

Special Education Data Collection Funding Changes

July 21, 2026

Agenda 2026-2027
SPED Data Collection Funding Changes

- Overview
- Timeline
- Data Collection Changes
- Business Rules
- Promotion Logic and Reports
- Closeout
  - Frequently Asked Questions
  - Key Takeaways
  - Technical Resources
- Questions



Texas Education Agency



Overview

Background

- HB 2 Section 4.54 amends TEC §48.102, to change the annual allotment for each special education program under Subchapter A, Chapter 29, to be equal to the sum of the basic allotment and the allotment under §48.101 to which the district is entitled multiplied by a weight in an amount set by legislature in the General Appropriations Act for the **highest tier of intensity of service** for which the student qualifies.
- HB 2 Section 4.55/SB 568 Section 56 amends Subchapter C, Chapter 48, Education Code by adding TEC §48.1021. TEC §48.1021 provides a Special Education Service Group Allotment for each six-week period in which a student in a special education program under Subchapter A, Chapter 29, receives special education services. The commissioner by rule shall establish at least four service groups for use in determining funding. At least 55 percent of the funds allocated under this section must be used for a special education program under Subchapter A, Chapter 29.

Timeline

2026-2027 Timeline

2026-2027 School Year

For the 2026-2027 academic year, students who receive special education services will be reported using both sets of data elements (Instructional Setting and Tier of Intensity).

More Information on Timelines:

Special Education Funding Update, To the Administrator Addressed (TAA) – May 28, 2026

Special Education Funding Update, TAA – April 16, 2026

New 1st Six Weeks Attendance Rule

- **By the first PEIMS Attendance Submission reporting period (1st Six Weeks Attendance), due October 8, 2026**, each school system is expected to review IEPs that are in place as of the first day of the 2026-2027 SY for at least 50 percent of their students receiving special education services and enter:
  - the student's tier of intensity,
  - any applicable service group(s), and
  - the average number of minutes per instructional day the student spends in a special education setting.

These data elements will be reported with a begin date of the first day of the school year. Once entered, these values, including the instructional arrangement/setting code, will remain in place with no end date unless the student's specifically designed instruction (SDI), as documented in the IEP, is revised.

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
42405-0062	If ReportingPeriod is "1", for each SpecialEducationProgramReportingPeriodAttendance, there should be a SpecialEducationTierOfIntensityAttendance with matching SchoolId, StudentUniqueId, CalendarCode, ReportingPeriod, GradeLevel, and RegionalDaySchoolProgramForDeaf. For the PEIMS Attendance Submission, Special Education Attendance by TierOfIntensity should be reported for the first six-week ReportingPeriod when Special Education Attendance by Instructional Setting is reported.	S L2, L3		PA	District, Campus, Charter

New PEIMS Summer Submission Attendance Rule

- **By the second PEIMS Attendance Submission reporting period (2nd Six Weeks Attendance), due December 3, 2026**, school systems must report data regarding a student's eligible days present in the tier of intensity, applicable service group(s), and the average number of minutes per instructional day the student spends in a special education setting for students whose data was not included in the first Attendance Submission. The begin date for these students will still be the first day of the school year, unless an Admission, Review, and Dismissal (ARD) committee meeting results in a revision to the student's IEP services that affects the tier of intensity, service group(s), or minutes in a special education setting. By the second PEIMS Attendance Submission, eligible days present will be reported for both the instructional arrangement/setting and the tier of intensity for all students served in special education and who are eligible for funding.

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
42405-0063	If ReportingPeriod is "1", for each SpecialEducationProgramReportingPeriodAttendance, there must be a SpecialEducationTierOfIntensityAttendance with matching SchoolId, StudentUniqueId, CalendarCode, ReportingPeriod, GradeLevel, and RegionalDaySchoolProgramForDeaf. For the PEIMS Summer and Extended Year Submissions, Special Education Attendance by Tier Of Intensity must be reported for the first six-week Reporting Period when Special Education Attendance by Instructional Setting is reported.	F L2, L3		PS, PE	District, Campus, Charter
42405-0064	If ReportingPeriod is "2"-"9", for each SpecialEducationProgramReportingPeriodAttendance, there must be a SpecialEducationTierOfIntensityAttendance with matching SchoolId, StudentUniqueId, CalendarCode, ReportingPeriod, GradeLevel, and RegionalDaySchoolProgramForDeaf. Special Education Attendance by Tier Of Intensity must be reported for the six-week Reporting Period (other than the first Reporting Period) when Special Education Attendance by Instructional Setting is reported.	F L2, L3		PA, PS, PE	District, Campus, Charter

2027-2028 Timeline

2027-2028 School Year

TEA will review existing special education data components and sunset those that are no longer needed for the 2027–2028 school year.

Data Collection Changes

New Data for SPED Funding

- New Entities added to the PEIMS Attendance, Summer, and Extended Year Submissions:
  1. SpecialEducationTierOfIntensityAttendance
  2. FlexibleSpecialEducationTierOfIntensityAttendance
- New common types added to the PEIMS Attendance, Fall, Summer, Extended Year, and SELA Submissions in 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. EducationalEnvironmentSet will not be collected until the 2027-2028 school year.

StudentSpecialEducationProgramAssociation Entity

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
PreferredHomeCommunicationMethod		✓			Descriptor	C313	E1661
TierOfIntensitySet *(may have multiple instances)*							
TierOfIntensity		✓	PA,PF,PS,PE		Descriptor	C371	E3153
TierOfIntensityBeginDate		✓	PA,PF,PS,PE	10	Date		E3157
TierOfIntensityEndDate		✓	PA,PF,PS,PE	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

TierOfIntensitySet Common Type

- New TierOfIntensity (E3153) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3153	TierOfIntensity	12/01/2025	

Definition

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.

Special Instructions

Table Identification	Length	Data Type	Domain of Values
TierOfIntensity(C371)		Descriptor	

Used in Entities

FlexibleSpecialEducationTierOfIntensityAttendance
SpecialEducationTierOfIntensityAttendance
StudentSpecialEducationProgramAssociation > TierOfIntensitySet

Used in Domain

Student Attendance , Alternative and Supplemental Services

Former Data Element Name

Used in Data Collections/Submissions

- [x] PEIMS Attendance
- [x] PEIMS Extended Year
- [x] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [x] PEIMS Summer
- [ ] CR Winter
- [ ] CSW Charter School Waitlist
- [ ] ECDS ECDS-KG
- [ ] ECDS ECDS-PK
- [ ] NP Not Promoted
- [ ] RFT Residential Facility Tracker
- [x] SELA Special Education Language Acquisition
- [ ] SPEDS SPEDS Summer
- [ ] SPEDS SPEDS Video Camera Request
- [ ] SPPI-14 SPPI-14
- [ ] TVC Teacher Vacancy
- [ ] UID Enrollment Event
UID Enrollment Event

TierOfIntensitySet Common Type

- New TierOfIntensity (C371) descriptor table:

Table ID	Name	Date Issued	Date Updated
C371	TierOfIntensity	12/01/2025	07/15/2026

Descriptor	Short Description	Long Description
01	Tier 1 - Stu Rec Speech Therapy Only or Minimal SPED Svc	Tier 1 – Student who receive speech therapy as their only instructional service or receive minimal special education services
02	Tier 2 - Low Intensity Supports Across Domains	Tier 2 – Low intensity supports across domains; could be high intensity in one domain
03	Tier 3 - Moderate, Targeted SPED Svc	Tier 3 – Moderate, targeted special education services
04	Tier 4 - Sustained, Multi-Domain Support	Tier 4 – Sustained, multi-domain support
05	Tier 5 - High Intensity, Complex Needs	Tier 5 – High intensity, complex needs
06	Tier 6 - Very High Intensity, Complex Needs	Tier 6 – Very high intensity, complex needs
07	Tier 7 – Public or Private Day Placement or Max Domain Intensity	Tier 7 – Public or private day placement or maximum domain intensity
08	Tier 8 - Residential Placement	Tier 8 – Residential placement

Used in the following data element(s):

TierOfIntensity

Used in the following entities:

ESYTierOfIntensityAttendance
FlexibleSpecialEducationTierOfIntensityAttendance
SpecialEducationTierOfIntensityAttendance
StudentSpecialEducationProgramAssociation

TierOfIntensitySet Common Type

- 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

- [x] PEIMS Attendance
- [x] PEIMS Extended Year
- [x] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [x] PEIMS Summer
- [ ] CR Winter
- [ ] CSW Charter School Waitlist
- [ ] ECDS ECDS-KG
- [ ] ECDS ECDS-PK
- [ ] NP Not Promoted
- [ ] RFT Residential Facility Tracker
- [x] SELA Special Education Language Acquisition
- [ ] SPEDS SPEDS Summer
- [ ] SPEDS SPEDS Video Camera Request
- [ ] SPPI-14 SPPI-14
- [ ] TVC Teacher Vacancy
- [ ] UID Enrollment Event UID Enrollment Event

TierOfIntensitySet Common Type

- New TierOfIntensityEndDate (E3158) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3158	TierOfIntensityEndDate	12/01/2025	

Definition

TierOfIntensityEndDate is the first day after the last instructional day a student was 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

- [x] PEIMS Attendance
- [x] PEIMS Extended Year
- [x] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [x] PEIMS Summer
- [ ] CR Winter
- [ ] CSW Charter School Waitlist
- [ ] ECDS ECDS-KG
- [ ] ECDS ECDS-PK
- [ ] NP Not Promoted
- [ ] RFT Residential Facility Tracker
- [x] SELA Special Education Language Acquisition
- [ ] SPEDS SPEDS Summer
- [ ] SPEDS SPEDS Video Camera Request
- [ ] SPPI-14 SPPI-14
- [ ] TVC Teacher Vacancy
- [ ] UID Enrollment Event UID Enrollment Event

SPEDServiceGroupSet Common Type

- New SPEDServiceGroup (E3159) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3159	SPEDServiceGroup	11/17/2025	

Definition

SPEDServiceGroup indicates the category or group of students based on the type, intensity, or setting of special education services the student receives.

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

- [x] PEIMS Attendance
- [x] PEIMS Extended Year
- [x] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [x] PEIMS Summer
- [ ] CR Winter
- [ ] CSW Charter School Waitlist
- [ ] ECDS ECDS-KG
- [ ] ECDS ECDS-PK
- [ ] NP Not Promoted
- [ ] RFT Residential Facility Tracker
- [x] SELA Special Education Language Acquisition
- [ ] SPEDS SPEDS Summer
- [ ] SPEDS SPEDS Video Camera Request
- [ ] SPPI-14 SPPI-14
- [ ] TVC Teacher Vacancy
- [ ] UID Enrollment Event UID Enrollment Event

SPEDServiceGroup Common Type

- New SPEDServiceGroup (C373) descriptor table:

Table ID	Name	Date Issued	Date Updated
C373	SPEDServiceGroup	12/01/2025	07/15/2026

Descriptor	Short Description	Long Description
01	SPED Svc Grp 1 – Rel Svc 180-270 Min; Rec Spec Trans; Stu Rec Pare Counsel	SPED service group one - Related services provided at least 180 mins and less than 270 mins per six-week period; student receives special transportation as a related service; and/or student receives parent counseling and training as a related service
02	SPED Svc Grp 2 – Rel Svc 270-540 Mins	SPED service group two - Related services provided at least 270 mins and less than 540 mins per six-week period
03	SPED Svc Grp 3 – Rel Svc At Least 540 Mins	SPED service group three - Related services provided at least 540 mins per six-week period
04	SPED Svc Grp 4 – Mod 1:1 Support or Less Than 4 Hrs Other Setting	SPED service group four - One-to-one provider-to-student ratio needed between 50% and 80% of the student's instructional day or if the student receives less than 4 hours per week of special education and related services at home, at a hospital or other medical facility (including an outpatient facility), or at another facility not operated by the school system but district personnel providing services
05	SPED Svc Grp 5 – Sig 1:1 Support or At Least 4 Hrs Other Setting	SPED service group five - One-to-one provider-to-student ratio needed over 80% of the student's instructional day or if the student receives 4 or more hours per week of special education and related services at home, at a hospital or other medical facility (including an outpatient facility), or at another facility not operated by the school system but district personnel providing services

Used in the following data element(s):

SPEDServiceGroup

Used in the following entities:

StudentSpecialEducationProgramAssociation

SPEDServiceGroupSet Common Type

- 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

- [x] PEIMS Attendance
- [x] PEIMS Extended Year
- [x] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [x] PEIMS Summer
- [ ] CR Winter
- [ ] CSW Charter School Waitlist
- [ ] ECDS ECDS-KG
- [ ] ECDS ECDS-PK
- [ ] NP Not Promoted
- [ ] RFT Residential Facility Tracker
- [x] SELA Special Education Language Acquisition
- [ ] SPEDS SPEDS Summer
- [ ] SPEDS SPEDS Video Camera Request
- [ ] SPPI-14 SPPI-14
- [ ] TVC Teacher Vacancy
- [ ] UID Enrollment Event

UID Enrollment Event

SPEDServiceGroupSet Common Type

- New SPEDServiceGroupEndDate (E3161) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3161	SPEDServiceGroupEndDate	12/01/2025	

Definition

SPEDServiceGroupEndDate is the first day after the last instructional day a student was assigned to the SPEDServiceGroup descriptor.

Special Instructions

Table Identification	Length	Data Type	Domain of Values
	10	Date	YYYY=2026-2027 MM=01-12 DD=01-3

Used in Entities

StudentSpecialEducationProgramAssociation > SPEDServiceGroupSet

Used in Domain

Alternative and Supplemental Services

Former Data Element Name

Used in Data Collections/Submissions

- [x] PEIMS Attendance
- [x] PEIMS Extended Year
- [x] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [x] PEIMS Summer
- [ ] CR Winter
- [ ] CSW Charter School Waitlist
- [ ] ECDS ECDS-KG
- [ ] ECDS ECDS-PK
- [ ] NP Not Promoted
- [ ] RFT Residential Facility Tracker
- [x] SELA Special Education Language Acquisition
- [ ] SPEDS SPEDS Summer
- [ ] SPEDS SPEDS Video Camera Request
- [ ] SPPI-14 SPPI-14
- [ ] TVC Teacher Vacancy
- [ ] UID Enrollment Event UID Enrollment Event

NumberOfMinutesInSPEDSet Common Type

- New NumberOfMinutesInSPED (E3162) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3162	NumberOfMinutesInSPED	12/01/2025	

Definition

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.

