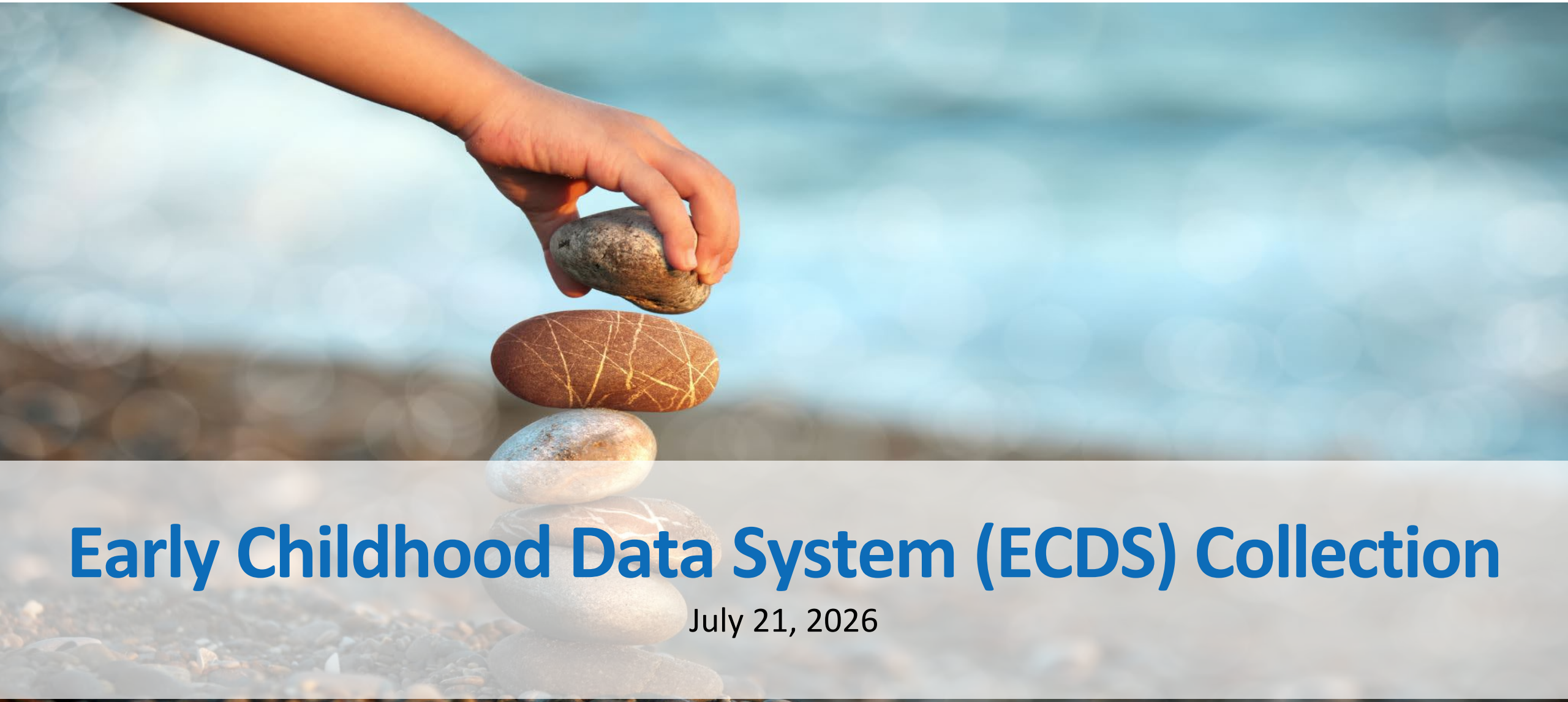


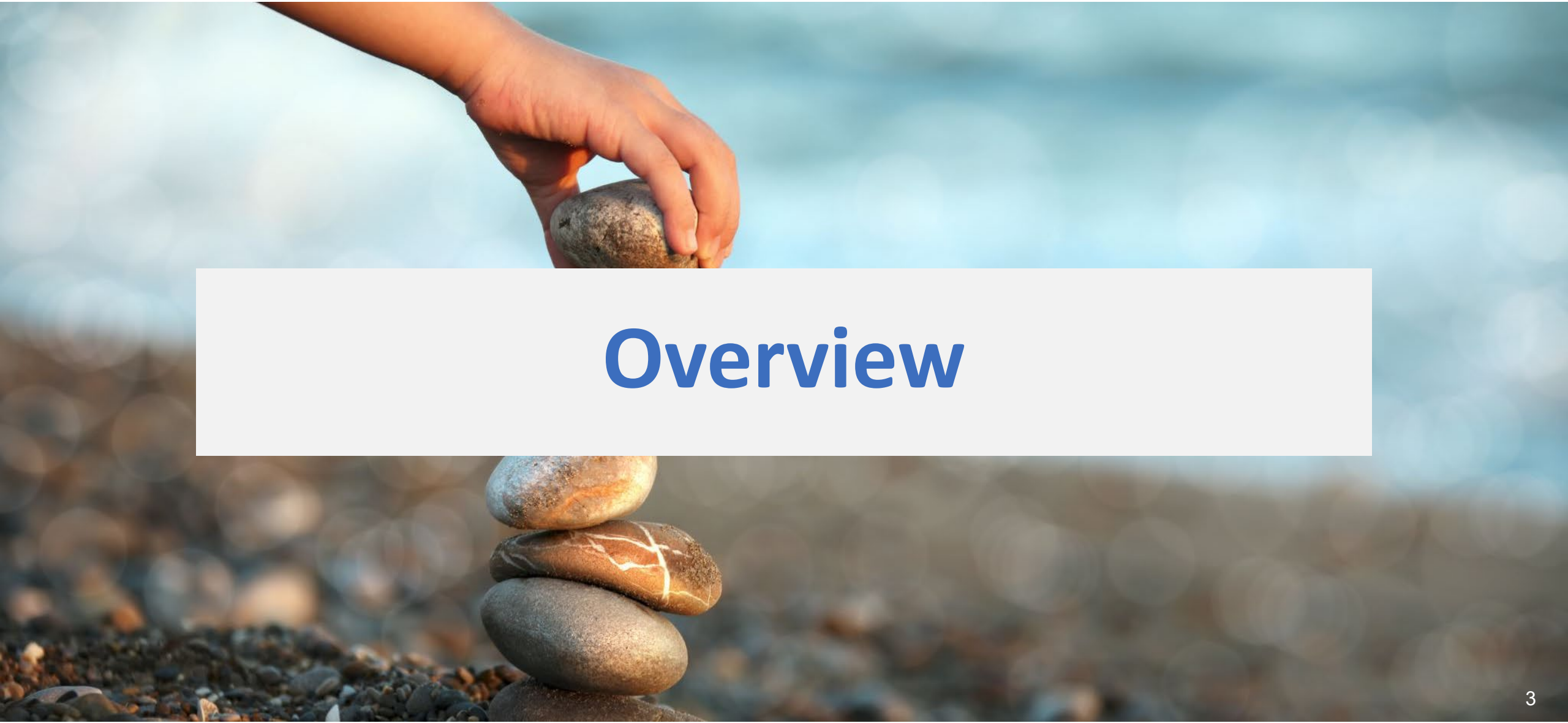
Early Childhood Data System (ECDS) Collection

July 21, 2026

Agenda –Early Childhood Data System (ECDS) Collection

- Overview
- Timeline
- ECDS Expansion due to House Bill (HB) 2
- New ECDS Submissions
- TSDS Application Development
- 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 Timeline

- 2026-2027: Local Education Agencies (LEAs) will continue to report the ECDS Prekindergarten and Kindergarten Submissions as outlined in the 2026-2027 TEDS.

- In preparation for changes in the 2027-2028 school year, TEA will engage all assessment vendors identified by the program area to ensure their ability to publish data to the IODS.

