 plus programming)



- New EducationalEnvironmentBeginDate (E3175) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3175	EducationalEnvironmentBeginDate	03/02/2026	
Definition			
EducationalEnvironmentBeginDate is the first instructional day a student is assigned to the EducationalEnvironment descriptor.			
Special Instructions			
Table Identification	Length	Data Type	Domain of Values
	10	Date	YYYY=2026-2027 MM=01-12 DD=01-31
Used in Entities			
StudentSpecialEducationProgramAssociation > EducationalEnvironmentSet			
Used in Domain			
Alternative and Supplemental Services			
Former Data Element Name			
Used in Data Collections/Submissions			
<input checked="" type="checkbox"/> PEIMS Attendance	<input checked="" type="checkbox"/> PEIMS Summer	<input type="checkbox"/> NP Not Promoted	<input type="checkbox"/> SPPI-14 SPPI-14
<input checked="" type="checkbox"/> PEIMS Extended Year	<input type="checkbox"/> CR Winter	<input type="checkbox"/> RFT Residential Facility Tracker	<input type="checkbox"/> TVC Teacher Vacancy
<input checked="" type="checkbox"/> PEIMS Fall	<input type="checkbox"/> CSW Charter School Waitlist	<input checked="" type="checkbox"/> SELA Special Education Language Acquisition	<input type="checkbox"/> UID Enrollment Event
<input checked="" type="checkbox"/> PEIMS Fall Enrollment	<input type="checkbox"/> ECDS ECDS-KG	<input type="checkbox"/> SPEDS SPEDS Camera	<input type="checkbox"/> UID Enrollment Event
<input type="checkbox"/> PEIMS Mid-Year	<input type="checkbox"/> ECDS ECDS-PK	<input type="checkbox"/> SPEDS SPEDS Summer	



- New EducationalEnvironmentEndDate (E3176) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3176	EducationalEnvironmentEndDate	03/01/2026	
Definition			
EducationalEnvironmentEndDate is the first day after the last instructional day a student was assigned to the EducationalEnvironment descriptor.			
Special Instructions			
Table Identification	Length	Data Type	Domain of Values
	10	Date	YYYY=2026-2027 MM=01-12 DD=01-31
Used in Entities			
StudentSpecialEducationProgramAssociation > EducationalEnvironmentSet			
Used in Domain			
Alternative and Supplemental Services			
Former Data Element Name			
Used in Data Collections/Submissions			
<input checked="" type="checkbox"/> PEIMS Attendance	<input checked="" type="checkbox"/> PEIMS Summer	<input type="checkbox"/> NP Not Promoted	<input type="checkbox"/> SPPI-14 SPPI-14
<input checked="" type="checkbox"/> PEIMS Extended Year	<input type="checkbox"/> CR Winter	<input type="checkbox"/> RFT Residential Facility Tracker	<input type="checkbox"/> TVC Teacher Vacancy
<input checked="" type="checkbox"/> PEIMS Fall	<input type="checkbox"/> CSW Charter School Waitlist	<input checked="" type="checkbox"/> SELA Special Education Language Acquisition	<input type="checkbox"/> UID Enrollment Event
<input checked="" type="checkbox"/> PEIMS Fall Enrollment	<input type="checkbox"/> ECDS ECDS-KG	<input type="checkbox"/> SPEDS SPEDS Camera	<input type="checkbox"/> UID Enrollment Event
<input type="checkbox"/> PEIMS Mid-Year	<input type="checkbox"/> ECDS ECDS-PK	<input type="checkbox"/> SPEDS SPEDS Summer	

SpecialEducationTierOfIntensityAttendance Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor	Table Element ID
School							
Student							
CalendarCode			PA,PS,PE	60	String		E0975
ReportingPeriod			PA,PS,PE		Descriptor	C130	E0934
GradeLevel			PA,PS,PE		Descriptor	C050	E0017
NumberDaysTaught			PA,PS,PE	3	Number		E0935
RegionalDaySchoolProgramForDeaf			PA,PS,PE		Descriptor	C067	E0833
LEAOfRDSPDService			PA,PS,PE	6	Number		E1527
TierOfIntensity			PA,PS,PE		Descriptor	C371	E3153
EligibleDaysPresentInTierOfIntensity			PA,PS,PE	5	Decimal		E3154



