

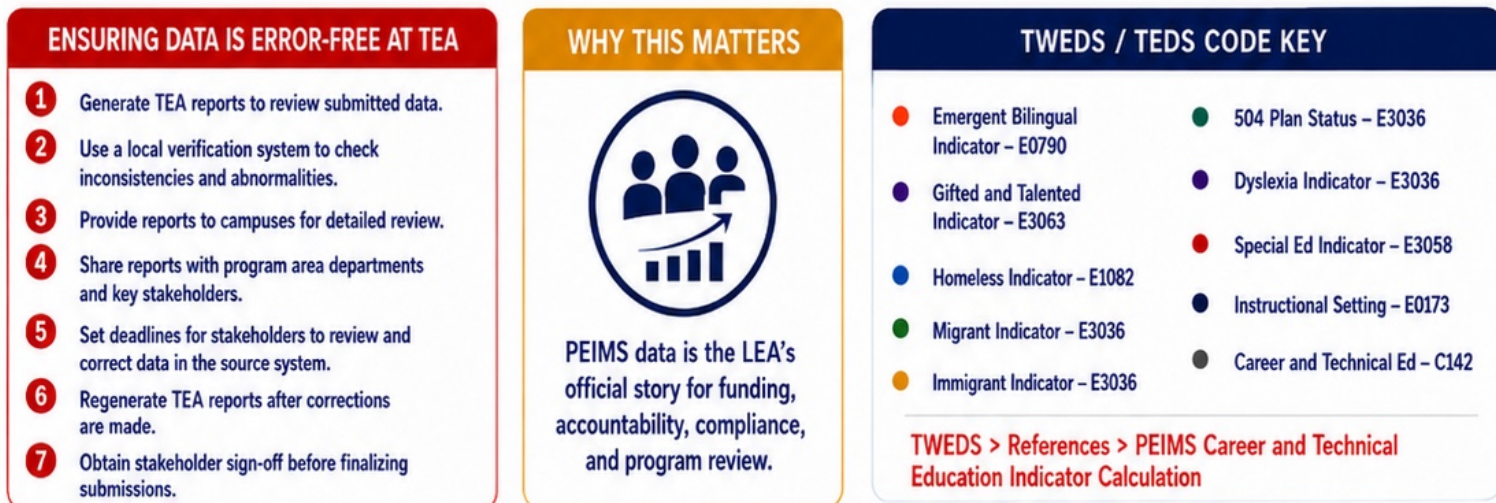
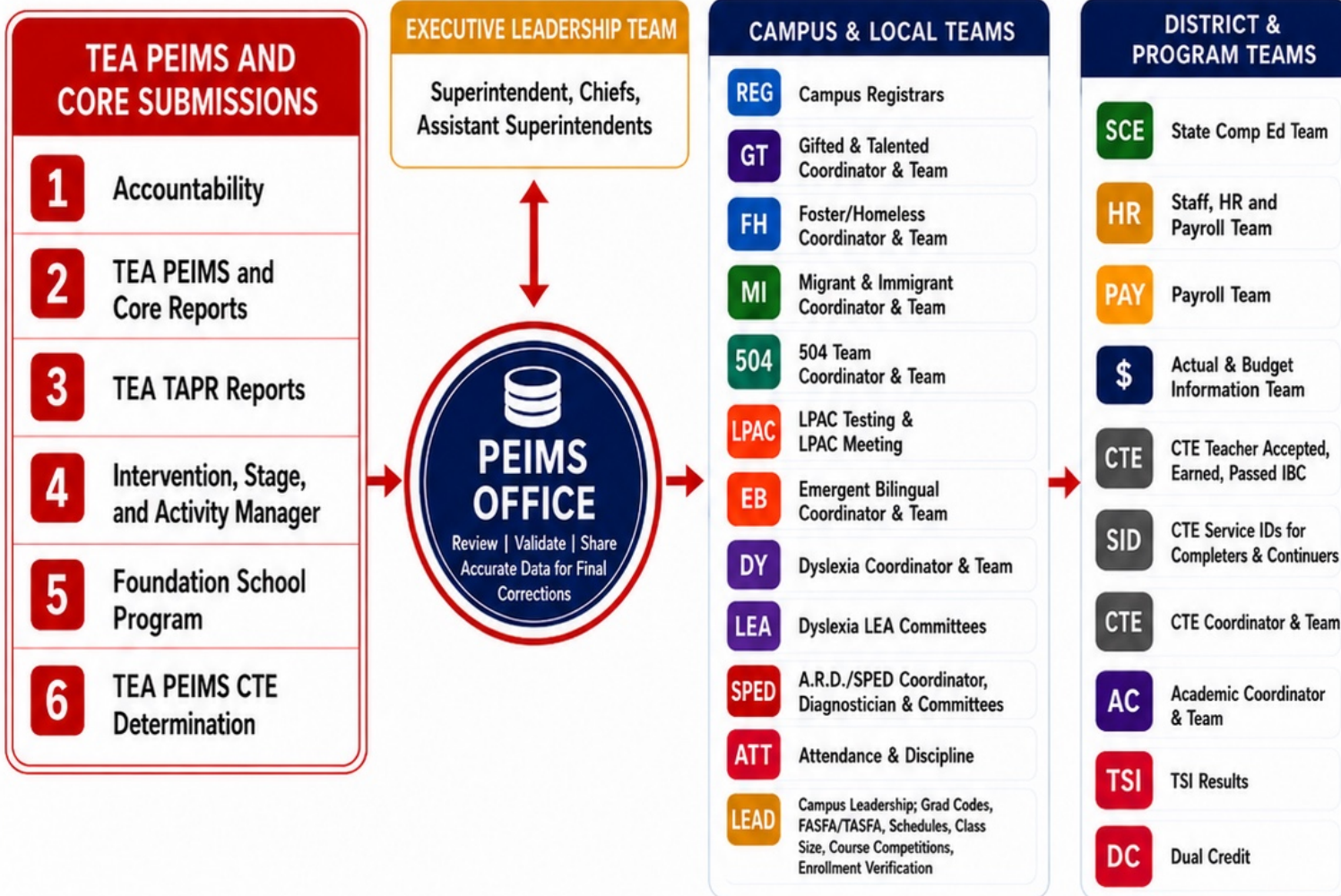
HELPFUL FLOWCHART STEP 1