2027-2028 Timeline

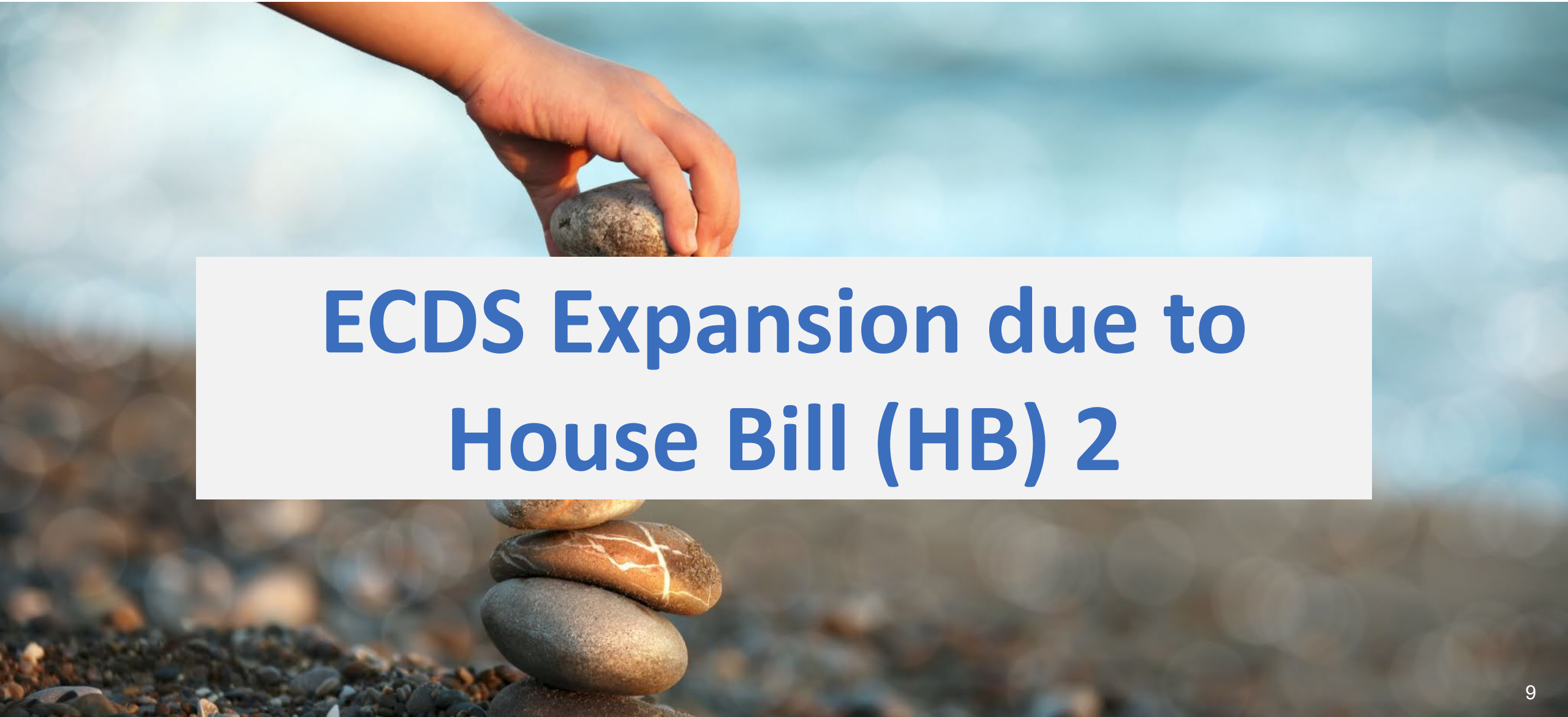
2027-2028

Due Date	Submission
ECDS - PK	
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
Beginning Of Year (BOY) – K - 3	
First Monday in August	TSDS ready to load data to IODS
~~Last~~ Third 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
Middle Of Year (MOY) – K- 3	
First Monday in August	TSDS ready to load data to IODS
~~Last~~ Third 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
End Of Year (EOY) – K- 2	
First Monday in August	TSDS ready to load data to IODS
~~First~~ Second 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, 89th Texas Legislature in June of 2025



Major changes to K–3 assessment requirements

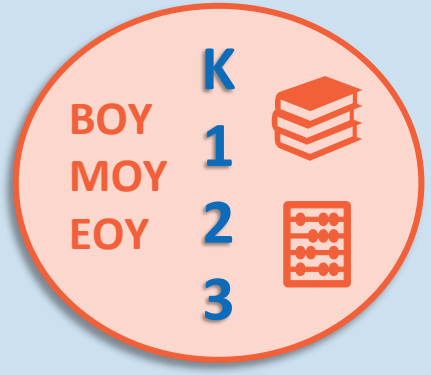
Changes to K–3 Assessments brought by HB 2, Article 5, 89th Legislature

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 **collected through different platform*

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

Entities

- 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

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
ECDSReasonAssessmentNotSubmitted *(may have multiple instances)*		✓			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