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

- [x] PEIMS Attendance
- [x] PEIMS Extended Year
- [x] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [x] PEIMS Summer
- [ ] CR Winter
- [ ] CSW Charter School Waitlist
- [ ] ECDS ECDS-KG
- [ ] ECDS ECDS-PK
- [ ] NP Not Promoted
- [ ] RFT Residential Facility Tracker
- [ ] SELA Special Education Language Acquisition
- [ ] SPEDS SPEDS Camera
- [ ] SPEDS SPEDS Summer
- [ ] SPPI-14 SPPI-14
- [ ] TVC Teacher Vacancy
- [ ] UID Enrollment Event
- UID Enrollment Event

NumberOfMinutesInSPEDSet Common Type

- 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

- [x] PEIMS Attendance
- [x] PEIMS Extended Year
- [x] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [x] PEIMS Summer
- [ ] CR Winter
- [ ] CSW Charter School Waitlist
- [ ] ECDS ECDS-KG
- [ ] ECDS ECDS-PK
- [ ] NP Not Promoted
- [ ] RFT Residential Facility Tracker
- [ ] SELA Special Education Language Acquisition
- [ ] SPEDS SPEDS Camera
- [ ] SPEDS SPEDS Summer
- [ ] SPPI-14 SPPI-14
- [ ] TVC Teacher Vacancy
- [ ] UID Enrollment Event UID Enrollment Event

NumberOfMinutesInSPEDSet Common Type

- New NumberOfMinutesInSPEDEndDate (E3164) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3164	NumberOfMinutesInSPEDEndDate	12/01/2025	

Definition

NumberOfMinutesInSPEDEndDate is the first day after the last instructional day a student received 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

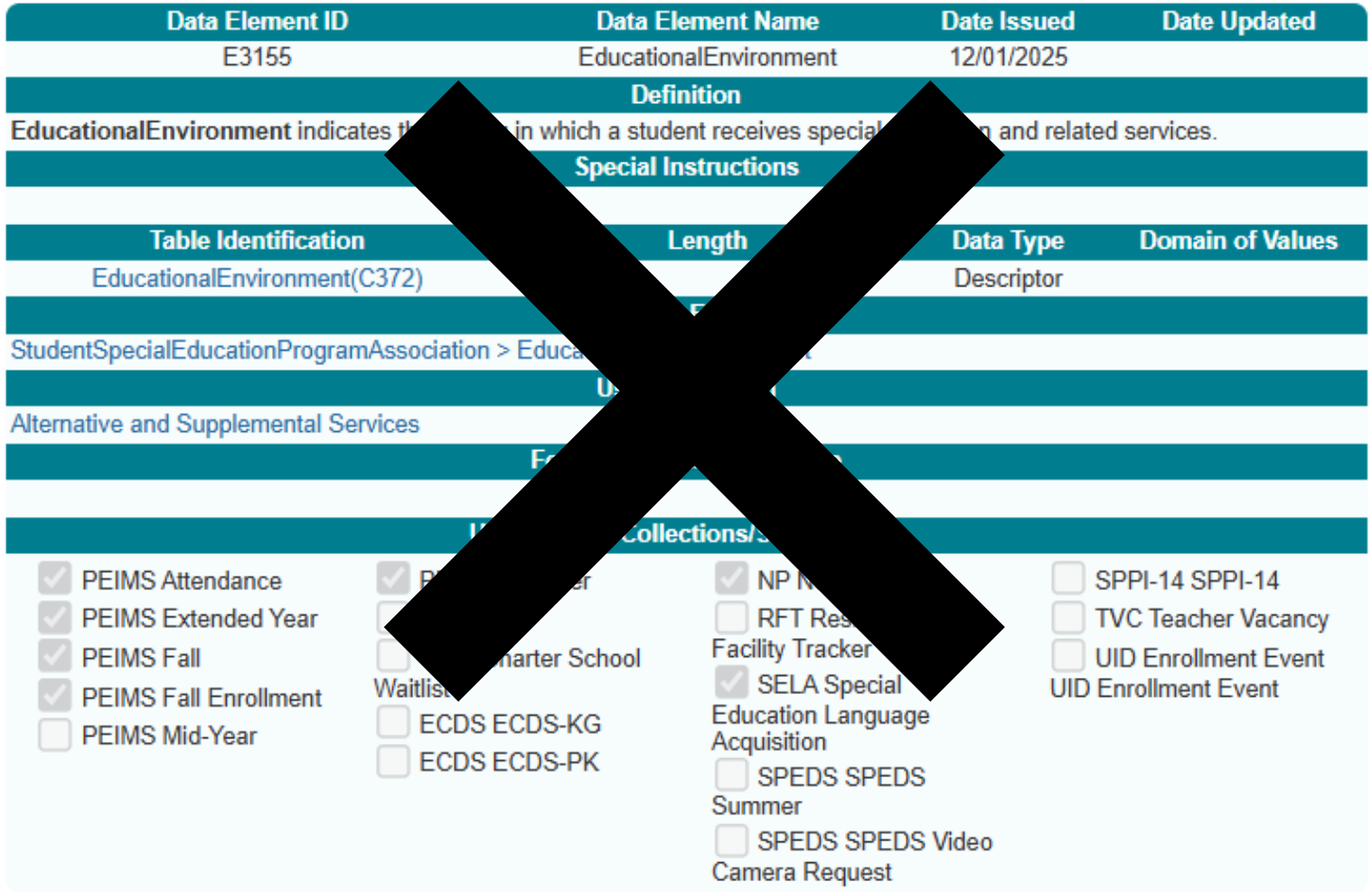
Former Data Element Name

Used in Data Collections/Submissions

- [x] PEIMS Attendance
- [x] PEIMS Extended Year
- [x] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [x] PEIMS Summer
- [ ] CR Winter
- [ ] CSW Charter School Waitlist
- [ ] ECDS ECDS-KG
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- [ ] SPEDS SPEDS Camera
- [ ] SPEDS SPEDS Summer
- [ ] SPPI-14 SPPI-14
- [ ] TVC Teacher Vacancy
- [ ] UID Enrollment Event UID Enrollment Event

EducationalEnvironmentSet Common Type

- New EducationalEnvironment (E3155) data element:



Data Element ID	Data Element Name	Date Issued	Date Updated
E3155	EducationalEnvironment	12/01/2025	

Definition

EducationalEnvironment indicates t in which a student receives special n and related services.

Special Instructions

Table Identification	Length	Data Type	Domain of Values
EducationalEnvironment(C372)		Descriptor	

StudentSpecialEducationProgramAssociation > Educa

Alternative and Supplemental Services

Collections/

- PEIMS Attendance
- PEIMS Extended Year
- PEIMS Fall
- PEIMS Fall Enrollment
- PEIMS Mid-Year
- harter School Waitlist
- ECDS ECDS-KG
- ECDS ECDS-PK
- NP
- RFT Res Facility Tracker
- SELA Special Education Language Acquisition
- SPEDS SPEDS Summer
- SPEDS SPEDS Video Camera Request
- SPPI-14 SPPI-14
- TVC Teacher Vacancy
- UID Enrollment Event
- UID Enrollment Event

EducationalEnvironment (C372)

- New EducationalEnvironment (C372) descriptor table:

Table ID	Name	Date Issued	Date Updated
C372	EducationalEnvironment	12/01/2025	03/02/2026

Descriptor	Short Description	Long Descrip
80% or More Per Day Inside a Regular Classroom		
01	Gen Ed Classroom/Setting 100% Instr	The spe and related services the student receives are provided in a gene classroom or setting for the entire instructional day
02	Gen Ed Classroom/Setting 80–99% Instr Day	Th cation and related services the student receives are provided in a ation classroom or setting between 80% and 99% of the instructional
No More Than 79% of the Day and No Less Than 40% of the Day Ins		ass
03	Gen Ed Classroom/Setting 50–79% Instr Day	ecial education and related services the student receives are provided in a ducation classroom or setting between 50% and 79% of the instructional
04	Gen Ed Classroom/Setting 40–49% Instr	T cation and related services the student receives are provided in a gen classroom or setting less than 50% but at least 40% of the instruc
No More Than 40% of the Day Inside a Regular Clas		
05	Gen Ed Classroom/Setting <40% I	The special e related services the student receives are provided in a general educati oom 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)

EducationalEnvironment (C372) continued

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 (pr m provided in a facility or classroom operated by a private provider co y the district; facility or classroom can be publicly or privately owned a n a district campus. Also includes Harris County Depart cation placements.
11	Texas School For The Blind And Visual	Stu by admission, review, and dismissal committee at Texas School f nd Visually Impaired
12	Texas School For The Deaf	aced by admission, review, and dismissal committee at Texas School eaf
13	Correctional Facility	ent receiving special education and related services in short-term detention ity (community-based or residential) or correctional facility
14	Parentally Placed Private School-School Age	t receives services through a services plan because they are a school age placed private school child with a disability (could include homeschool finition of private school)
15	Parentally Placed Private School-S o Svcs Plan	St ed in the child count because they are a school age parentally place hool child with a disability (could include homeschool if meets definiti school) but they do not currently receive services through a services p
16	Service Provider Location	Service Provi cation (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

EducationalEnvironment (C372) continued

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, Maj SPED Services at Other Location	Less than 10 h per week in regular early childhood program and receiving majority of s cation services in some other location
21	Early Childhood Separate Class	Child att education program (less than 50% of students without disabi parate special education class
22	Early Childhood Separate School	Ch pecial education program (less than 50% of students without n a separate school
23	Early Childhood Residential Facility	nds special education program (less than 50% students without ties) in a residential facility (placed by admission, review, and dismissal mittee)
24	Early Childhood Home	l does not attend a regular early childhood program or a special education m and receives majority of special education services in the home
25	Parentally Placed Private School-Early C s Plan	ceives services through a services plan because they are an early entally placed private school child with a disability (could include ho eets definition of private school)
26	Parentally Placed Private School ood No Svcs Plan	Stude the child count because they are an early childhood parentall te school child with a disability (could include homeschool if meets de ivate school) but they do not currently receive services through a ser lan
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)

EducationalEnvironment (C372) continued

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 ssessment requirements for graduation but are continuing enrollment or ed to request additional services after exiting in accordance 89.1070, commonly referred to as 18 plus programming)
29	18 Plus - Work-Based Supports - SPED Set d By District	Student cial education and related services in the form of work-based ports for paid or unpaid employment aligned to student's pos oals provided in special education settings with regularly s ct involvement by district personnel and in accordance with dividualized education program (only for students who have d credit and assessment requirements for graduation but are continuing ent or have returned to request additional services after exiting in dance with 19 TAC 89.1070, commonly referred to as 18 plus programming)
30	18 Plus Community Setting/Env - Not Op rict Or Through Co-Op	eceiving special education and related services, including regularly direct involvement by district personnel to maintain paid or unpaid e igned to the student's postsecondary goals in a community setting or e ot operated by the district, as described in the student's indivi tion program (only for students who have completed credit and asse rements for graduation but are continuing enrollment or have retur additional services after exiting in accordance with 19 TAC 89.1070, referred to as 18 plus programming)
31	18 Plus Community Setting/Env - Not Operated by District But Through Co-Op	Student receiving cial 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 (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)

EducationalEnvironment (C372) continued

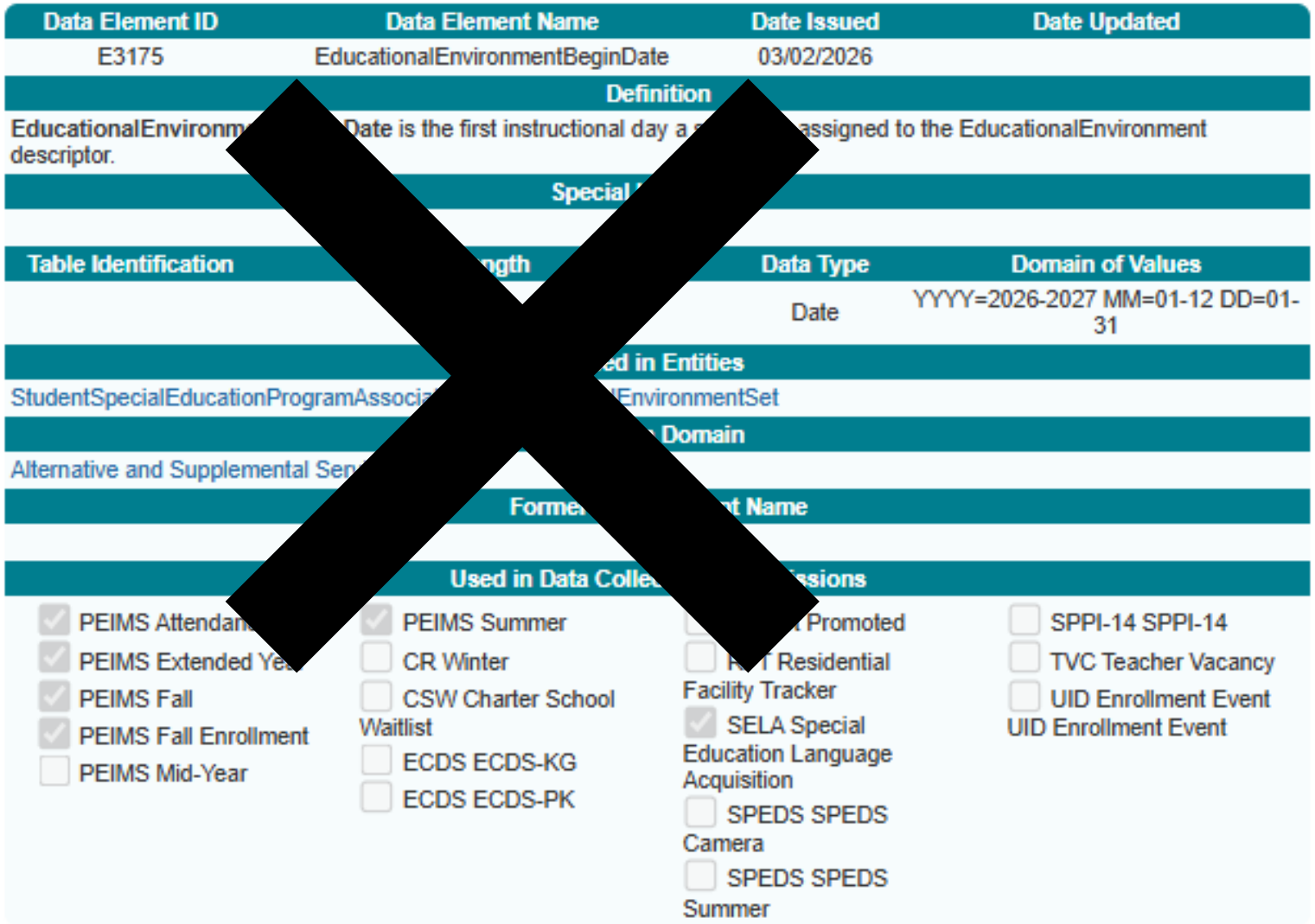
32	18 Plus Community Setting/Fac/Env - Operated By District	Student receiving special education and related services aligned to their transition plan in a community setting, facility or environment operated by the district that prepares the student for postsecondary education or/ training, competitive 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 exiti accordance with 19 TAC 89.1070, commonly referred to as 18 plus progr
33	18 Plus Transition Services - Not Ope t Or Through Co-op	Student recei ucation and related services aligned to their transition plan in a c g or environment not operated by the district that prepares r postsecondary education or training, competitive integr ent, or independent living, in an age-appropriate instructional en escribed in student's individualized education program. (only for s ave completed credit and assessment requirements for graduation uing enrollment or have returned to request additional services after ccordance with 19 TAC 89.1070, commonly referred to as 18 plus ming)
34	18 Plus Transition Services - Cooperative Ar	nt receiving special education and related services aligned to their transition ugh cooperative arrangement among multiple districts that prepares the postsecondary education/training, competitive integrated employment, nt living. (only for students who have completed credit and uirements for graduation but are continuing enrollment or have ret t additional services after exiting in accordance with 19 TAC 89.10 referred to as 18 plus programming)
35	18 Plus Transition Services - Ope By District	Student r l education and related services aligned to their transition plan on a ca e district that prepares the student for postsecondary education or t titive integrated employment, or independent living, in age-appropriat tional environment, as described in the student's individualized educ n 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)

Used in the following data element(s):
EducationalEnvironment

Used in the following entities:
StudentSpecialEducationProgramAssociation

EducationalEnvironmentSet Common Type

- New EducationalEnvironmentBeginDate (E3175) data element:



Data Element ID	Data Element Name	Date Issued	Date Updated
E3175	EducationalEnvironmentBeginDate	03/02/2026	

Definition

EducationalEnvironm Date is the first instructional day a assigned to the EducationalEnvironment descriptor.