COLLABORATION: DATA FLOW TO PEIMS OFFICE



HELPFUL FLOWCHART STEP 2

COLLABORATION: TEA REPORT REVIEW RETURNED TO DEPARTMENTS



PEIMS COLLABORATION OVERVIEW

HOW STEP 1 AND STEP 2 WORK TOGETHER

STEP 1, DATA FLOW TO PEIMS OFFICE

Data is entered, reviewed, validated, and prepared for TEA reporting.



TEA PEIMS AND CORE SUBMISSIONS OUTCOMES



STEP 2, TEA REPORT REVIEW RETURNED TO DEPARTMENTS

After submission, PEIMS reviews TEA reports and returns results to departments for corrections and sign-off.



TEA PEIMS AND CORE SUBMISSIONS

- 1 Accountability
- 2 TEA PEIMS and Core Reports
- 3 TEA TAPR Reports
- 4 Intervention, Stage, and Activity Manager
- 5 Foundation School Program
- 6 TEA PEIMS CTE Determination

EXECUTIVE LEADERSHIP TEAM

Superintendent, Chiefs, Assistant Superintendents



CAMPUS & LOCAL TEAMS

- Campus Registrars
- Gifted & Talented
- Foster/Homeless Coordinator & Team
- LPAC / Emergent Bilingual
- Dyslexia Coordinator & Team
- Attendance & Discipline
- 504 Team Coordinator & Team
- And more...

DISTRICT & PROGRAM TEAMS

- State Comp Ed Team
- Staff, HR & Payroll Teams
- Actual & Budget Information Team
- CTE Coordinator & Team
- Academic Coordinator & Team
- TSI Results & Dual Credit
- Title I, Economically Disadvantaged, Special Education Programs
- And more...

ENSURING DATA IS ERROR-FREE AT TEA

- 1 Generate TEA reports to review submitted data.
- 2 Use a local verification system to check inconsistencies and abnormalities.
- 3 Provide reports to campuses for detailed review
- 4 Share reports with program area departments and key stakeholders.
- 5 Set deadlines for review and source-system corrections
- 6 Regenerate TEA reports after corrections are made
- 7 Obtain stakeholder sign-off before finalizing submissions

WHY THIS MATTERS



PEIMS data is the LEA's official story for funding, accountability, compliance, and program review.