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

Definition

ECDSReasonAssessmentNotSubmitted indicates the reason a school system 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
ECDSReasonAssessmentNotSubmitted (C380)		Descriptor	

Used in Entity

LocalEducationAgency

Used in Domain

Education Organization

AssessmentNonSubmissionReason (C380)

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

ECDSReasonAssessmentNotSubmitted (C380)

Table Identification	Name	Date Issued	Date Updated
C380	ECDSReasonAssessmentNotSubmitted	12/01/2026	

Descriptor	Short Description	Long Description
01	Kindergarten Reading Readiness Assessment Not Submitted	School system is not submitting Kindergarten reading readiness assessment data because the school system did not have any students enrolled in the applicable grade level during the reporting period (Beginning of Year).
02	Grade Kindergarten Early Lit/Early Num Assessment Not Submitted	School system is not submitting Kindergarten Early Literacy and/or Early Numeracy instruments assessment data because the school system did not have any students enrolled in the applicable grade level during the reporting period (Middle of Year, or End of Year).
03	Grade 1 Early Lit/Early Num Assessment Not Submitted	School system is not submitting Grade 1 Early Literacy and/or Early Numeracy instruments assessment data because the school system 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).
04	Grade 2 Early Lit/Early Num Assessment Not Submitted	School system is not submitting Grade 2 Early Literacy and/or Early Numeracy instruments assessment data because the school system 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).
05	Grade 3 Early Lit/Early Num Assessment Not Submitted	School system is not submitting Grade 3 Early Literacy and/or Early Numeracy instruments assessment data because the school system did not have any students enrolled in the applicable grade level during the reporting period (Beginning of Year, or Middle of Year).
06	No Approved Instrument Administered – KG Reading Readiness (BOY)	No commissioner-approved Kindergarten Reading Readiness instrument was adopted and administered by the school system for the student. .
07	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 school system for the student.
08	Reason Not Listed	Reason Not Listed

School Entity

School Entity

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

Student Entity

Student Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
StudentUniqueId		✓		10	String		E1523
LocalStudentId		✓		9	String		E0923
StudentId		✓		9	String		E0001
GenerationCode		✓			Descriptor	C012	E0706
Name							
FirstName		✓		75	String		E0703
MiddleName		✓		75	String		E0704
LastSurname		✓		75	String		E0705
BirthData							
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 *(may have multiple instances)*		✓			Descriptor	C304	E3050
EmergentBilingualSet *(may have multiple instances)*							
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

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 *(may have multiple instances)*		✓			Descriptor	C325	E1097
AssessedGradeLevel *(may have multiple instances)*		✓			Descriptor	C050	E1129
AssessmentPerformanceLevel *(may have multiple instances)*							
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							
IdentificationCode		✓		60	String		E3076
AcademicSubject		✓			Descriptor	C325	E1097
AssessmentPerformanceLevel *(may have multiple instances)*							
AssessmentReportingMethod		✓			Descriptor	C328	E1154
PerformanceLevel		✓			Descriptor	C349	E3077
AssessmentScore *(may have multiple instances)*							
AssessmentReportingMethod		✓			Descriptor	C328	E1154

StudentAssessment Entity

StudentAssessment Entity

Data Element	Not Promoted	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
Assessment							
Student							
StudentAssessmentIdentifier		✓		60	String		E3062
ReasonNotTested		✓			Descriptor	C379	E3177
AssessmentPeriod							
AssessmentPeriod		✓			Descriptor	C381	E3179
StudentObjectiveAssessment ***(may have multiple instances)***							
ObjectiveAssessment							
AdministrationDate		✓		10	Date		E1396
StudentObjectiveAssessment > ScoreResult ***(may have multiple instances)***							
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
Kindergarten Reading Readiness Instrument (Beginning-of-Year Kindergarten Only)		
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.
Early Literacy and Early Numeracy instruments (K-3)		
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

Texas Education Agency



TSDS Application Development

K-3 Assessment Implementation Summary

1 Strategic Planning

May – Sep 2026

Deliverables:

- TEDS 2027.2.0
- Technical Resources

2 Vendor Assessment

Oct 2026 – Feb 2027

Deliverables:

- TEDS 2028.0.0
- Approved Vendor List (initial)
- Assessment Vendor Engagement
- Technical Assessment (initial)

3 Readiness Validation

Mar – Jul 2027

Deliverables:

- TEDS 2028.1.0 and 2028.2.0
- Approved Vendor List (final)
- Continued Vendor Engagement
- Technical Assessment (final)