Special

Table Identification	ngth	Data Type	Domain of Values
		Date	YYYY=2026-2027 MM=01-12 DD=01-31

ed in Entities

StudentSpecialEducationProgramAssoci EnvironmentSet

Domain

Alternative and Supplemental Ser

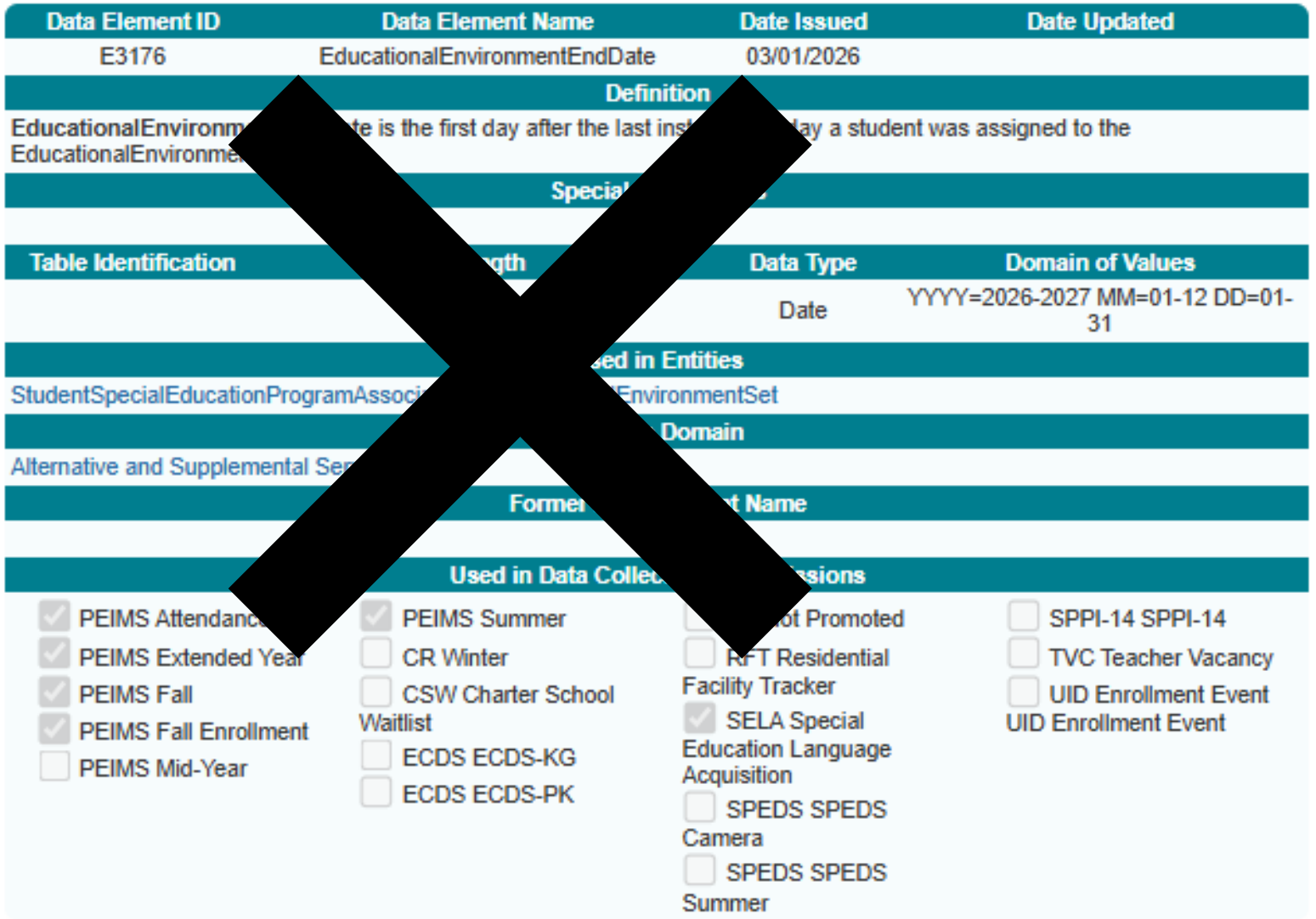
Forme t Name

Used in Data Colle ssions

- [x] PEIMS Attendan
- [x] PEIMS Extended Ye
- [x] PEIMS Fall
- [x] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [x] PEIMS Summer
- [ ] CR Winter
- [ ] CSW Charter School Waitlist
- [ ] ECDS ECDS-KG
- [ ] ECDS ECDS-PK
- [ ] Promoted
- [ ] T Residential Facility Tracker
- [x] SELA Special Education Language Acquisition
- [ ] SPEDS SPEDS Camera
- [ ] SPEDS SPEDS Summer
- [ ] SPPI-14 SPPI-14
- [ ] TVC Teacher Vacancy
- [ ] UID Enrollment Event UID Enrollment Event

EducationalEnvironmentSet Common Type

- New EducationalEnvironmentEndDate (E3176) data element:



Data Element ID	Data Element Name	Date Issued	Date Updated
E3176	EducationalEnvironmentEndDate	03/01/2026	

Definition

EducationalEnvironm…te is the first day after the last inst…day a student was assigned to the EducationalEnvironme…

Speci…

Table Identification	…gth	Data Type	Domain of Values
		Date	YYYY=2026-2027 MM=01-12 DD=01-31

…ed in Entities

StudentSpecialEducationProgramAssoci… …EnvironmentSet

Domain

Alternative and Supplemental Se…

Former… …t Name

Used in Data Collec… …sions

- PEIMS Attendanc…
- PEIMS Extended Yea…
- PEIMS Fall
- PEIMS Fall Enrollment
- PEIMS Mid-Year
- PEIMS Summer
- CR Winter
- CSW Charter School Waitlist
- ECDS ECDS-KG
- ECDS ECDS-PK
- …ot Promoted
- RFT Residential Facility Tracker
- SELA Special Education Language Acquisition
- SPEDS SPEDS Camera
- SPEDS SPEDS Summer
- SPPI-14 SPPI-14
- TVC Teacher Vacancy
- UID Enrollment Event UID Enrollment Event

New SpecialEducationTierofIntensityAttendance Entity

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

EligibleDaysPresentInTierOfIntensity (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

- [x] PEIMS Attendance
- [x] PEIMS Extended Year
- [ ] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [x] PEIMS Summer
- [ ] CR Winter
- [ ] CSW Charter School Waitlist
- [ ] ECDS ECDS-KG
- [ ] ECDS ECDS-PK
- [ ] NP Not Promoted
- [ ] RFT Residential Facility Tracker
- [ ] SELA Special Education Language Acquisition
- [ ] SPEDS SPEDS Camera
- [ ] SPEDS SPEDS Summer
- [ ] SPPI-14 SPPI-14
- [ ] TVC Teacher Vacancy
- [ ] UID Enrollment Event UID Enrollment Event

New FlexibleSpecialEducationTierOfIntensityAttendance Entity

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

FlexAttendDaysEligibleInTierOfIntensity (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

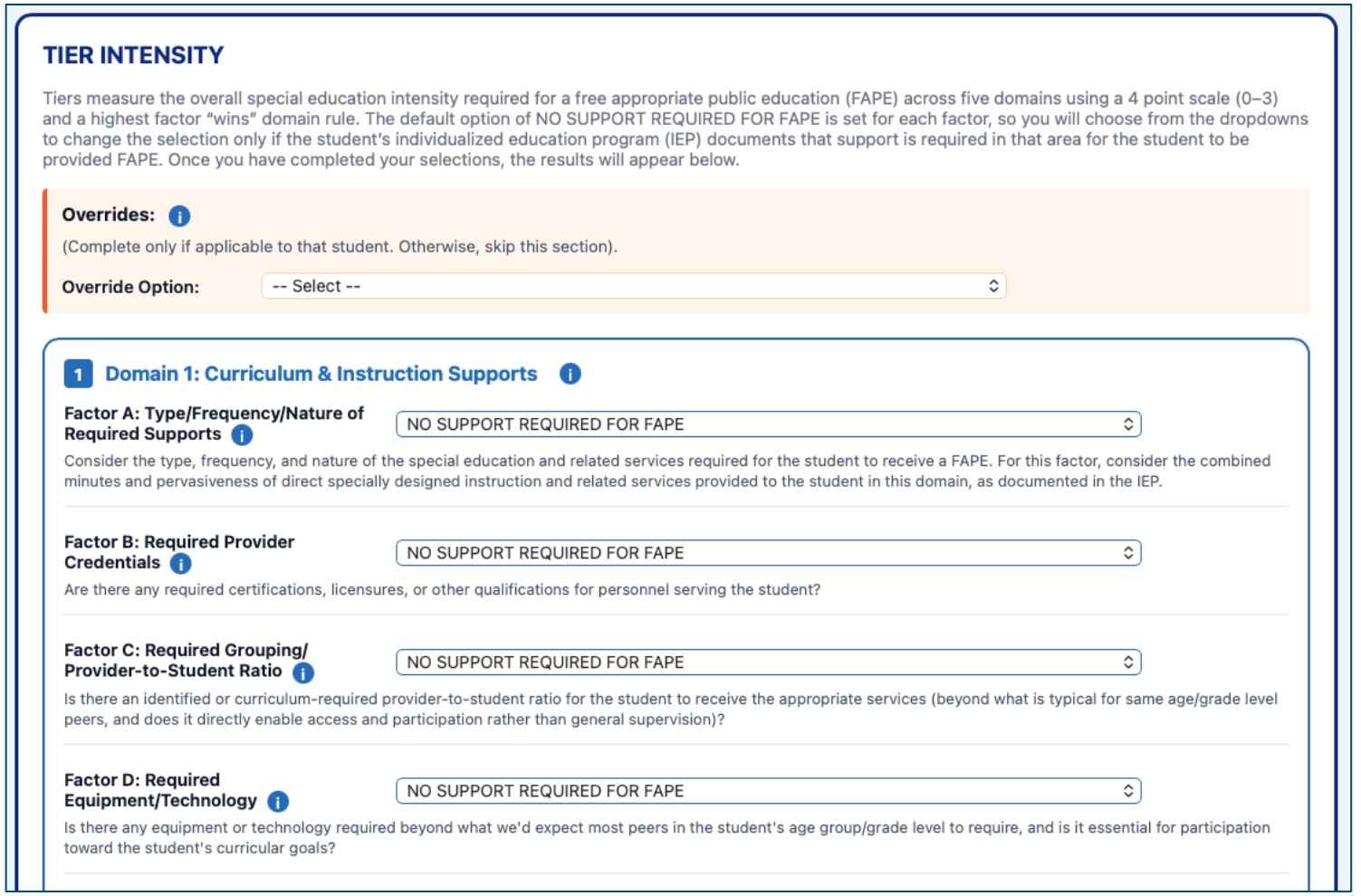
- [x] PEIMS Attendance
- [x] PEIMS Extended Year
- [ ] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [x] PEIMS Summer
- [ ] CR Winter
- [ ] CSW Charter School Waitlist
- [ ] ECDS ECDS-KG
- [ ] ECDS ECDS-PK
- [ ] NP Not Promoted
- [ ] RFT Residential Facility Tracker
- [ ] SELA Special Education Language Acquisition
- [ ] SPEDS SPEDS Camera
- [ ] SPEDS SPEDS Summer
- [ ] SPPI-14 SPPI-14
- [ ] TVC Teacher Vacancy
- [ ] UID Enrollment Event

UID Enrollment Event

Special Education Funding Tool for 2026-2027

- The Office of Special Populations and Student Support created a "Tool" to assist school systems with determining a student's tier and service group.
- School systems will use a student's current IEP to complete the "Tool".
- The Special Education Funding Tool can be found here: https://spedsupport.tea.texas.gov/sites/default/files/2026-04/special-education-funding-tool.html

Special Education Funding Tool for 2026-2027



TIER INTENSITY

Tiers measure the overall special education intensity required for a free appropriate public education (FAPE) across five domains using a 4 point scale (0–3) and a highest factor "wins" domain rule. The default option of NO SUPPORT REQUIRED FOR FAPE is set for each factor, so you will choose from the dropdowns to change the selection only if the student's individualized education program (IEP) documents that support is required in that area for the student to be provided FAPE. Once you have completed your selections, the results will appear below.

Overrides:

(Complete only if applicable to that student. Otherwise, skip this section).

Override Option: -- Select --

1 Domain 1: Curriculum & Instruction Supports

Factor A: Type/Frequency/Nature of Required Supports — NO SUPPORT REQUIRED FOR FAPE

Consider the type, frequency, and nature of the special education and related services required for the student to receive a FAPE. For this factor, consider the combined minutes and pervasiveness of direct specially designed instruction and related services provided to the student in this domain, as documented in the IEP.

Factor B: Required Provider Credentials — NO SUPPORT REQUIRED FOR FAPE

Are there any required certifications, licensures, or other qualifications for personnel serving the student?

Factor C: Required Grouping/ Provider-to-Student Ratio — NO SUPPORT REQUIRED FOR FAPE

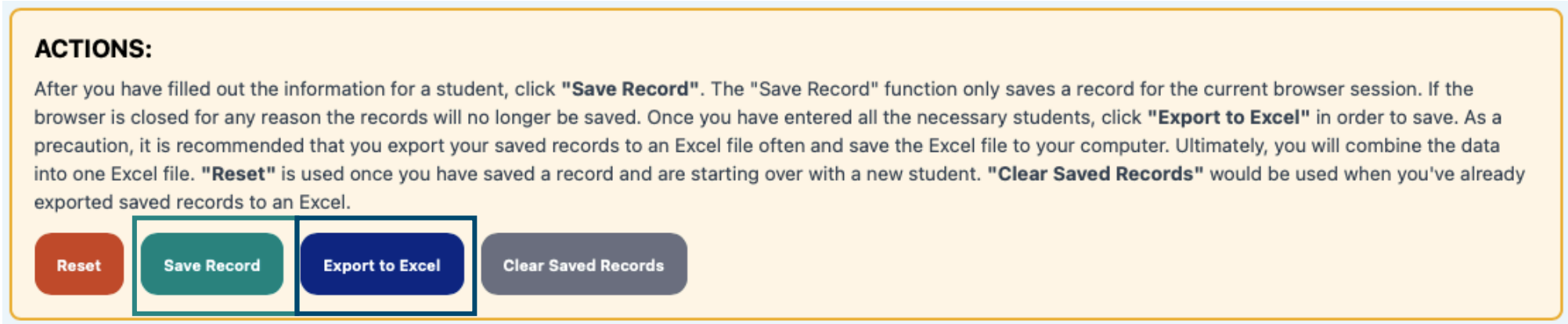
Is there an identified or curriculum-required provider-to-student ratio for the student to receive the appropriate services (beyond what is typical for same age/grade level peers, and does it directly enable access and participation rather than general supervision)?