- New EligibleDaysPresentInTierOfIntensity (E3154) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3154	EligibleDaysPresentInTierOfIntensity	12/01/2025	
Definition			
EligibleDaysPresentInTierOfIntensity indicates the number of days the student was eligible and present in a tier of intensity during a particular reporting period.			
Special Instructions			
Table Identification	Length	Data Type	Domain of Values
	5	Decimal	0.5-180.0
Used in Entities			
SpecialEducationTierOfIntensityAttendance			
Used in Domain			
Student Attendance			
Former Data Element Name			
Used in Data Collections/Submissions			
<input checked="" type="checkbox"/> PEIMS Attendance	<input checked="" type="checkbox"/> PEIMS Summer	<input type="checkbox"/> NP Not Promoted	<input type="checkbox"/> SPPI-14 SPPI-14
<input checked="" type="checkbox"/> PEIMS Extended Year	<input type="checkbox"/> CR Winter	<input type="checkbox"/> RFT Residential Facility Tracker	<input type="checkbox"/> TVC Teacher Vacancy
<input type="checkbox"/> PEIMS Fall	<input type="checkbox"/> CSW Charter School Waitlist	<input type="checkbox"/> SELA Special Education Language Acquisition	<input type="checkbox"/> UID Enrollment Event
<input type="checkbox"/> PEIMS Fall Enrollment	<input type="checkbox"/> ECDS ECDS-KG	<input type="checkbox"/> SPEDS SPEDS Camera	<input type="checkbox"/> UID Enrollment Event
<input type="checkbox"/> PEIMS Mid-Year	<input type="checkbox"/> ECDS ECDS-PK	<input type="checkbox"/> SPEDS SPEDS Summer	



FlexibleSpecialEducationTierOfIntensityAttendance Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor	Table Element ID
School							
Student							
CalendarCode			PA,PS,PE	60	String		E0975
ReportingPeriod			PA,PS,PE		Descriptor	C130	E0934
GradeLevel			PA,PS,PE		Descriptor	C050	E0017
NumberDaysTaught			PA,PS,PE	3	Number		E0935
FlexAttendanceProgram			PA,PS,PE		Descriptor	C177	E1045
TierOfIntensity			PA,PS,PE		Descriptor	C371	E3153
FlexAttendDaysEligibleInTierOfIntensity			PA,PS,PE	5	Decimal		E3156



■ New FlexAttendDaysEligibleInTierOfIntensity (E3156) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3156	FlexAttendDaysEligibleInTierOfIntensity	11/14/2025	12/01/2025
Definition			
FlexAttendDaysEligibleInTierOfIntensity indicates the total number of school days the student was eligible for a tier of intensity that was eligible for Foundation School Program funding during a particular reporting period.			
Special Instructions			
Table Identification	Length	Data Type	Domain of Values
	5	Decimal	0.0-180.0
Used in Entities			
FlexibleSpecialEducationTierOfIntensityAttendance			
Used in Domain			
Student Attendance			
Former Data Element Name			
Used in Data Collections/Submissions			
<input checked="" type="checkbox"/> PEIMS Attendance	<input checked="" type="checkbox"/> PEIMS Summer	<input type="checkbox"/> NP Not Promoted	<input type="checkbox"/> SPPI-14 SPPI-14
<input checked="" type="checkbox"/> PEIMS Extended Year	<input type="checkbox"/> CR Winter	<input type="checkbox"/> RFT Residential Facility Tracker	<input type="checkbox"/> TVC Teacher Vacancy
<input type="checkbox"/> PEIMS Fall	<input type="checkbox"/> CSW Charter School Waitlist	<input type="checkbox"/> SELA Special Education Language Acquisition	<input type="checkbox"/> UID Enrollment Event
<input type="checkbox"/> PEIMS Fall Enrollment	<input type="checkbox"/> ECDS ECDS-KG	<input type="checkbox"/> SPEDS SPEDS Camera	
<input type="checkbox"/> PEIMS Mid-Year	<input type="checkbox"/> ECDS ECDS-PK	<input type="checkbox"/> SPEDS SPEDS Summer	