TWEDS / TEDS CODE KEY

- Emergent Bilingual Indicator - E0790
- Gifted and Talented Indicator - E3063
- Homeless Indicator - E1082
- Migrant Indicator - E3036
- Immigrant Indicator - E3036
- 504 Plan Status - E3036
- Dyslexia Indicator - E3036
- Special Ed Indicator - E3058
- Instructional Setting - E0173
- Career and Technical Ed - C142

TWEDS > References > PEIMS Career and Technical Education Indicator Calculation

ACCURATE DATA.

EFFECTIVE PROGRAMS.

STRONGER STUDENTS.

#DataDrivesDollars



PEIMS FLOWCHART STEP EXPLANATION

How Step 1 and Step 2 work together

This document explains the two PEIMS collaboration flowcharts. Step 1 shows how data moves into the PEIMS Office. Step 2 shows how TEA reports move back out to departments for review, corrections, and sign-off.

Flowchart	Main purpose	Plain-language explanation
Step 1	Data flow to PEIMS Office	Campus, program, district, and leadership data is collected, reviewed, validated, and prepared for TEA reporting.
Step 2	TEA report review returned to departments	After submission, PEIMS reviews TEA reports and returns results to departments for corrections, verification, and sign-off.

Step 1: Data Flow to PEIMS Office

Step 1 explains how many different data owners feed the official PEIMS process. The PEIMS Office does not create all data in isolation. It collects, validates, prepares, and submits data that begins with campuses, programs, departments, and leadership review.

Step 1.1: Student data starts the process	
Purpose	Registration student data begins the flow. This includes enrollment, demographics, services, program indicators, and campus-level student records.
Primary owner	Campus Registrars and campus data entry staff
Key actions	• Enter and maintain student records • Verify registration and enrollment data • Correct missing or inconsistent student information
Output	Clean source data that is ready for campus and program review

Step 1.2: Owner review	
Purpose	The data owner closest to the source reviews the information before PEIMS validation. Each team confirms its own codes, indicators, and program details.
Primary owner	Campus and local teams, district program teams, HR, payroll, finance, and program coordinators
Key actions	• Review the data tied to each program or reporting area • Compare records against local documentation and program expectations • Resolve inconsistencies before PEIMS submission
Output	Program-owned data ready for PEIMS validation

Step 1.3: PEIMS validation

Purpose	The PEIMS Office collects and validates data from many owners. This includes coding checks, rule review, error review, completeness checks, and data alignment before TEA reporting.
Primary owner	PEIMS Office
Key actions	• Collect data from source systems and data owners • Validate accuracy, completeness, and coding • Review fatal errors, special warnings, trends, and abnormalities • Prepare the submission for TEA
Output	A PEIMS file or data set that is ready for TEA submission

Step 1.4: TEA reporting

Purpose	Validated PEIMS data moves into TEA PEIMS and Core Submissions. This creates official state reporting data for accountability, funding, compliance, and program review.
Primary owner	PEIMS Office with TEA reporting systems
Key actions	• Submit PEIMS and Core data • Generate and review TEA reports • Track reporting status and submission readiness
Output	Official TEA reporting outputs

Step 1.5: Impact

Purpose	PEIMS data becomes the district story used by TEA. It supports accountability, TAPR reporting, intervention review, Foundation School Program funding, CTE determination, compliance, and student support.
Primary owner	District leadership, PEIMS, campuses, and program departments
Key actions	• Use final data to support decision-making • Identify program needs and reporting trends • Protect funding, compliance, and student services
Output	Accurate data, effective programs, stronger students, and funding impact

Step 1 data owners shown in the flowchart

These groups feed data into PEIMS for validation and TEA submission.

Section	What it includes	What it means
Student data sources	Registration student data	Core student records that begin the PEIMS process.
Campus and local teams	Campus registrars, Gifted and Talented, Migrant and Immigrant, LPAC and Emergent Bilingual, Dyslexia, ARD/SPED, Attendance, Discipline, Grades, Campus	Campus and local data owners review the data areas they manage.

Section	What it includes	What it means
	Assignments, Graduation, Diploma Types and Endorsements, Class Size, Course Completion	
Executive leadership team	Superintendent, Chiefs, Assistant Superintendents	Leadership receives, reviews, and supports the overall accuracy and accountability story.
District and program teams	State Comp Ed, Staff/HR, Payroll, Actual and Budget, Foster/Homeless, CTE, Academic and Advanced Academics, TSI, Dual Credit, 504, Truancy, Title I, Economically Disadvantaged, Special Education Programs	Program and district owners validate data connected to funding, compliance, services, and program outcomes.
PEIMS Office	Collect, Validate, Prepare	The central quality gate before TEA reporting.
TEA PEIMS and Core Submissions	Accountability, TEA TAPR Reports, Intervention, Stage, and Activity Manager, Foundation School Program, TEA PEIMS CTE Determination	The official reporting outputs tied to district impact.