Factor D: Required Equipment/Technology — NO SUPPORT REQUIRED FOR FAPE

Is there any equipment or technology required beyond what we'd expect most peers in the student's age group/grade level to require, and is it essential for participation toward the student's curricular goals?

Special Education Funding Tool for 2026-2027

- From the "tool," school systems will save student records and export as an excel file.



SAMPLE OUTPUT:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC
1	Student Local ID	Student UID	Instructional Setting Code	Speech Therapy (Y/N)	Minutes	Tier	SG 1-3	SG 4-5	Date/Time Saved	1A	1B	1C	1D	2A	2B	2C	2D	3A	3B	3C	3D	4A	4B	4C	4D	5A	5B	5C	5D
2	123456	1123456789	01	N	75	Tier 3	0	0	5/28/2026, 1:22:42 PM	3	1	2	1	0	0	0	0	1	2	1	1	0	0	0	0	0	0	0	0
3	223456	2223456789	41	N	120	Tier 2	0	0	5/28/2026, 1:23:28 PM	3	3	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



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 Fatals
    - 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

Business Rules - Fatal

- 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			



Promotion Logic and Reports

Promotion Logic – Tiers of Intensity (TOI)

Promotion logic for TOI will mimic the current Special Education Attendance data.

1 → 2 → 3

Student in Enrollment

StudentSchoolAssociation at some point in the year

AND ReportingPeriod

PEIMS ATND →

Reporting Period 1-5

From beginning of year to the specific submission instance

PEIMS SUMR →

Reporting Period 1-6

PEIMS EXYR →

Reporting Period 7-9

AND Qualifies for TOI

Has reported TOI attendance data including Flexible Attendance

TIERS OF INTENSITY CALCULATIONS 1

(One Six Weeks→One Campus→One Track)

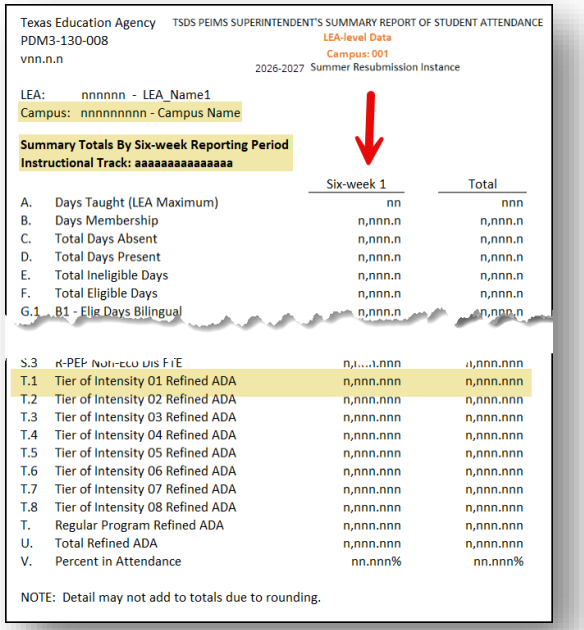
Eligible Days Present In Tier Of Intensity '01'

÷

Days Taught for the six weeks

=

TOI '01' ADA



Texas Education Agency
PDM3-130-008
vnn.n.n

TSDS PEIMS SUPERINTENDENT'S SUMMARY REPORT OF STUDENT ATTENDANCE
LEA-level Data
Campus: 001
2026-2027 Summer Resubmission Instance

LEA: nnnnnn - LEA_Name1
Campus: nnnnnnnnn - Campus Name

Summary Totals By Six-week Reporting Period
Instructional Track: aaaaaaaaaaaaaa

		Six-week 1	Total
A.	Days Taught (LEA Maximum)	nn	nnn
B.	Days Membership	n,nnn.n	n,nnn.n
C.	Total Days Absent	n,nnn.n	n,nnn.n
D.	Total Days Present	n,nnn.n	n,nnn.n
E.	Total Ineligible Days	n,nnn.n	n,nnn.n
F.	Total Eligible Days	n,nnn.n	n,nnn.n
G.1	B1 - Elig Days Bilingual	n,nnn.n	n,nnn.n
S.3	K-PEP Non-Eco Dis FTE	n,nnn.nnn	n,nnn.nnn
T.1	Tier of Intensity 01 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.2	Tier of Intensity 02 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.3	Tier of Intensity 03 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.4	Tier of Intensity 04 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.5	Tier of Intensity 05 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.6	Tier of Intensity 06 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.7	Tier of Intensity 07 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.8	Tier of Intensity 08 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.	Regular Program Refined ADA	n,nnn.nnn	n,nnn.nnn
U.	Total Refined ADA	n,nnn.nnn	n,nnn.nnn
V.	Percent in Attendance	nn.nnn%	nn.nnn%

NOTE: Detail may not add to totals due to rounding.

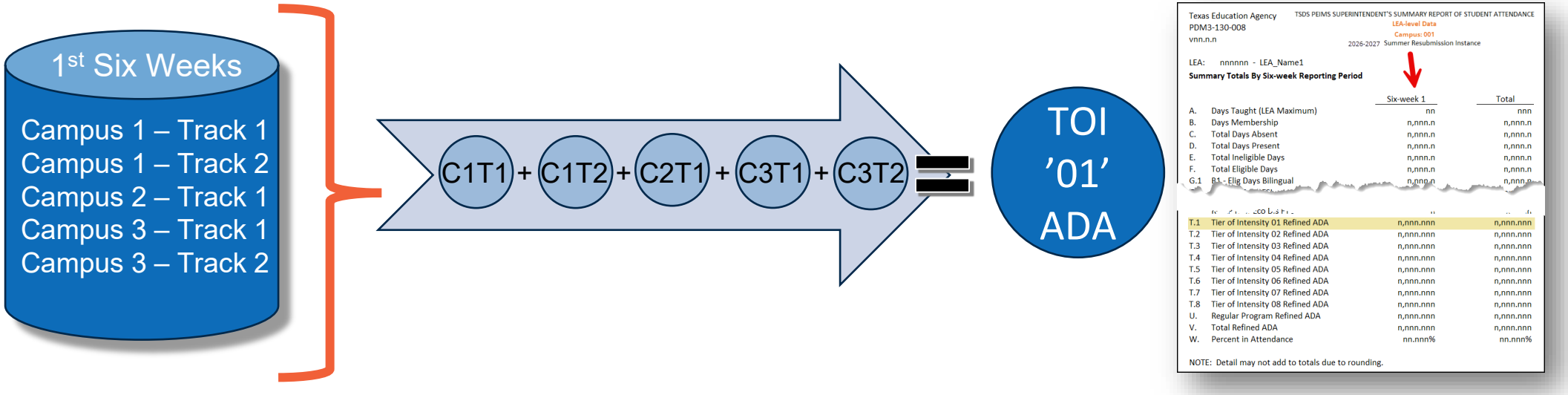
1573.5 / 27 = 58.278

1st Six Weeks

TIERS OF INTENSITY CALCULATIONS 2

Six Weeks Tier of Intensity (TOI) ADA Calculation

(One Six Weeks→All Campuses→All Tracks)



Texas Education Agency
PDM3-130-008
vnn.n.n

TSDS PEIMS SUPERINTENDENT'S SUMMARY REPORT OF STUDENT ATTENDANCE
LEA-level Data
Campus: 001
2026-2027 Summer Resubmission Instance

LEA: nnnnnn - LEA_Name1

Summary Totals By Six-week Reporting Period

		Six-week 1	Total
A.	Days Taught (LEA Maximum)	nn	nnn
B.	Days Membership	n,nnn.n	n,nnn.n
C.	Total Days Absent	n,nnn.n	n,nnn.n
D.	Total Days Present	n,nnn.n	n,nnn.n
E.	Total Ineligible Days	n,nnn.n	n,nnn.n
F.	Total Eligible Days	n,nnn.n	n,nnn.n
G.1	B1 - Elig Days Bilingual	n,nnn.n	n,nnn.n
T.1	Tier of Intensity 01 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.2	Tier of Intensity 02 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.3	Tier of Intensity 03 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.4	Tier of Intensity 04 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.5	Tier of Intensity 05 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.6	Tier of Intensity 06 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.7	Tier of Intensity 07 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.8	Tier of Intensity 08 Refined ADA	n,nnn.nnn	n,nnn.nnn
U.	Regular Program Refined ADA	n,nnn.nnn	n,nnn.nnn
V.	Total Refined ADA	n,nnn.nnn	n,nnn.nnn
W.	Percent in Attendance	nn.nnn%	nn.nnn%

NOTE: Detail may not add to totals due to rounding.

(58.278 + 52.597 + 32.447 + 74.638 + 55.878) = 273.838

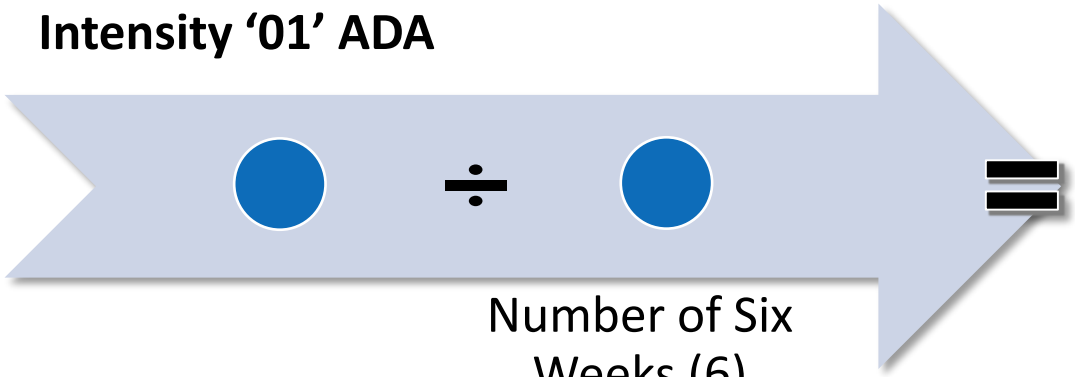
1st Six Weeks

TIERS OF INTENSITY CALCULATIONS 3

Total Tier of Intensity (TOI) Refined ADA Calculation

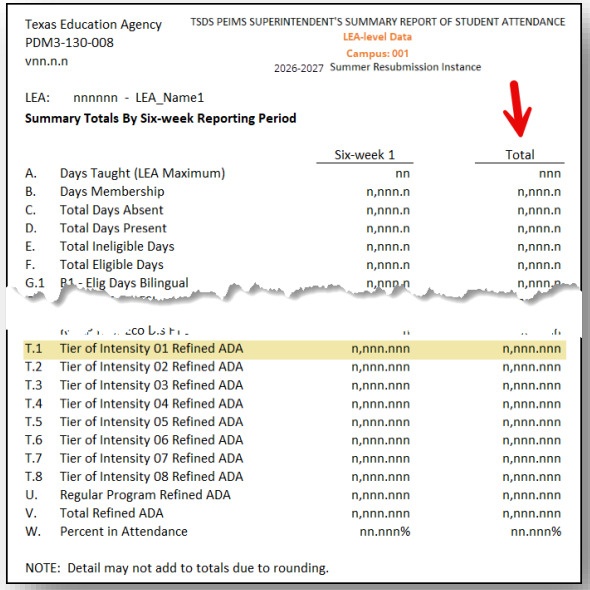
(Six Six Weeks→All Campuses→All Tracks)

Sum of Six Weeks values for **Tier Of Intensity '01' ADA**



Number of Six Weeks (6)

TOTAL TOI '01' ADA



Texas Education Agency
PDM3-130-008
vnn.n.n

TSDS PEIMS SUPERINTENDENT'S SUMMARY REPORT OF STUDENT ATTENDANCE
LEA-level Data
Campus: 001
2026-2027 Summer Resubmission Instance

LEA: nnnnnn - LEA_Name1

Summary Totals By Six-week Reporting Period

		Six-week 1	Total
A.	Days Taught (LEA Maximum)	nn	nnn
B.	Days Membership	n,nnn.n	n,nnn.n
C.	Total Days Absent	n,nnn.n	n,nnn.n
D.	Total Days Present	n,nnn.n	n,nnn.n
E.	Total Ineligible Days	n,nnn.n	n,nnn.n
F.	Total Eligible Days	n,nnn.n	n,nnn.n
G.1	B1 - Elig Days Bilingual	n,nnn.n	n,nnn.n
T.1	Tier of Intensity 01 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.2	Tier of Intensity 02 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.3	Tier of Intensity 03 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.4	Tier of Intensity 04 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.5	Tier of Intensity 05 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.6	Tier of Intensity 06 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.7	Tier of Intensity 07 Refined ADA	n,nnn.nnn	n,nnn.nnn
T.8	Tier of Intensity 08 Refined ADA	n,nnn.nnn	n,nnn.nnn
U.	Regular Program Refined ADA	n,nnn.nnn	n,nnn.nnn
V.	Total Refined ADA	n,nnn.nnn	n,nnn.nnn
W.	Percent in Attendance	nn.nnn%	nn.nnn%

NOTE: Detail may not add to totals due to rounding.

(273.838 + 274.936 + 235.752 + 323.057 + 275.746 + 301.839) / 6 = 280.861

All Six Weeks

Promotion Logic –SPED Service Group/Minutes

SPED Service Group and Number of Minutes Served will promote based on:

1 → 2 → 3

Student Eligible for Attendance Funding

Student ADAEligibility is 1, 2, 3, 6, or 7 at some point in the school year

AND ReportingPeriod

PEIMS ATND →

Reporting Period 1-5

From beginning of year to the specific submission instance

PEIMS SUMR →

Reporting Period 1-6

PEIMS EXYR →

Reporting Period 7-9

AND is served in SPED

All SPEDServiceGroupSet(s) data included.

All NumberOfMinutesInSPEDSet(s) data included.