Business Rules

New Business Rules

- The following rules have been added to or revised in the PEIMS Attendance, Fall, Summer, and Extended Year Submissions:
 - 20 Fatales
 - 41163-0111
 - 41163-0112
 - 41163-0113
 - 41163-0114
 - 42405-0002
 - 42405-0004
 - 42405-0005
 - 42405-0016
 - 42405-0031
 - ~~42405-0050~~
 - 42405-0058
 - 42405-0059
 - 42405-0060
 - 42505-0002
 - 42505-0004
 - 42505-0016
 - 42505-0023
 - 42505-0026
 - 42505-0027
 - 42505-0028
 - 1 Special Warning
 - 42405-0017
 - 1 Warning
 - 42505-0017



- 41163-0111
- 41163-0112
- 41163-0113
- 41163-0114

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
41163-0111	If TierOfIntensity is reported, then NumberOfMinutesInSPED must be reported.	F		PA, PE, PF, PS	District, Campus, Charter
	NumberOfMinutesInSPED must be reported when TierOfIntensity is reported.	L2, L3			
41163-0112	If NumberOfMinutesInSPED is reported, then TierOfIntensity must be reported.	F		PA, PE, PF, PS	District, Campus, Charter
	TierOfIntensity must be reported when NumberOfMinutesInSPED is reported.	L2, L3			
41163-0113	If SPEDServiceGroup is reported, then NumberOfMinutesInSPED must be reported.	F		PA, PE, PF, PS	District, Campus, Charter
	NumberOfMinutesInSPED must be reported when SPEDServiceGroup is reported.	L2, L3			
41163-0114	If EducationalEnvironment is reported, then TierOfIntensity must be reported.	F		PA, PE, PF, PS	District, Campus, Charter
	TierOfIntensity must be reported when EducationalEnvironment is reported.	L2, L3			



Reports



- Changes to Reports
 - PDM#-121-### reports are being evaluated to see if the new Tier of Intensity can be added or if we need a new report.
 - ALL Attendance Funding reports will be updated to add a new row for the Tier of Intensity.

TEDS & TSDS will continue working closely with the program area to finalize and implement the new funding structure into PEIMS reporting in the 2026-2027 school year.



Closeout



How should the NumberOfMinutesInSPED (E3162) data element be reported?

Report the average number of minutes per instructional day that a student receives SPED services. For example, if a student receives one hour of service per week, divide by five and report 12 minutes per day. This approach helps calculate the general education offset for funding purposes.

Under the new tiered model, there is no direct correlation, but daily minutes in a SPED setting are still needed to calculate the offset from the basic allotment, as outlined in TEC §48.051.



How are minutes reported for students receiving speech therapy?

Report minutes based on how the service is delivered:

- **Pull-out speech therapy** (outside the general education classroom) → **Report** these minutes in NumberOfMinutesInSPED.
- **Push-in speech therapy** (service delivered in the general education classroom) → **Do not include** these minutes as special education minutes.



Should the EducationalEnvironment (E3155) data element align with the NumberOfMinutesInSPED (E3162) data element?

No. These elements serve different purposes. EducationalEnvironment (E3155) is used for federal reporting, while NumberOfMinutesInSPED (E3162) is used for funding calculations. They may not fully align.



When will the descriptors for TierOfIntensity (C371) and SPEDServiceGroup (C373) be available?

These descriptors will be established through commissioner’s rules, with final information expected in summer 2026.

Will SPED funding for the 2026-2027 school year be calculated under the old model or the new tier-based model?

SPED funding will be calculated under the old model and the new tier-based model in accordance with TEC, 48.1022(b).



Is EligibleDaysPresentInTierOfIntensity based on the official attendance time (OAT)?

Yes, EligibleDaysPresentInTierOfIntensity is based on the student attendance at the campus official attendance time.

Technical Resources

- [Texas SPED Support](#)
- [Special Education Funding Tool](#)
- [TEA Special Education Webinars and Newsletters](#)
- Technical Support:
 - TSDSCustomerSupport@tea.texas.gov
- Special Education Division:
 - spedfunding@tea.texas.gov

2025-2026 Remaining Submissions Sorted by Due Date	
<i>5th Six Weeks Attendance Due</i>	<i>5/8/2026</i>
<i>PEIMS Summer First Submission due to ESCR19</i>	<i>6/11/2026</i>
<i>PEIMS Summer First Submission due to TEA</i>	<i>6/18/2026</i>
<i>ECDS Prekindergarten Submission due to ESCR19</i>	<i>6/18/2026</i>
<i>ECDS Prekindergarten Submission due to TEA</i>	<i>6/25/2026</i>

Due to ESCR19
Due to TEA

? QUESTIONS?

