ESC TSDS Coordinator Training
ESC Region 19 – Bldg. A Paso del Norte #2
Session - **226256**
Presented by Joel Molina, Ivonne Munoz, and Nancy Cruz
Meeting Agenda – August 14, 2026

Time	Session
8:30 am	Welcome and Introductions • 2025-2026 Remaining Timeline • 2026-2027 Timeline • Components Not Covered (CNC) • Lessons Learned
8:45 am	2026-2027 Data Standards Updates
9:15 am	2026-2027 Early Childhood Data System K-3 Updates
9:30 am	2026-2027 TSDS PEIMS Fall Enrollment
10:00 am	BREAK
10:10 am	2025-2026 Leavers and Graduates
10:50 am	2026-2027 Special Education Funding Changes
11:20 am	2025-2026 Special Education Data (SPEDS) & 2026-2027 SPEDs -Video Camera Request
11:30 am	LUNCH
1:00 pm	2026-2027 Special Education Language Acquisition (SELA)
2:00 pm	BREAK
2:15 pm	2026-2027 Collection of Grievance Data
2:30 pm	Working Submission Updates
3:00 pm	2026-2027 SAAH Updates
3:30 pm	2026-2027 Teacher Vacancy Collection
3:45 pm	2026-2027 Enrollment Tracking Update
4:00 pm	2026-2027 Granular Attendance
4:30 pm	Questions

2025-2026 Remaining Submissions Sorted by Due Date

PEIMS Extended Year First Submission due to ESCR19	***8/20/2026***
Requests to retire Unique IDs due at TEA for PEIMS Extended Year First Submission	8/21/2026
PEIMS Extended Year First Submission due to TEA	***8/27/2026***
PEIMS Summer data available to customers	9/17/2026
PEIMS Extended Year Resubmission due to ESCR19	***9/24/2026***
Requests to retire Unique IDs due at TEA for PEIMS Extended Year Resubmission	9/25/2026
PEIMS Extended Year Resubmission due to TEA	***10/1/2026***
PEIMS Extended Year data available to customers	10/29/2026

Due to ESCR19
Due to TEA

TSDS Collection Timeline by Date	Date
TSDS ready to load data to IODS	August 3, 2026
Beginning of school year cumulative enrollment event file due date for LEAs	September 11, 2026
TSDS PEIMS 1st Six Weeks Attendance ready for users to complete, approve, and accept submission	September 14, 2026
Charter School Waitlist ready for users to complete	September 25, 2026
Charter School Waitlist snapshot date - Last Friday in September	September 25, 2026
Close of school-start window - Last Friday in September	September 25, 2026
PEIMS Fall Enrollment snapshot date	October 2, 2026
TSDS PEIMS Fall Enrollment ready for users to complete, approve, and accept submissions	October 5, 2026
1st Six Weeks Attendance Due to TEA	October 8, 2026
PEIMS Fall Enrollment Submission due to ESCR19	October 8, 2026
PEIMS Fall Enrollment Submission due to TEA	October 15, 2026
Charter School Waitlist Submission due to ESCR19 for charter schools	October 23, 2026
SPPI-14 ready for users to complete	October 26, 2026
1st Six Weeks Attendance data available to customers	October 29, 2026
PEIMS Fall Enrollment data available to customers	October 29, 2026
Charter School Waitlist Submission due to TEA for charter schools	October 30, 2026
PEIMS Fall snapshot date	October 30, 2026
TSDS PEIMS Fall ready for users to complete, approve, and accept submissions	November 2, 2026
ECDS Kindergarten ready for users to complete	November 9, 2026
TSDS PEIMS 2nd Six Weeks Attendance ready for users to complete, approve, and accept submission	November 9, 2026
Charter School Waitlist data available to customers	November 12, 2026
2nd Six Weeks Attendance Due to TEA	December 3, 2026
PEIMS Fall First Submission due date to ESCR19	December 3, 2026
Requests to retire Unique IDs due at TEA for PEIMS Fall First Submission	December 4, 2026
PEIMS Fall First Submission due date to TEA	December 10, 2026
All RF Tracker data up to this point must be promoted, validated, and fatal free.	December 11, 2026
TSDS PEIMS Mid-Year ready for users to complete, approve, and accept submissions	December 21, 2026
2nd Six Weeks Attendance data available to customers	December 31, 2026
TSDS PEIMS 3rd Six Weeks Attendance ready for users to complete, approve, and accept submission	January 4, 2027
PEIMS Fall Resubmission due date to ESCR19	January 14, 2027
Requests to retire Unique IDs due at TEA for PEIMS Fall Resubmission	January 15, 2027
ECDS Kindergarten Submission due date to ESCR19	January 21, 2027
PEIMS Fall Resubmission due date to TEA	January 21, 2027
PEIMS Mid-Year First Submission due date to ESCR19	January 21, 2027
3rd Six Weeks Attendance Due to TEA	January 28, 2027
ECDS Kindergarten Submission due date to TEA	January 28, 2027
PEIMS Mid-Year First Submission due date to TEA	January 28, 2027
PEIMS Mid-Year Resubmission due date to ESCR19	February 4, 2027
ECDS Kindergarten data available to customers	February 11, 2027
PEIMS Mid-Year Resubmission due date to TEA	February 11, 2027
SPPI-14 Submission due to ESCR19	February 11, 2027
3rd Six Weeks Attendance data available to customers	February 18, 2027
PEIMS Fall data available to customers	February 18, 2027
SPPI-14 Submission due to TEA	February 18, 2027
TSDS PEIMS 4th Six Weeks Attendance ready for users to complete, approve, and accept submission	February 22, 2027
Class Roster Winter ready for users to complete	February 26, 2027
Class Roster Winter snapshot date – Last Friday in February	February 26, 2027
PEIMS Mid-Year data available to customers	March 4, 2027
SPPI-14 data available to customers	March 4, 2027
4th Six Weeks Attendance Due to TEA	March 18, 2027
Class Roster Winter Submission due to ESCR19	March 18, 2027