SPEDServiceGroup AND NUMBER OF MINUTES

PEIMS ATND Submission:

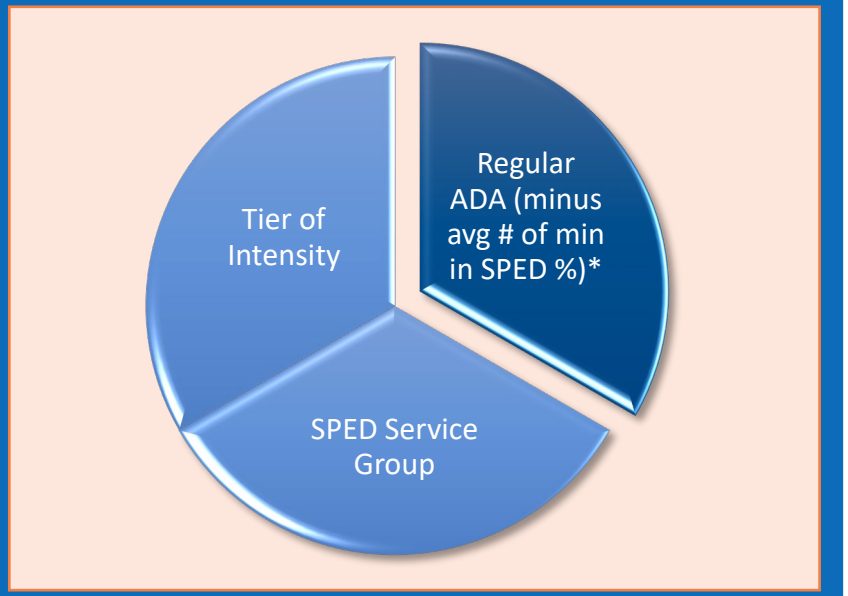
- Two NEW reports
  - PDM3/PDM5-121-002

    Roster of Students with Minutes in Special Ed
  - PDM3/PDM5-121-003

    Roster of Students with SPED Service Group
- New section
  - PDM5-231-002

    Superintendent's Attendance Projection Report

- State Funding will determine funding based on:



*There will continue to be an offset (reduction) to regular program ADA funding. Instead of being FTE-based, that offset will now be based on the average daily minutes in SPED.

PDM5-121-002 ROSTER OF STUDENTS WITH MINUTES IN SPECIAL ED

Texas Education Agency
PDM5-121-002
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*** CONFIDENTIAL ***
LEA: nnnnnn - DistrictName1
Campus: nnnnnn - CampusName1

TSDS PEIMS ROSTER OF STUDENTS WITH MINUTES IN SPECIAL ED
Campus-level Data
Campuses: 002, 003, 004
2026-2027 Attendance 3rd Six Weeks Submission Instance

Monday 10/30/2026 2:41PM
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							Enrollment						Minutes in SPED		
Student Name	Unique ID	Local ID	Student ID	Sex	Ethnicity/ Race	Date of Birth	Campus ID	Track	Entry Date	Grade	ADA Elig	Exit WD Date	Exit WD Type	No. of Minutes SPED Begin Date	No. of Minutes SPED End Date	No. of Minutes in SPED
Lname Gen, Fname MName1	nnnnnn	nnnnnn	nnnnnnnnn	M	A	mm/dd/yyyy	nnnnnnnnn	nnnnnnnnnnnnnnn	mm/dd/yyyy	nn	n	mm/dd/yyyy	nn	mm/dd/yyyy	mm/dd/yyyy	nnn
							nnnnnnnnn	nnnnnnnnnnnnnnn	mm/dd/yyyy	nn	x					
							nnnnnnnnn	nnnnnnnnnnnnnnn	mm/dd/yyyy	xx	x					
Lname Gen, Fname MName2	nnnnnn		nnnnnnnnn	F	A	mm/dd/yyyy	nnnnnnnnn	nnnnn	mm/dd/yyyy	nn	n	mm/dd/yyyy	nn	mm/dd/yyyy	mm/dd/yyyy	nnn
							nnnnnnnnn	nnnnnnnnnnnnnnn	mm/dd/yyyy	nn	n			mm/dd/yyyy	mm/dd/yyyy	nnn
Lname Gen, Fname MName3	nnnnnn	nnnnnn	nnnnnnnnn	F	A	mm/dd/yyyy	nnnnnnnnn	nnnnnnnnnn	mm/dd/yyyy	nn	n			mm/dd/yyyy	mm/dd/yyyy	nnn
Lname Gen, Fname MName4	nnnnnn	nnnnnn	nnnnnnnnn	M	A	mm/dd/yyyy	nnnnnnnnn	nnnnnnnnnnnnnnn	mm/dd/yyyy	nn	n	mm/dd/yyyy	nn	mm/dd/yyyy	mm/dd/yyyy	nnn
							nnnnnnnnn	nnnnnnnnnnnnnnn	mm/dd/yyyy	nn	x					
Lname Gen, Fname MName5	nnnnnn		nnnnnnnnn	M	A	mm/dd/yyyy	nnnnnnnnn	nnnnnnnnnnnnnnn	mm/dd/yyyy	nn	n	mm/dd/yyyy	nn	mm/dd/yyyy	mm/dd/yyyy	nnn

Total Students for Campus <nnn>: nnnn

Student changes ADA Eligibility, then changes Grade Level. Number of Minutes in SPED are not affected.

Student changes Instructional Track which potentially changes total instructional day minutes thus a new set of Minutes in SPED.

Student changes ADA Eligibility. Number of Minutes in SPED are not affected.

PDM5-121-003 ROSTER OF STUDENTS WITH SPED SERVICE GROUP

Texas Education Agency
PDM5-121-003
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CONFIDENTIAL
LEA: nnnnnn - LEA Name

TSDS PEIMS ROSTER OF STUDENTS WITH SPED SERVICE GROUP
LEA-Level Data
2026-2027 Attendance 1st Six Weeks Submission Instance

Thursday 10/08/2026 08:00 AM
Page n of n

Student Name	Unique ID	Local ID	Student ID	Sex	Eth/ Race	Date of Birth	Grade	SPED Service Group: Group	Funded	Begin Date	End Date
LName Gen, FName Mname 1	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	M	T	MM/DD/YYYY	nn	01		01/01/2027	02/28/2027
								02	*	03/01/2027	04/30/2027
								05	*	05/01/2027	
LName Gen, FName Mname 2	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	F	A	MM/DD/YYYY	nn	01	*	01/01/2027	
LName Gen, FName Mname 3	nnnnnnnnnn		xxxxxnnnn	M	A	MM/DD/YYYY	nn	04	*	04/01/2027	05/15/2027
LName Gen, FName Mname 4	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	M	A	MM/DD/YYYY	nn	01		01/01/2027	02/28/2027
								03	*	03/01/2027	Set A
								05	*	05/01/2027	Set B
LName Gen, FName Mname 5	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	M	A	MM/DD/YYYY				01/01/2027	02/28/2027
LName Gen, FName Mname 6	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	M	A	MM/DD/YYYY				03/01/2027	04/30/2027

Total Students for LEA: nnn

Student cannot be in more than one Set A or Set B concurrently

NOTE: The (red) * indicates the SPED Service Group(s) for which the student is funded. Funding is based on the highest group the student has received services for in Groups 1-3 and Groups 4-5.

PDM5-231-002 SUPERINTENDENT'S ATTENDANCE PROJECTION REPORT

Texas Education Agency
PDM5-231-002
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TSDS PEIMS SUPERINTENDENT'S ATTENDANCE PROJECTION REPORT
LEA-level Data

Friday 10/02/2026 2:41PM
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2026-2027 Attendance 3rd Six Weeks Submission Instance

LEA: nnnnnn - LEA_Name1

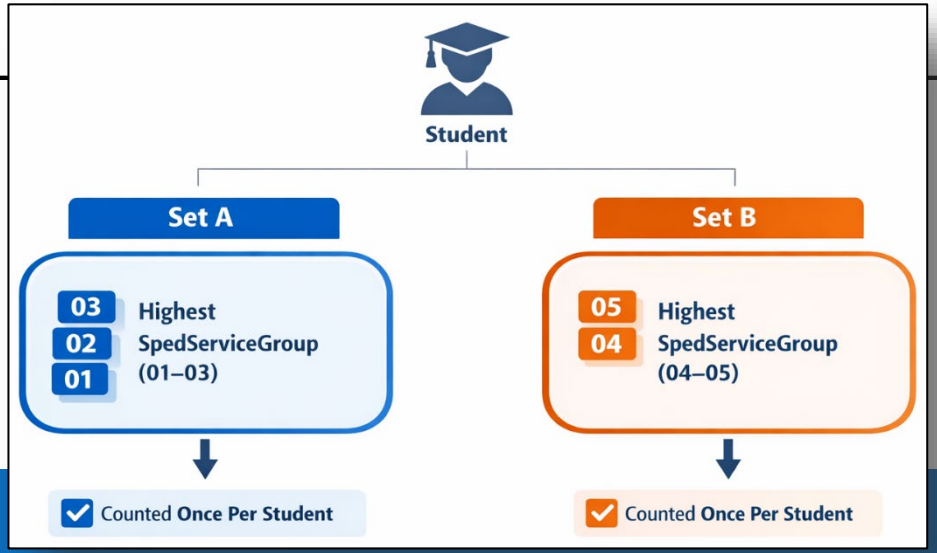
Count of Students in SPED Service Groups

		Six-week 1	Six-week 2	Six-week 3	Six-week 4	Six-week 5
A.	SPED Service Group 01	nn	nn	nn		
B.	SPED Service Group 02	nn	nn	nn		
C.	SPED Service Group 03	nn	nn	nn		
D.	SPED Service Group 04	nn	nn	nn		
E.	SPED Service Group 05	nn	nn	nn		

NOTE: This report counts students based on the highest SPED service group in which they received services. A student may be counted once within groups 01-03 and once within groups 04-05. Funding is determined by the highest group in which a student received services within groups 01-03 and groups 04-05.
NOTE 2: This report displays promoted ATND data for the selected and previous six-week instances.

A 'Total' column is not provided, as the values in each Six-Week Instance reflect a cumulative count of the highest SPED Service Group for each student from BOY to the end of the Six-Week Instance reporting period.

Note: Only students with attendance in a given reporting period instance will be included in the calculated total.



PDM5-231-002 SUPERINTENDENT'S ATTENDANCE PROJECTION REPORT

Basic

Texas Education Agency
PDM5-231-002
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TSDS PEIMS SUPERINTENDENT'S ATTENDANCE PROJECTION REPORT
LEA-level Data
2026-2027 Attendance 3rd Six Weeks Submission Instance

Thursday 01/28/2027 08:00 AM
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LEA: nnnnnn - LEA_Name1

Summary Totals By Six Week Reporting Period - Regular/Non-Flex Attendance

		Six-week 1	Six-week 2	Six-week 3	Six-week 4 **	Six-week 5 **	Six-week 6 **	Total
A.	Days Taught (LEA Maximum)	39	30	31	31	31	31	193
B.	Days Membership	1,938,324.50	1,756,363.00	1,756,204.50	1,756,204.50	1,756,204.50	1,756,204.50	10,719,505.50
C.	Total Days Absent	111,174.50	120,519.50	131,502.50	131,502.50	131,502.50	131,502.50	757,704.00
D.	Total Days Present	1,827,150.00	1,635,843.50	1,624,702.00	1,624,702.00	1,624,702.00	1,624,702.00	9,961,801.50
E.	Total Ineligible Days	21,509.00	19,195.00	18,966.00	18,966.00	18,966.00	18,966.00	116,568.00
F.	Total Eligible Days	1,805,641.00	1,616,648.50	1,605,736.00	1,605,736.00	1,605,736.00	1,605,736.00	9,845,233.50
G.1	B1 - Elig Days Bilingual	234,442.50	252,514.50	296,100.50	296,100.50	296,100.50	296,100.50	1,671,359.00
G.2	E1 - Elig Days ESL	149,205.50	136,184.50	118,168.00	118,168.00	118,168.00	118,168.00	758,062.00
G.3	D3 (EB) - Elig Days Dual Lang	105,593.00	90,079.00	70,372.00	70,372.00	70,372.00	70,372.00	477,160.00
G.4	D4 (Non-EB) - Elig Days Dual Lang	81,187.50	64,423.50	52,070.00	52,070.00	52,070.00	52,070.00	353,891.00
G.5	D5 (EB) - Elig Days Alt Dual Lang	81,187.50	64,423.50	52,070.00	52,070.00	52,070.00	52,070.00	353,891.00
G.6	D6 (Non-EB) - Elig Days Alt Dual Lang	81,187.50	64,423.50	52,070.00	52,070.00	52,070.00	52,070.00	353,891.00
H.1	Early Ed Eco Dis Elig Days	292,343.50	266,461.00	262,916.00	262,916.00	262,916.00	262,916.00	1,610,468.50
H.2	Early Ed Lang Elig Days	183,700.50	173,010.00	172,782.50	172,782.50	172,782.50	172,782.50	1,047,840.50
I.	Elig Days Res Fac	1,157.00	1,098.00	1,291.00	1,291.00	1,291.00	1,291.00	7,419.00
J.	Elig Days Preg Rel Serv	321	306	329	329	329	329	1,943.00
K.	Elig Days SpecEd main	81,169.50	74,376.00	75,084.00	75,084.00	75,084.00	75,084.00	455,881.50
L.1	B1 - Bil Refined ADA	8,362.24	10,098.00	11,827.65	11,827.65	11,827.65	11,827.65	10,961.81
L.2	E1 - ESL Refined ADA	5,328.77	5,447.38	4,726.72	4,726.72	4,726.72	4,726.72	4,947.17
L.3	D3 (EB) - Dual Lang Refined ADA	3,771.18	3,603.16	2,814.88	2,814.88	2,814.88	2,814.88	3,105.64
L.4	D4 (Non-EB) - Dual Lang Refined ADA	2,899.55	2,576.94	2,082.80	2,082.80	2,082.80	2,082.80	2,301.28
L.5	D5 (EB) - Alt Dual Lang Refined ADA	2,899.55	2,576.94	2,082.80	2,082.80	2,082.80	2,082.80	2,301.28
L.6	D6 (Non-EB) - Alt Dual Lang Refined ADA	2,899.55	2,576.94	2,082.80	2,082.80	2,082.80	2,082.80	2,301.28
M.	Res Fac Refined ADA	41.321	43.92	51.64	51.64	51.64	51.64	48.634
N.	SpecEd Main Refined ADA	2,900.29	2,976.26	2,999.92	2,999.92	2,999.92	2,999.92	2,979.37
O.1	Early Ed Eco Dis Refined ADA	10,440.84	10,658.44	10,516.64	10,516.64	10,516.64	10,516.64	10,527.64
O.2	Early Ed Lang Refined ADA	6,560.73	6,920.40	6,911.30	6,911.30	6,911.30	6,911.30	6,854.39
P.	Preg Related Serv FTE	3.37	3.61	3.8	3.8	3.8	3.8	3.697
Q.1	Career & Technical Ed FTE - Tier 1	74.45	77.07	75.83	75.83	75.83	75.83	75.807
Q.2	Career & Technical Ed FTE - Tier 2	2,826.58	2,795.50	2,767.28	2,767.28	2,767.28	2,767.28	2,781.87
Q.3	Career & Technical Ed FTE - Tier 3	1,387.20	1,353.02	1,347.76	1,347.76	1,347.76	1,347.76	1,355.21
R.	Special Education FTE	3,803.13	3,923.20	3,982.88	3,982.88	3,982.88	3,982.88	3,942.98
S.1	R-PEP Total FTE	12,345.68	12,345.68	12,345.68	12,345.68	12,345.68	12,345.68	12,345.68
S.2	R-PEP Eco Dis FTE	12,345.68	12,345.68	12,345.68	12,345.68	12,345.68	12,345.68	12,345.68
S.3	R-PEP Non-Eco Dis FTE	12,345.68	12,345.68	12,345.68	12,345.68	12,345.68	12,345.68	12,345.68
T.1	Tier of Intensity 01 Refined ADA	8,362.24	10,098.00	11,827.65	11,827.65	11,827.65	11,827.65	10961.805
T.2	Tier of Intensity 02 Refined ADA	5,328.77	5,447.38	4,726.72	4,726.72	4,726.72	4,726.72	4947.171
T.3	Tier of Intensity 03 Refined ADA	3,771.18	3,603.16	2,814.88	2,814.88	2,814.88	2,814.88	10
T.4	Tier of Intensity 04 Refined ADA	2,899.55	2,576.94	2,082.80	2,082.80	2,082.80	2,082.80	2301.282
T.5	Tier of Intensity 05 Refined ADA	8,362.24	10,098.00	11,827.65	11,827.65	11,827.65	11,827.65	10961.805
T.6	Tier of Intensity 06 Refined ADA	5,328.77	5,447.38	4,726.72	4,726.72	4,726.72	4,726.72	4947.171
T.7	Tier of Intensity 07 Refined ADA	3,771.18	3,603.16	2,814.88	2,814.88	2,814.88	2,814.88	3105.643
T.8	Tier of Intensity 08 Refined ADA	2,899.55	2,576.94	2,082.80	2,082.80	2,082.80	2,082.80	2301.282
U.	Regular Program Refined ADA	56,495.80	56,506.93	56,007.72	56,007.72	56,007.72	56,007.72	56,172.27
V.	Total Refined ADA	64,567.17	64,655.72	64,181.46	64,181.46	64,181.46	64,181.46	64,328.13
W.	Percent in Attendance	94.30%	93.10%	92.50%	92.50%	92.50%	92.50%	92.90%

NOTE: Detail may not add to totals due to rounding.
NOTE 2: This report displays promoted ATND data for the selected and previous six-week instances. Future instances are projected from the selected instance and are marked with asterisks (**) and shading.
NOTE 3: The 'Total' column includes both promoted and projected attendance data.