Step 2: TEA Report Review Returned to Departments

Step 2 explains the review cycle after TEA data has been submitted and reports are generated. The flow reverses. PEIMS reviews TEA reports, returns results to the appropriate departments, and works with data owners until corrections and sign-off are complete.

Step 2.1: Submitted to TEA

Purpose	PEIMS and Core data has been sent to TEA. The submitted data now becomes the basis for TEA reports and official review.
Primary owner	PEIMS Office
Key actions	• Confirm submission status • Verify the data set is accepted or ready for report generation • Track submission deadlines and remaining review needs
Output	Submitted data ready for TEA report review

Step 2.2: Reports generated

Purpose	TEA reports are generated from the submitted data. These reports show how TEA is reading the district data.
Primary owner	PEIMS Office and TEA reporting systems
Key actions	• Generate all available TEA reports • Review totals, trends, counts, and program-level results • Identify inconsistencies, abnormalities, and data concerns
Output	TEA report packet ready for PEIMS review

Step 2.3: PEIMS review

Purpose	The PEIMS Office reviews reports before sending them back out. This step protects departments from receiving unfiltered reports without context.
Primary owner	PEIMS Office, with Executive Leadership support when needed
Key actions	• Compare TEA reports to local expectations and LEA trends • Flag areas that need campus or department review • Determine which team owns the correction or verification • Prepare clear review instructions and deadlines
Output	Actionable report review items ready for department follow-up

Step 2.4: Returned to departments

Purpose	Reports and findings go back to campus, local, district, and program teams. Each owner reviews its part of the data and confirms accuracy or corrects the source system.
Primary owner	Campus teams, district teams, program coordinators, HR, payroll, finance, and leadership
Key actions	• Review reports at the granular level • Verify student, staff, program, course, attendance, funding, and service data • Correct data in the source system when needed

	• Return findings, updates, or confirmation to PEIMS
Output	Department-reviewed data with corrections or confirmation

Step 2.5: Corrections and sign-off

Purpose	Corrections are completed in the source system, data is regenerated and resubmitted when needed, and stakeholders sign off before finalizing.
Primary owner	Data owners and PEIMS Office
Key actions	• Set deadlines for review and correction • Regenerate TEA reports after corrections • Confirm corrections are reflected in TEA reporting • Collect stakeholder sign-off before final submission
Output	Final verified reporting data ready for completion

Step 2 review expectations

Group	Responsibility during Step 2
PEIMS Office	Generate TEA reports, review reports for errors and abnormalities, assign review areas to owners, track corrections and sign-off.
Campus and local teams	Review campus-level data, verify student records, confirm coding, correct source-system issues, and return updates to PEIMS.
District and program teams	Review program-area data, verify state reporting indicators, confirm funding and service data, and provide correction status.
Executive leadership team	Support high-level review, understand district impact, and help remove barriers when reporting issues require escalation.
All stakeholders	Review by the deadline, correct source data when needed, and confirm sign-off before finalization.

Why this process matters

PEIMS data is not only a technical submission. It is the official district story used for funding, accountability, compliance, program review, and student support. One incorrect code, missing indicator, incomplete record, or skipped review can affect how the district is represented in TEA reports.

Area	Why it matters
Funding	Foundation School Program and program funding rely on accurate reported data.
Accountability	TEA accountability and TAPR reporting use submitted and validated data.
Compliance	State and federal reporting depends on correct program, service, staff, and student coding.
Programs	Departments use the data to review services, outcomes, and needs.
Students	Accurate data supports stronger identification, services, and

Area	Why it matters
	intervention.

Plain-language summary

Flowchart	Simple phrase	Meaning
Step 1	Data comes in.	Campuses, programs, departments, and leadership feed data into PEIMS. PEIMS validates and prepares the data for TEA.
Step 2	Reports go back out.	After submission, PEIMS reviews TEA reports and sends them back to the right owners for correction, confirmation, and sign-off.

ACCURATE DATA. | EFFECTIVE PROGRAMS. | STRONGER STUDENTS. | #DataDrivesDollars

Prepared for Tomball ISD PEIMS collaboration training and department review.