TSDS Collection Timeline by Date	Date
Class Roster Winter Submission due to TEA	March 25, 2027
4th Six Weeks Attendance data available to customers	April 5, 2027
Class Roster Winter data available to customers	April 8, 2027
TSDS PEIMS 5th Six Weeks Attendance ready for users to complete, approve, and accept submission	April 19, 2027
ECDS Prekindergarten ready for users to complete	May 3, 2027
5th Six Weeks Attendance Due to TEA	May 13, 2027
RF Tracker ready for users to complete	May 17, 2027
Special Education Data System Video Camera Request Submission ready for users to complete	May 17, 2027
Special Education Language Acquisition ready for users to complete	May 17, 2027
SPEDS Summer ready for users to complete	May 17, 2027
TSDS PEIMS Summer ready for users to complete, approve, and accept submissions	May 17, 2027
5th Six Weeks Attendance data available to customers	June 3, 2027
PEIMS Summer First Submission due date to ESCR19	June 10, 2027
Requests to retire Unique IDs due at TEA for PEIMS Summer First Submission	June 11, 2027
ECDS Prekindergarten Submission due to ESCR19	June 17, 2027
PEIMS Summer First Submission due date to TEA	June 17, 2027
Special Education Language Acquisition Submission due to ESCR19	June 17, 2027
ECDS Prekindergarten Submission due to TEA	June 24, 2027
Special Education Language Acquisition Submission due to TEA	June 24, 2027
ECDS Prekindergarten data available to customers	July 8, 2027
PEIMS Summer Resubmission due to ESCR19	July 8, 2027
RF Tracker Submission due date to ESCR19	July 8, 2027
Special Education Language Acquisition data available to customers	July 8, 2027
Requests to retire Unique IDs due at TEA for PEIMS Summer Resubmission	July 9, 2027
PEIMS Summer Resubmission due to TEA	July 15, 2027
RF Tracker Submission due date to TEA	July 15, 2027
Special Education Data System Video Camera Request Submission due to ESCR19	July 15, 2027
Special Education Data System Video Camera Request Submission due to TEA	July 22, 2027
SPEDS Summer Submission due to ESCR19	July 22, 2027
TSDS PEIMS Extended Year ready for users to complete, approve, and accept submissions	July 26, 2027
RF Tracker data available to customers	July 29, 2027
SPEDS Summer Submission due to TEA	July 29, 2027
Special Education Data System Video Camera Request Submission data available to customers	August 5, 2027
SPEDS Summer data available to customers	August 12, 2027
PEIMS Extended Year First Submission due to ESCR19	August 19, 2027
Requests to retire Unique IDs due at TEA for PEIMS Extended Year First Submission	August 20, 2027
PEIMS Extended Year First Submission due to TEA	August 26, 2027
2026-2027 Teacher Vacancy Collection ready for users to complete	September 7, 2027
PEIMS Summer data available to customers	September 16, 2027
Teacher Vacancy due to ESCR19	September 16, 2027
PEIMS Extended Year Resubmission due to ESCR19	September 23, 2027
Teacher Vacancy due to TEA	September 23, 2027
Requests to retire Unique IDs due at TEA for PEIMS Extended Year Resubmission	September 24, 2027
PEIMS Extended Year Resubmission due to TEA	September 30, 2027
Teacher Vacancy Collection data available to customers	October 7, 2027
PEIMS Extended Year data available to customers	October 28, 2027