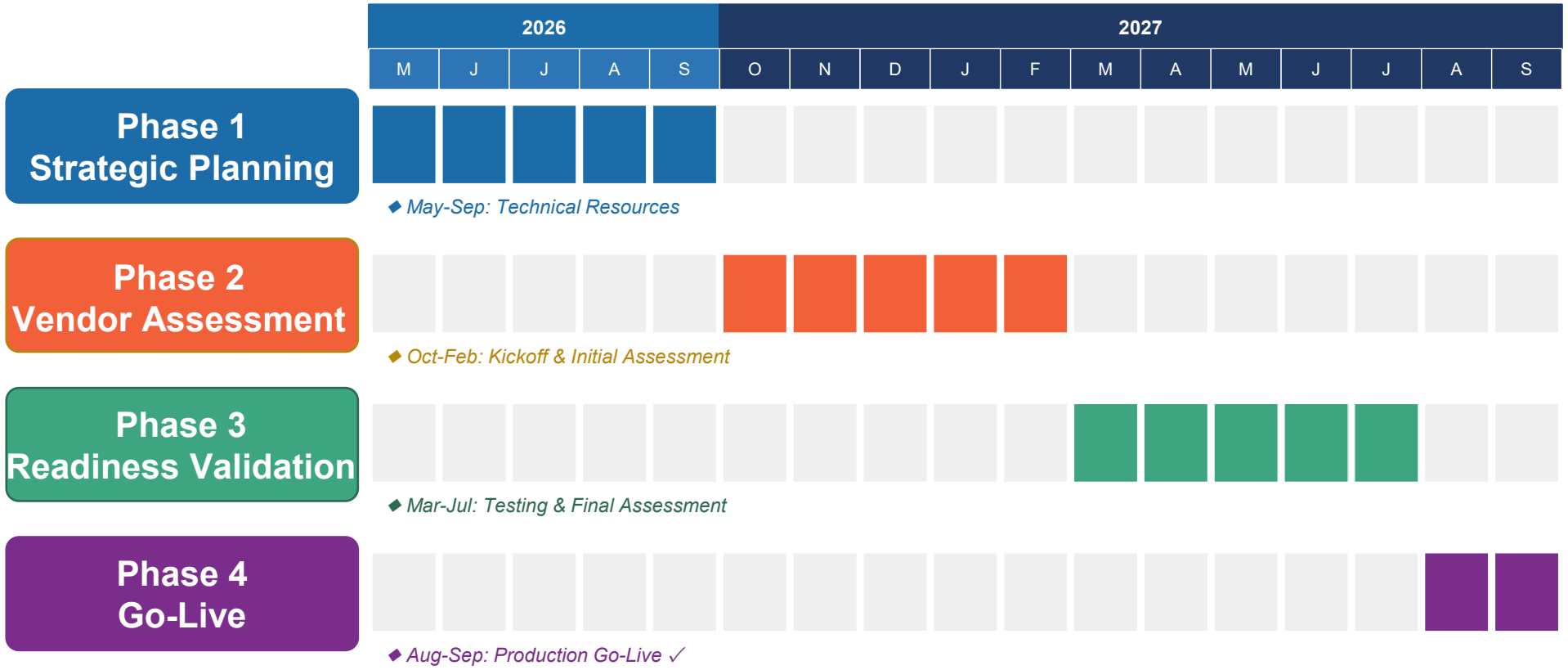
4 Go-Live & Operations

Aug – Sep 2027

Deliverables:

- 2027 IODS
- Product Training (vendor responsibility)
- TSDS ECDS Training (ESC responsibility)
- Production Monitoring and Support

K-3 Assessment Project Timeline



Go-live target: August 2027!

FAQ – Vendor Readiness

When will the list of ECDS assessment vendors be announced or provided?

Based upon program area guidance, TEA expects to have the preliminary list of vendors in October 2026. Vendor engagement will begin shortly thereafter to determine technical capability and support needs.

TEA may update the list of vendors in the March to April 2027 timeframe based upon the results of vendor engagement and technical assessment.

FAQ – Assessment Content

Are the academic subjects, percentile/raw scoring, and assessment specifications available?

Not currently. The TEA program area is expected to review this information once the preliminary list of assessment vendors is made available.

Texas Education Agency



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

QUESTIONS