Flexible

Texas Education Agency
PDM5-231-002
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TSDS PEIMS SUPERINTENDENT'S ATTENDANCE PROJECTION REPORT
LEA-level Data
2026-2027 Attendance 3rd Six Weeks Submission Instance

Thursday 01/28/2027 08:00 AM
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LEA: nnnnnn - LEA_Name1

Summary Totals By Six-week Reporting Period - Flex Attendance
Program Type: <Description>

		Six-week 1	Six-week 2	Six-week 3	Six-week 4 **	Six-week 5 **	Six-week 6 **	Total
A.	Days Taught (LEA Maximum)	nn	nn	nn	nn	nn	nn	nn
B.	Total Eligible Minutes Present	nn,nnn	nn,nnn	nn,nnn	nn,nnn	nn,nnn	nn,nnn	nnn,nnn
C.	Total Eligible Equivalent Days	nnn.nnn	nnn.nnn	nnn.nnn	nnn.nnn	nnn.nnn	nnn.nnn	nnn.nnn
D.	Total Adjusted Eligible Equivalent Days *	nnn.nnn	nnn.nnn	nnn.nnn	nnn.nnn	nnn.nnn	nnn.nnn	nnn.nnn
E.	Total Ineligible Minutes Present	nn,nnn	nn,nnn	nn,nnn	nn,nnn	nn,nnn	nn,nnn	nn,nnn
F.	Total Ineligible Equivalent Days	nnn.nnn	nnn.nnn	nnn.nnn	nnn.nnn	nnn.nnn	nnn.nnn	nnn.nnn
G.	Days Eligible in Preg Rel Serv	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn
H.	Days Eligible in SpecEd Main	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn
I.1	B1 - Elig Days Bilingual	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn
I.2	E1 - Elig Days ESL	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn
I.3	D3 (EB) - Elig Days Dual Lang	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn
I.4	D4 (Non-EB) - Elig Days Dual Lang	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn
I.5	D5 (EB) - Elig Days Alt Dual Lang	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn
I.6	D6 (Non-EB) - Elig Days Alt Dual Lang	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn
J.1	Early Ed Eco Dis Elig Days	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn
J.2	Early Ed Lang Elig Days	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn
K.	Days Eligible in Resid Facility	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn	n,nnn
L.	Preg Related Serv FTE	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
M.	Special Education FTE	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
N.	Career & Technical Ed FTE	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
O.	Preg Related Serv Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
P	SpecEd Main Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
Q.1	B1 - Bil Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
Q.2	E1 - ESL Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
Q.3	D3 (EB) - Dual Lang Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
Q.4	D4 (Non-EB) - Dual Lang Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
Q.5	D5 (EB) - Alt Dual Lang Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
Q.6	D6 (Non-EB) - Alt Dual Lang Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
R.1	Early Ed Eco Dis Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
R.2	Early Ed Lang Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
S.	Resid Facility Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
T.1	Tier of Intensity 01 Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
T.2	Tier of Intensity 02 Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
T.3	Tier of Intensity 03 Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
T.4	Tier of Intensity 04 Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
T.5	Tier of Intensity 05 Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
T.6	Tier of Intensity 06 Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
T.7	Tier of Intensity 07 Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
T.8	Tier of Intensity 08 Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
U.	Regular Program Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
V.	Total Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn

NOTE: Detail may not add to totals due to rounding.
NOTE 2: This report displays promoted ATND data for the selected and previous six-week instances. Future instances are projected from the selected instance and are marked with asterisks (**) and shading.
NOTE 3: The 'Total' column includes both promoted and projected attendance data.
NOTE 4: Row D is the lesser of Eligible Equivalent Days and Number of Days Taught. LEAs cannot be funded for more than Number of Days Taught in each reporting period.

PEIMS SUMR PDM3-231-002 report will be an updated twin of this PEIMS ATND report.

Impact of SPED Funding Changes on Reports

These reports will be updated with TOI rows:

- PDM3/PDM5-130-001
- PDM3/PDM5-130-008
- PDM3/PDM5-130-011
- PDM3/PDM5-130-014
- PDM3/PDM5-131-012
- PDM3/PDM5-231-002

Two NEW reports:

- PDM3/PDM5-130-022
  Supt/Prin Report of Special Education Eligible Days in Tiers of Intensity
- PDM3/PDM5-130-023
  Flex – Supt/Prin Report of Special Education Eligible Days in Tiers of Intensity

Reports In Analysis

Some reports and report groups are still in analysis for TOI and SPED Service Group:

- PDM3-130-005
- PDM3-130-XXX
- PDM3-131-XXX



PDM5-130-008 SUPERINTENDENT'S SUMMARY REPORT OF STUDENT ATTENDANCE

Texas Education Agency | TSDS PEIMS SUPERINTENDENT'S SUMMARY REPORT OF STUDENT ATTENDANCE | Wednesday 9/16/2025 2:41PM
PDM5-130-008 | LEA-level Data | Page n of n
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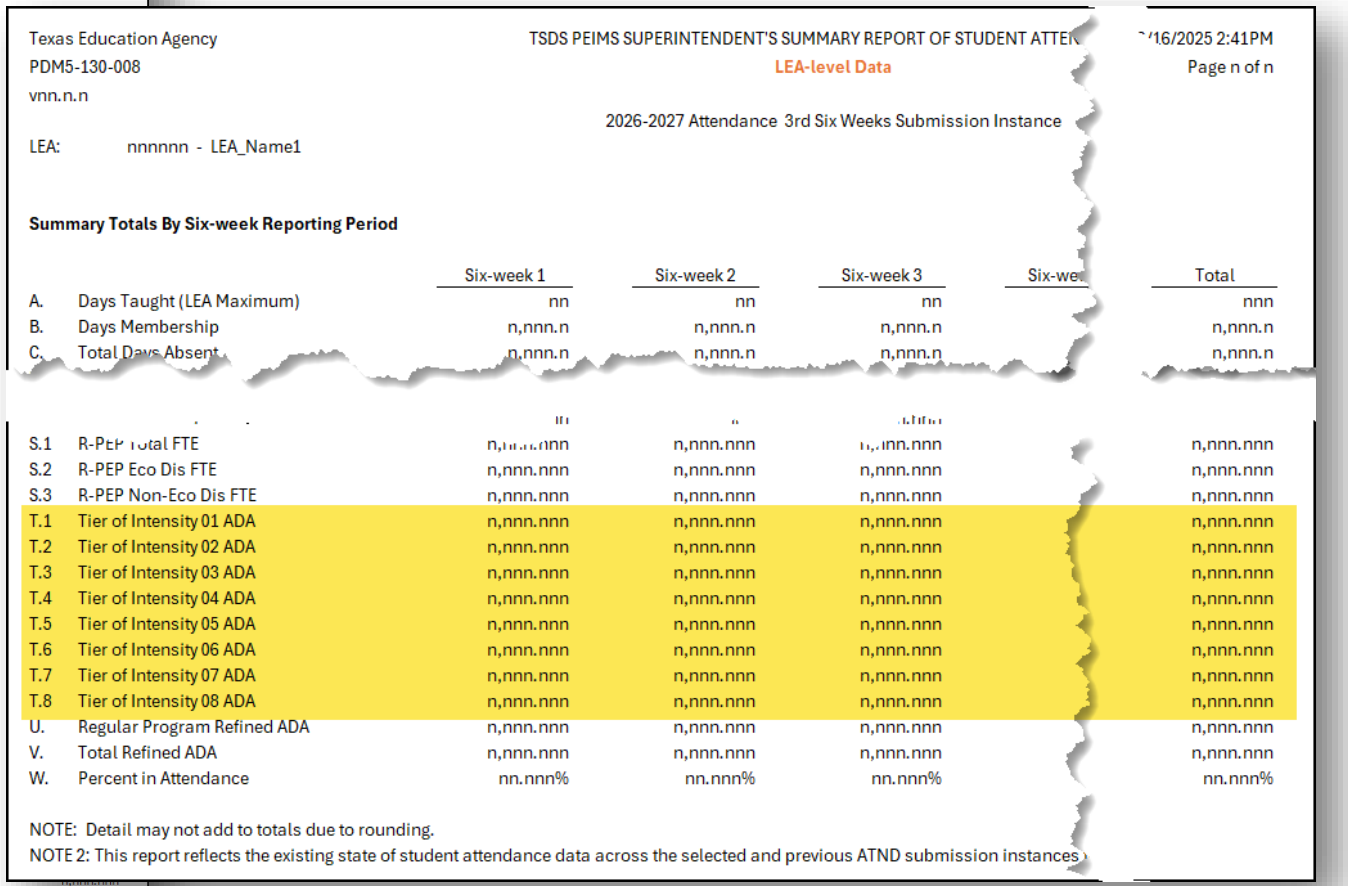
2026-2027 Attendance 3rd Six Weeks Submission Instance

LEA: nnnnnn - LEA_Name1

Summary Totals By Six-week Reporting Period

		Six-week 1	Six-week 2	Six-week 3	Six-week 4	Six-week 5	Six-week 6
A.	Days Taught (LEA Maximum)	nn	nn	nn			
B.	Days Membership	n,nnn.n	n,nnn.n	n,nnn.n			
C.	Total Days Absent	n,nnn.n	n,nnn.n	n,nnn.n			
D.	Total Days Present	n,nnn.n	n,nnn.n	n,nnn.n			
E.	Total Ineligible Days	n,nnn.n	n,nnn.n	n,nnn.n			
F.	Total Eligible Days	n,nnn.n	n,nnn.n	n,nnn.n			
G.1	B1 - Elig Days Bilingual	n,nnn.n	n,nnn.n	n,nnn.n			
G.2	E1 - Elig Days ESL	n,nnn.n	n,nnn.n	n,nnn.n			
G.3	D3 (EB) - Elig Days Dual Lang	n,nnn.n	n,nnn.n	n,nnn.n			
G.4	D4 (Non-EB) - Elig Days Dual Lang	n,nnn.n	n,nnn.n	n,nnn.n			
G.5	D5 (EB) - Elig Days Alt Dual Lang	n,nnn.n	n,nnn.n	n,nnn.n			
G.6	D6 (Non-EB) - Elig Days Alt Dual Lang	n,nnn.n	n,nnn.n	n,nnn.n			
H.1	Early Ed Eco Dis Elig Days	n,nnn.n	n,nnn.n	n,nnn.n			
H.2	Early Ed Lang Elig Days	n,nnn.n	n,nnn.n	n,nnn.n			
I.	Elig Days Res Fac	n,nnn.n	n,nnn.n	n,nnn.n			
J.	Elig Days Preg Rel Serv	n,nnn.n	n,nnn.n	n,nnn.n			
K.	Elig Days SpecEd main	n,nnn.n	n,nnn.n	n,nnn.n			
L.1	B1 - Bil Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
L.2	E1 - ESL Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
L.3	D3 (EB) - Dual Lang Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
L.4	D4 (Non-EB) - Dual Lang Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
L.5	D5 (EB) - Alt Dual Lang Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
L.6	D6 (Non-EB) - Alt Dual Lang Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
M.	Res Fac Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
N.	SpecEd Main Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
O.1	Early Ed Eco Dis Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
O.2	Early Ed Lang Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
P.	Preg Related Serv FTE	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
Q.1	Career & Technical Ed FTE - Tier 1	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
Q.2	Career & Technical Ed FTE - Tier 2	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
Q.3	Career & Technical Ed FTE - Tier 3	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
R.	Special Education FTE	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
S.1	R-PEP Total FTE	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
S.2	R-PEP Eco Dis FTE	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
S.3	R-PEP Non-Eco Dis FTE	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
T.1	Tier of Intensity 01 ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
T.2	Tier of Intensity 02 ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
T.3	Tier of Intensity 03 ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
T.4	Tier of Intensity 04 ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
T.5	Tier of Intensity 05 ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
T.6	Tier of Intensity 06 ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
T.7	Tier of Intensity 07 ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
T.8	Tier of Intensity 08 ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
U.	Regular Program Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
V.	Total Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn			
W.	Percent in Attendance	nn.nnn%	nn.nnn%	nn.nnn%			

NOTE: Detail may not add to totals due to rounding.
NOTE 2: This report reflects the existing state of student attendance data across the selected and previous ATND submission instances for the selected school year.



PEIMS SUMR PDM3-130-008 report will be an updated twin of this PEIMS ATND report.

PDM5-130-001 SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

Texas Education Agency
PDM5-130-001
vnn.n.n

TSDS PEIMS SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE
LEA-level Data
Campuses: 001, 006
2026-2027 Attendance 3rd Six Weeks Submission Instance

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LEA: nnnnnn - LEA_Name1

Six-week Reporting Period: 1

	Six-week Summary	EE	PK	KG	1	2	3	4	5
A.	Six-week Summary	EE	PK	KG	1	2	3	4	5
B.	Days Membership	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
C.	Total Days Absent	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
D.	Total Days Present	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
E.	Total Ineligible Days	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
F.	Total Eligible Days	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
G.1	B1 - Elig Days Bilingual	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
G.2	E1 - Elig Days ESL	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
G.3	D3 (EB) - Elig Days Dual Lang	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
G.4	D4 (Non-EB) - Elig Days Dual Lang	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
G.5	D5 (EB) - Elig Days Alt Dual Lang	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
G.6	D6 (Non-EB) - Elig Days Alt Dual Lang	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
H.1	Early Ed Eco Dis Elig Days	X	X	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	X	X
H.2	Early Ed Lang Elig Days	X	X	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	X	X
I.	Elig Days in Res Fac	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
J.	Elig Days Preg Rel Serv	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
K.	Elig Days SpecEd main	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
L.1	B1 - Bil Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
L.2	E1 - ESL Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
L.3	D3 (EB) - Dual Lang Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
L.4	D4 (Non-EB) - Dual Lang Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
L.5	D5 (EB) - Alt Dual Lang Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
L.6	D6 (Non-EB) - Alt Dual Lang Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
M.	Res Fac Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
N.	SpecEd Main Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
O.1	Early Ed Eco Dis Refined ADA	X	X	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	X	X
O.2	Early Ed Lang Refined ADA	X	X	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	X	X
P.	Preg Related Serv FTE	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
Q.1	Career & Technical Ed FTE - Tier 1	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
Q.2	Career & Technical Ed FTE - Tier 2	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
Q.3	Career & Technical Ed FTE - Tier 3	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
R.	Special Education FTE	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
S.1	R-PEP Total FTE	X	X	X	X	X	X	X	X
S.2	R-PEP Eco Dis FTE	X	X	X	X	X	X	X	X
S.3	R-PEP Non-Eco Dis FTE	X	X	X	X	X	X	X	X
T.1	Tier of Intensity 01 Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
T.2	Tier of Intensity 02 Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
T.3	Tier of Intensity 03 Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
T.4	Tier of Intensity 04 Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
T.5	Tier of Intensity 05 Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
T.6	Tier of Intensity 06 Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
T.7	Tier of Intensity 07 Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
T.8	Tier of Intensity 08 Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
U.	Regular Program Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
V.	Total Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
W.	Percent in Attendance	nn.nn%	nn.nn%	nn.nn%	nn.nn%	nn.nn%	nn.nn%	nn.nn%	nn.nn%

NOTE: Detail may not add to totals due to rounding.
NOTE 2: This report reflects the existing state of student attendance data across the selected and previous ATND submission instances for the selected school year.

TSDS PEIMS SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE
LEA-level Data
Campuses: 001, 006
2026-2027 Attendance 3rd Six Weeks Submission Instance

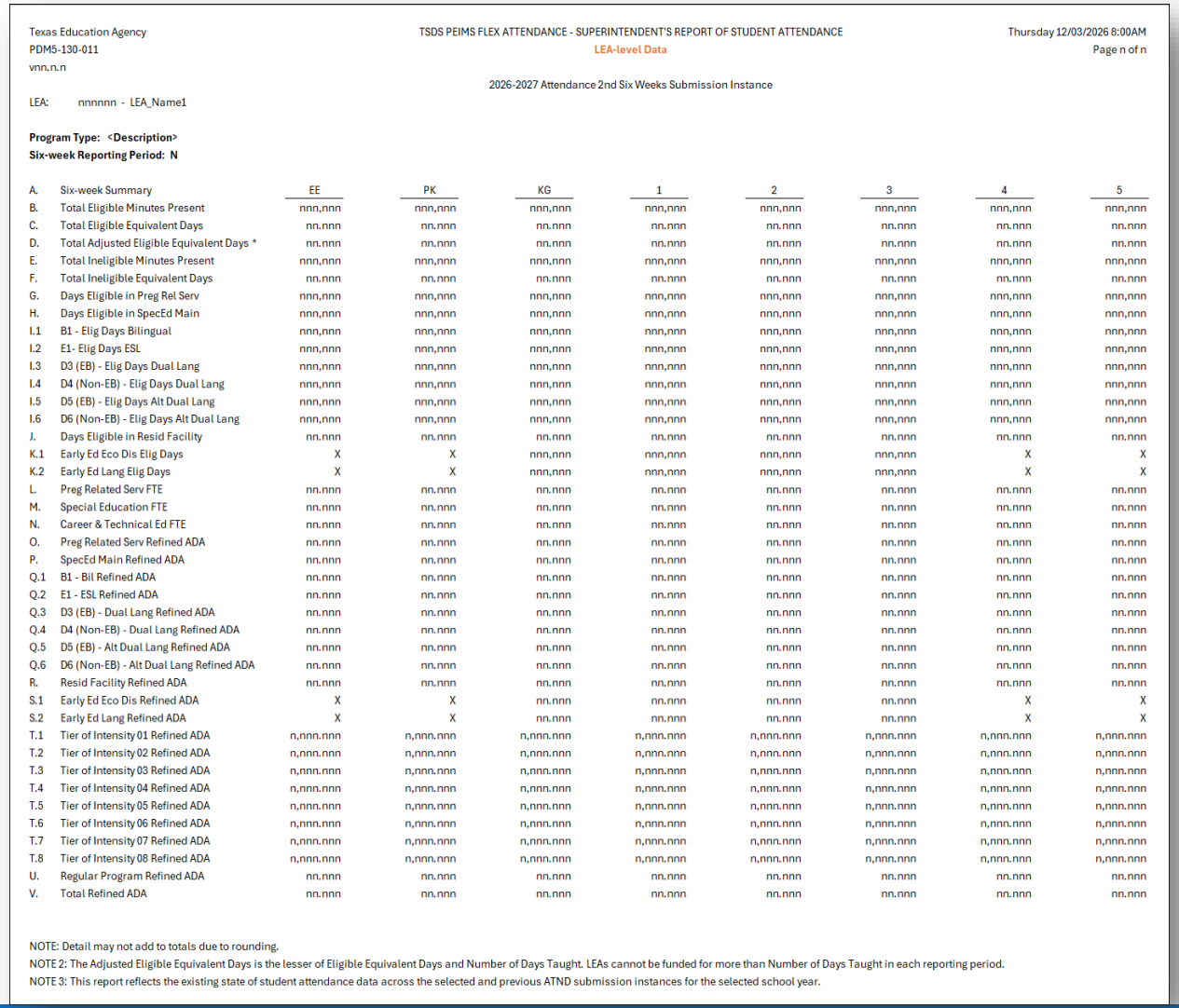
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6	7	8	9	10	11	12	Total
n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
X	X	x	x	x	x	X	n,nnn.n
X	X	x	x	x	x	X	n,nnn.n
n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
X	X	X	X	X	X	X	n,nnn.nnn
X	X	X	X	X	X	X	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
X	X	X	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
X	X	X	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
X	X	X	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
nn.nn%	nn.nn%	nn.nn%	nn.nn%	nn.nn%	nn.nn%	nn.nn%	nn.nn%

t attendance data across the selected and previous ATND submission instances for the selected school year.

PEIMS SUMR PDM3-130-001 report will be an updated twin of this PEIMS ATND report.

PDM5-130-011 SUPT'S REPORT OF STUDENT FLEXIBLE ATTENDANCE



Texas Education Agency
PDM5-130-011
vnn.n.n

TSDS PEIMS FLEX ATTENDANCE - SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE
LEA-level Data

Thursday 12/03/2026 8:00AM
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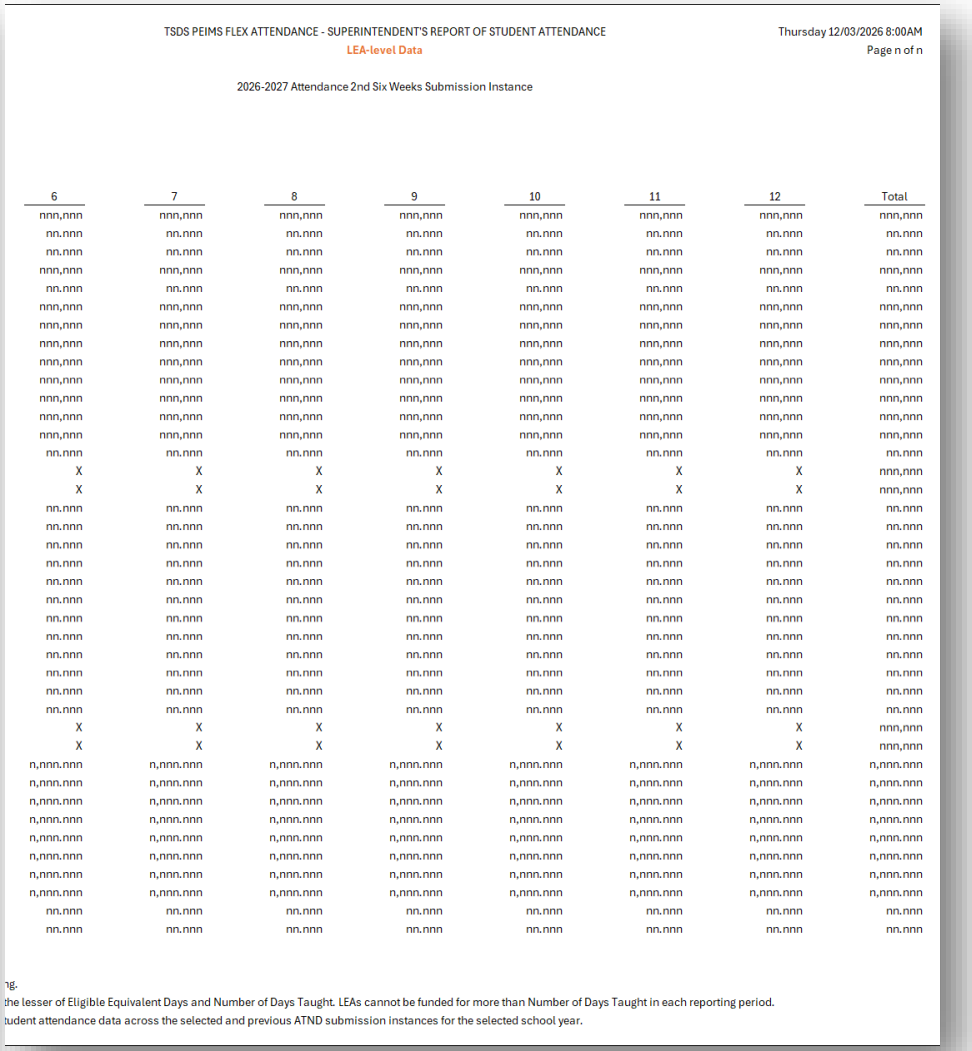
2026-2027 Attendance 2nd Six Weeks Submission Instance

LEA: nnnnnn - LEA_Name1

Program Type: <Description>
Six-week Reporting Period: N

	Six-week Summary	EE	PK	KG	1	2	3	4	5
B.	Total Eligible Minutes Present	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
C.	Total Eligible Equivalent Days	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
D.	Total Adjusted Eligible Equivalent Days *	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
E.	Total Ineligible Minutes Present	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
F.	Total Ineligible Equivalent Days	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
G.	Days Eligible in Preg Rel Serv	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
H.	Days Eligible in SpecEd Main	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
I.1	B1 - Elig Days Bilingual	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
I.2	E1- Elig Days ESL	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
I.3	D3 (EB) - Elig Days Dual Lang	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
I.4	D4 (Non-EB) - Elig Days Dual Lang	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
I.5	D5 (EB) - Elig Days Alt Dual Lang	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
I.6	D6 (Non-EB) - Elig Days Alt Dual Lang	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
J.	Days Eligible in Resid Facility	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
K.1	Early Ed Eco Dis Elig Days	X	X	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	X	X
K.2	Early Ed Lang Elig Days	X	X	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	X	X
L.	Preg Related Serv FTE	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
M.	Special Education FTE	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
N.	Career & Technical Ed FTE	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
O.	Preg Related Serv Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
P.	SpecEd Main Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
Q.1	B1 - Bil Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
Q.2	E1 - ESL Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
Q.3	D3 (EB) - Dual Lang Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
Q.4	D4 (Non-EB) - Dual Lang Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
Q.5	D5 (EB) - Alt Dual Lang Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
Q.6	D6 (Non-EB) - Alt Dual Lang Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
R.	Resid Facility Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
S.1	Early Ed Eco Dis Refined ADA	X	X	nn.nnn	nn.nnn	nn.nnn	nn.nnn	X	X
S.2	Early Ed Lang Refined ADA	X	X	nn.nnn	nn.nnn	nn.nnn	nn.nnn	X	X
T.1	Tier of Intensity 01 Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
T.2	Tier of Intensity 02 Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
T.3	Tier of Intensity 03 Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
T.4	Tier of Intensity 04 Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
T.5	Tier of Intensity 05 Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
T.6	Tier of Intensity 06 Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
T.7	Tier of Intensity 07 Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
T.8	Tier of Intensity 08 Refined ADA	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
U.	Regular Program Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
V.	Total Refined ADA	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn

NOTE: Detail may not add to totals due to rounding.
NOTE 2: The Adjusted Eligible Equivalent Days is the lesser of Eligible Equivalent Days and Number of Days Taught. LEAs cannot be funded for more than Number of Days Taught in each reporting period.
NOTE 3: This report reflects the existing state of student attendance data across the selected and previous ATND submission instances for the selected school year.



TSDS PEIMS FLEX ATTENDANCE - SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE
LEA-level Data

Thursday 12/03/2026 8:00AM
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2026-2027 Attendance 2nd Six Weeks Submission Instance

6	7	8	9	10	11	12	Total
nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn	nnn,nnn
nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
X	X	X	X	X	X	X	nnn,nnn
X	X	X	X	X	X	X	nnn,nnn
nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
X	X	X	X	X	X	X	nnn,nnn
X	X	X	X	X	X	X	nnn,nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn	n,nnn.nnn
nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn
nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn	nn.nnn

ng.
the lesser of Eligible Equivalent Days and Number of Days Taught. LEAs cannot be funded for more than Number of Days Taught in each reporting period.
tudent attendance data across the selected and previous ATND submission instances for the selected school year.

PEIMS SUMR PDM3-130-011 report will be an updated twin of this PEIMS ATND report.

PDM5-130-014 SUPT'S SUMMARY REPORT OF STUDENT FLEXIBLE ATTEND

Texas Education Agency
PDM5-130-014
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TSDS PEIMS FLEX ATTENDANCE - SUPERINTENDENT'S SUMMARY REPORT OF STUDENT ATTENDANCE
LEA-level Data

Monday 11/02/2026 2:41PM
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2026-2027 Attendance 3rd Six Weeks Submission Instance

LEA: nnnnnn - LEA_Name1

Program Type: <Description>

Summary Totals by Six-week Reporting Period

		1st Six-week	2nd Six-week	3rd Six-week	4th Six-week	5th Six-week	6th Six-week	Total
A.	Days Taught (LEA Maximum)	nn	nn	nn				nn
B.	Total Eligible Minutes Present	nn,nnn	nn,nnn	nn,nnn				nnn,nnn
C.	Total Eligible Equivalent Days	nnn.nnn	nnn.nnn	nnn.nnn				nnn.nnn
D.	Total Adjusted Eligible Equivalent Days*	nnn.nnn	nnn.nnn	nnn.nnn				nnn.nnn
E.	Total Ineligible Minutes Present	nn,nnn	nn,nnn	nn,nnn				nn,nnn
F.	Total Ineligible Equivalent Days	nnn.nnn	nnn.nnn	nnn.nnn				nnn.nnn
G.	Days Eligible in Preg Rel Serv	n,nnn	n,nnn	n,nnn				n,nnn
H.	Days Eligible in SpecEd Main	n,nnn	n,nnn	n,nnn				n,nnn
I.1	B1 - Elig Days Bilingual	n,nnn	n,nnn	n,nnn				n,nnn
I.2	E1 - Elig Days ESL	n,nnn	n,nnn	n,nnn				n,nnn
I.3	D3 (EB) - Elig Days Dual Lang	n,nnn	n,nnn	n,nnn				n,nnn
I.4	D4 (Non-EB) - Elig Days Dual Lang	n,nnn	n,nnn	n,nnn				n,nnn
I.5	D5 (EB) - Elig Days Alt Dual Lang	n,nnn	n,nnn	n,nnn				n,nnn
I.6	D6 (Non-EB) - Elig Days Alt Dual Lang	n,nnn	n,nnn	n,nnn				n,nnn
J.1	Early Ed Eco Dis Elig Days	n,nnn	n,nnn	n,nnn				n,nnn
J.2	Early Ed Lang Elig Days	n,nnn	n,nnn	n,nnn				n,nnn
K.	Days Eligible in Resid Facility	n,nnn	n,nnn	n,nnn				n,nnn
L.	Preg Related Serv FTE	nn.nnn	nn.nnn	nn.nnn				nn.nnn
M.	Special Education FTE	nn.nnn	nn.nnn	nn.nnn				nn.nnn
N.	Career & Technical Ed FTE	nn.nnn	nn.nnn	nn.nnn				nn.nnn
O.	Preg Related Serv Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
P	SpecEd Main Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
Q.1	B1 - Bil Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
Q.2	E1 - ESL Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
Q.3	D3 (EB) - Dual Lang Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
Q.4	D4 (Non-EB) - Dual Lang Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
Q.5	D5 (EB) - Alt Dual Lang Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
Q.6	D6 (Non-EB) - Alt Dual Lang Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
R.1	Early Ed Eco Dis Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
R.2	Early Ed Lang Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
S.	Resid Facility Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
T.1	Tier of Intensity 01 Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
T.2	Tier of Intensity 02 Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
T.3	Tier of Intensity 03 Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
T.4	Tier of Intensity 04 Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
T.5	Tier of Intensity 05 Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
T.6	Tier of Intensity 06 Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
T.7	Tier of Intensity 07 Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
T.8	Tier of Intensity 08 Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
U.	Regular Program Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn
V.	Total Refined ADA	nn.nnn	nn.nnn	nn.nnn				nn.nnn

NOTE: Detail may not add to totals due to rounding.
NOTE 2: The Adjusted Eligible Equivalent Days is the lesser of Eligible Equivalent Days and Number of Days Taught. LEAs cannot be funded for more than Number of Days Taught in each reporting period.
NOTE 3: This report reflects the existing state of student attendance data across the selected and previous ATND submission instances for the selected school year.

PEIMS SUMR PDM3-130-014 report will be an updated twin of this PEIMS ATND report.

PDM5-131-012 Roster of Students Generating Flexible Attendance Data

Texas Education Agency
PDM5-131-012
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CONFIDENTIAL

TSDS PEIMS ROSTER OF STUDENTS GENERATING FLEXIBLE ATTENDANCE DATA
LEA-level Data
2026-2027 Attendance 3rd Six Weeks Submission Instance

Monday 11/02/2026 2:41PM
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LEA: nnnnnn - LEA_Name1

Special Education Tiers of Intensity Flexible Attendance Data

Student Name	Unique ID	Local ID	Student ID	Date of Birth	Campus ID	Flex Prog Type	Six Wk	Instr Track	Days Taught	Gr	TOI	TOI Days Elig
Lname Gen, First MiddleName	nnnnnnnnnn	nnnnnnnnn	nnnnnnnnn	mm/dd/yyyy	nnnnnnnnn	n	n	aaaaaaaaaaaaaa	nnn	nn	nn	nnn
					nnnnnnnnn	n	n	aaaa	nnn	nn	nn	nnn
Lname Gen, First MiddleName	nnnnnnnnnn	nnnnnnnnn	nnnnnnnnnn	mm/dd/yyyy	nnnnnnnnn	n	n	aaaa	nnn	nn	nn	nnn
					nnnnnnnnn	n	n	aaaaaaa	nnn	nn	nn	nnn
Lname Gen, First MiddleName	nnnnnnnnnn	nnnnnnnnn	nnnnnnnnnn	mm/dd/yyyy	nnnnnnnnn	n	n	aaaa	nnn	nn	nn	nnn
					nnnnnnnnn	n	n	aaaaaaaaaaaaaa	nnn	nn	nn	nnn
					nnnnnnnnn	n	n	aaaaaaaaaa	nnn	nn	nn	nnn
Lname Gen, First MiddleName	nnnnnnnnnn	nnnnnnnnn	nnnnnnnnnn	mm/dd/yyyy	nnnnnnnnn	n	n	aaaa	nnn	nn	nn	nnn
					nnnnnnnnn	n	n	aaaa	nnn	nn	nn	nnn
Lname Gen, First MiddleName	nnnnnnnnnn	nnnnnnnnn	nnnnnnnnnn	mm/dd/yyyy	nnnnnnnnn	n	n	aaaa	nnn	nn	nn	nnn
					nnnnnnnnn	n	n	aaaa	nnn	nn	nn	nnn

NOTE: This report reflects student data only for the selected ATND submission instance for the selected school year.

PEIMS SUMR PDM3-131-012 report will be an updated twin of this PEIMS ATND report.

PDM5-130-022

SUPT/PRIN REPORT OF SPECIAL EDUCATION ELIGIBLE DAYS IN TIERS OF INTENSITY

Texas Education Agency
PDM5-130-022
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TSDS PEIMS SUPERINTENDENT'S REPORT OF SPECIAL EDUCATION ELIGIBLE DAYS IN TIERS OF INTENSITY
LEA-level Data
Campuses: 002, 007, 009, 016
2026-2027 Attendance 3rd Six Weeks Submission Instance

Monday 11/02/2026 2:41PM
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LEA: nnnnnn - LEA_Name1

Tier of Intensity	Six-week 1 Elig Days	Six-week 2 Elig Days	Six-week 3 Elig Days	Six-week 4 Elig Days	Six-week 5 Elig Days	Six-week 6 Elig Days
nn - Short Description	nn,nnn.n	nn,nnn.n	nn,nnn.n			
nn - Short Description	nn,nnn.n	nn,nnn.n	nn,nnn.n			
nn - Short Description	nn,nnn.n	nn,nnn.n	nn,nnn.n			
nn - Short Description	nn,nnn.n	nn,nnn.n	nn,nnn.n			
nn - Short Description	nn,nnn.n	nn,nnn.n	nn,nnn.n			
nn - Short Description	nn,nnn.n	nn,nnn.n	nn,nnn.n			
nn - Short Description	nn,nnn.n	nn,nnn.n	nn,nnn.n			
nn - Short Description	nn,nnn.n	nn,nnn.n	nn,nnn.n			
LEA Total	nnn,nnn.n	nnn,nnn.n	nnn,nnn.n			

NOTE: This report reflects the existing state of student attendance data across the selected and previous ATND submission instances for the selected school year.

NEW

Report is similar to PDM5-130-004. PEIMS SUMR PDM3-130-022 report will be an updated twin of this PEIMS ATND report.

PDM5-130-023

FLEX SUPT/PRIN REPORT OF SPECIAL EDUCATION ELIGIBLE DAYS IN TIERS OF INTENSITY

Texas Education Agency
PDM5-130-023
vnn.n.n

TSDS PEIMS FLEX ATTENDANCE - SUPERINTENDENT'S REPORT OF SPECIAL EDUCATION ELIGIBLE DAYS IN TIERS OF INTENSITY
LEA-level Data

Monday 11/02/2026 2:41PM
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2026-2027 Attendance 3rd Six Weeks Submission Instance

LEA: nnnnnn - LEA_Name1

Program Type: <Description>

Tier of Intensity	Six-week 1 Elig Days	Six-week 2 Elig Days	Six-week 3 Elig Days	Six-week 4 Elig Days	Six-week 5 Elig Days	Six-week 6 Elig Days
nn - Short Description	nnn.nn	nnn.nn	nnn.nn			
nn - Short Description	nnn.nn	nnn.nn	nnn.nn			
nn - Short Description	nnn.nn	nnn.nn	nnn.nn			
nn - Short Description	nnn.nn	nnn.nn	nnn.nn			
nn - Short Description	nnn.nn	nnn.nn	nnn.nn			
nn - Short Description	nnn.nn	nnn.nn	nnn.nn			
nn - Short Description	nnn.nn	nnn.nn	nnn.nn			
nn - Short Description	nnn.nn	nnn.nn	nnn.nn			
Total	nnn.nn	nnn.nn	nnn.nn			

NOTE: This report reflects the existing state of student attendance data across the selected and previous ATND submission instances for the selected school year.

NEW

Report is similar to PDM5-130-015. PEIMS SUMR PDM3-130-023 report will be an updated twin of this PEIMS ATND report.



Closeout

FAQ – NumberOfMinutesInSPED Clarification

How should the NumberOfMinutesInSPED (E3X10) 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.

FAQ – NumberOfMinutesInSPED Clarification

How are minutes reported for students receiving speech therapy in push-in vs pull-out models?

SPED minutes are based on the average number of minutes per instructional day a student receives services in a special education setting, not the total amount of services provided. If the student is receiving their speech therapy – or any other special education services – in a general education classroom/setting, those services are not included in the NumberOfMinutesInSPED data element.

Continued on next slide

FAQ – NumberOfMinutesInSPED Clarification, Continued

For students receiving speech therapy, the determining factor is the setting in which the service is delivered:

- Pull-out speech therapy (provided outside the general education classroom) is delivered in a special education setting and the associated minutes are included in the NumberOfMinutesInSPED data element.
- Push-in speech therapy (provided within the general education classroom) is delivered in a general education setting and the associated minutes are not included in the NumberOfMinutesInSPED data element.

Therefore, speech therapy—or any other special education service—is only reported in NumberOfMinutesInSPED when it occurs outside the general education setting.

FAQ – EducationalEnvironment vs. SPEDMinutes

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.

Reminder: EducationalEnvrionment (E3155) is not being collected in SY 26-27

FAQ – Responsibility for SPED Minute Calculation

How should Student Information System (SIS) vendors calculate average daily SPED minutes when services are delivered weekly?

School systems are responsible for determining and calculating the appropriate average daily SPED minutes based on each student's service schedule.

TEA has provided the calculation methodology that vendors may use to support the process.

FAQ – Reporting SPED Minutes for Different Instructional Calendars

How should NumberOfMinutesInSPED be reported for school systems on a four-day instructional week? What if a school system has a mixture of four-day and five-day instructional weeks?

The 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.

- This value is the numerator used in calculating the regular program offset.
- The campus's instructional minutes per day serves as the denominator for the regular program offset.

Continued on next slide

FAQ – Reporting SPED Minutes for Different Instructional Calendar, Continued

Four-Day Instructional Week

For school systems operating on a four-day instructional week, report the student's average daily special education minutes across the four instructional days.

Mixture of Four-Day and Five-Day Weeks

If a school system uses both four-day and five-day instructional weeks, report the SPED minutes per day that correspond to the instructional calendar used for the majority of the school year.

Continued on next slide

FAQ – Reporting SPED Minutes for Different Instructional Calendars, Continued

Comparison Example

The table below shows how the same weekly special education minutes are converted to daily averages for a four-day versus five-day instructional week.

Campus Calendar Days per Week	Instructional Minutes per Day	Instructional Minutes per Week	SPED Minutes per Week	SPED minutes per day
4	450	1800	900	900 ÷ 4 = 225
5	360	1800	900	900 ÷ 5 = 180

FAQ – FlexAttendDaysEligibleInTierOfIntensity Zero Value Rules

Why does FlexAttendDaysEligibleInTierOfIntensity allow a value of 0.0, and when should zero be reported?

FlexAttendDaysEligibleInTierOfIntensity allows a value of 0.0 in the domain to support modeling consistency and to allow the element to remain optional. However, when a student is reported with special education flexible attendance and the element is used, the value must be greater than 0.0.

Reporting a value of 0.0 will trigger fatal validation rule 42505-0027. Zero should not be reported for students receiving flexible attendance; instead, the element should either be reported with a valid value greater than 0.0 or not reported at all.

FAQ – Eligible Days and Official Attendance Time

Is EligibleDaysPresentInTierOfIntensity based on Official Attendance Time (OAT)?

Yes, EligibleDaysPresentInTierOfIntensity is based on student attendance at the campus' Official Attendance Time.

FAQ –Training and Support

How are ESCs and school systems being trained on the new SPED tier model and reporting requirements?

School systems and ESCs are receiving training in multiple ways. Regarding the model itself, the Office of Special Populations and Student Supports (OSPSS) holds weekly meetings with ESC special education directors and other special education personnel.

Since May 7, 2026, the OSPSS has been holding weekly Zoom office hours every Thursday from 9-9:30 am and 4-4:30 pm.

FAQ – Transfer Students and SPED Tier Determinations

For transfer students, must school systems honor previously assigned SPED tiers, and will tiers be visible in TREx?

Tiers are determined based on a student's IEP and not subjective. When a student transfers, the receiving school system must implement the existing IEP unless it develops, adopts, and implements a new IEP that changes the tier of intensity.

SPED tiers will not be included in TREx for student transfer records.

FAQ – SPED Funding Model for 2026-2027

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

Both. SPED funding will be calculated under the old model and the new tier-based model in accordance with TEC, 48.1022(b). See correspondence dated April 16, 2026, and the Intensity of Services Special Education Funding Model Resources & FAQs webpage, which will be updated regularly, for more details.

Key Takeaways

What Matters Most For Successful SPED Data Funding Reporting

Why It Matters

- Implements HB 2 requirements to align funding with levels of service intensity.
- Ensures LEAs report accurate data used for calculating new SPED funding formulas.
- Supports statewide consistency as TEA transitions to tier-based and service-group-based funding.

How It Fits

- Adds two new attendance entities.
- Introduces three new common types: TierOfIntensitySet, SPEDServiceGroupSet, and NumberOfMinutesInSPEDSet
- Adds new descriptor tables for Tier of Intensity, and SPED Service Group.

Key Dates

- New reporting requirements begin with the 2026–2027 school year.
- LEAs continue to use 2025–2026 elements along with new data elements for the first year.

What To Report

- SPED Service Group along with begin and end dates for each student
- Regular or flexible attendance days for each Tier of Intensity
- Number of Minutes in SPED with associated begin and end dates

Avoid Errors

- Ensure descriptor codes reflect the correct tier, service group, or educational environment.
- Enter begin/end dates accurately for all common types.

Bottom Line

- The collection shifts SPED reporting to a tier-based funding model, supported by new attendance entities, descriptors, and common types.
- LEAs must ensure accurate, timely reporting aligned to ARD determinations to ensure proper funding under HB 2.

Technical Resources

- Technical Specifications:
  - Texas Education Data Standards (TEDS)
- Technical Support:
  - TSDSCustomerSupport@tea.texas.gov
- Special Education Division:
  - specialeducation@tea.texas.gov

QUESTIONS