2026-2027 TSDS Timelines by Collection

Charter School Waitlist Collection	Dates
TSDS ready to load data to IODS	August 3, 2026
Charter School Waitlist ready for users to complete	September 25, 2026
Charter School Waitlist snapshot date - Last Friday in September	September 25, 2026
Charter School Waitlist Submission due to ESCR19 for charter schools	October 23, 2026
Charter School Waitlist Submission due to TEA for charter schools	October 30, 2026
Charter School Waitlist data available to customers	November 12, 2026
Class Roster Collection - Winter Submission	**Dates**
TSDS ready to load data to IODS	August 3, 2026
Class Roster Winter snapshot date – Last Friday in February	February 26, 2027
Class Roster Winter ready for users to complete	February 26, 2027
Class Roster Winter Submission due to ESCR19	March 18, 2027
Class Roster Winter Submission due to TEA	March 25, 2027
Class Roster Winter data available to customers	April 8, 2027
Early Childhood Data System Collection (ECDS) - KG	**Dates**
TSDS ready to load data to IODS	August 3, 2026
ECDS Kindergarten ready for users to complete	November 9, 2026
ECDS Kindergarten Submission due date to ESCR19	January 21, 2027
ECDS Kindergarten Submission due date to TEA	January 28, 2027
ECDS Kindergarten data available to customers	February 11, 2027
Early Childhood Data System Collection (ECDS) - PK	**Dates**
TSDS ready to load data to IODS	August 3, 2026
ECDS Prekindergarten ready for users to complete	May 3, 2027
ECDS Prekindergarten Submission due to ESCR19	June 17, 2027
ECDS Prekindergarten Submission due to TEA	June 24, 2027
ECDS Prekindergarten data available to customers	July 8, 2027
PEIMS-Fall Enrollment Submission	**Dates**
TSDS ready to load data to IODS	August 3, 2026
Close of school-start window - Last Friday in September	September 25, 2026
PEIMS Fall Enrollment snapshot date	October 2, 2026
TSDS PEIMS Fall Enrollment ready for users to complete, approve, and accept submissions	October 5, 2026
PEIMS Fall Enrollment Submission due to ESCR19	October 8, 2026
PEIMS Fall Enrollment Submission due to TEA	October 15, 2026
PEIMS Fall Enrollment data available to customers	October 29, 2026
PEIMS Fall Submission (Sub 1)	**Dates**
TSDS ready to load data to IODS	August 3, 2026
PEIMS Fall snapshot date	October 30, 2026
TSDS PEIMS Fall ready for users to complete, approve, and accept submissions	November 2, 2026
Requests to retire Unique IDs due at TEA for PEIMS Fall First Submission	December 4, 2026
PEIMS Fall First Submission due date to ESCR19	December 3, 2026
PEIMS Fall First Submission due date to TEA	December 10, 2026
Requests to retire Unique IDs due at TEA for PEIMS Fall Resubmission	January 15, 2027
PEIMS Fall Resubmission due date to ESCR19	January 14, 2027
PEIMS Fall Resubmission due date to TEA	January 21, 2027
PEIMS Fall data available to customers	February 18, 2027

2026-2027 TSDS Timelines by Collection

PEIMS Mid-Year Submission (Sub 2)	Dates
TSDS ready to load data to IODS	August 3, 2026
TSDS PEIMS Mid-Year ready for users to complete, approve, and accept submissions	December 21, 2026
PEIMS Mid-Year First Submission due date to ESCR19	January 21, 2027
PEIMS Mid-Year First Submission due date to TEA	January 28, 2027
PEIMS Mid-Year Resubmission due date to ESCR19	February 4, 2027
PEIMS Mid-Year Resubmission due date to TEA	February 11, 2027
PEIMS Mid-Year data available to customers	March 4, 2027
PEIMS Summer Submission (Sub 3)	**Dates**
TSDS ready to load data to IODS	August 3, 2026
TSDS PEIMS Summer ready for users to complete, approve, and accept submissions	May 17, 2027
Requests to retire Unique IDs due at TEA for PEIMS Summer First Submission	June 11, 2027
PEIMS Summer First Submission due date to ESCR19	June 10, 2027
PEIMS Summer First Submission due date to TEA	June 17, 2027
Requests to retire Unique IDs due at TEA for PEIMS Summer Resubmission	July 9, 2027
PEIMS Summer Resubmission due to ESCR19	July 8, 2027
PEIMS Summer Resubmission due to TEA	July 15, 2027
PEIMS Summer data available to customers	September 16, 2027
PEIMS Extended Year Submission (Sub 4)	**Dates**
TSDS ready to load data to IODS	August 3, 2026
TSDS PEIMS Extended Year ready for users to complete, approve, and accept submissions	July 26, 2027
Requests to retire Unique IDs due at TEA for PEIMS Extended Year First Submission	August 20, 2027
PEIMS Extended Year First Submission due to ESCR19	August 19, 2027
PEIMS Extended Year First Submission due to TEA	August 26, 2027
Requests to retire Unique IDs due at TEA for PEIMS Extended Year Resubmission	September 24, 2027
PEIMS Extended Year Resubmission due to ESCR19	September 23, 2027
PEIMS Extended Year Resubmission due to TEA	September 30, 2027
PEIMS Extended Year data available to customers	October 28, 2027
PEIMS Attendance Submission	**Dates**
TSDS ready to load data for six weeks attendance to IODS.	August 3, 2026
TSDS PEIMS 1st Six Weeks Attendance ready for users to complete, approve, and accept submission	September 14, 2026
1st Six Weeks Attendance Due to TEA	October 8, 2026
1st Six Weeks Attendance data available to customers	October 29, 2026
TSDS PEIMS 2nd Six Weeks Attendance ready for users to complete, approve, and accept submission	November 9, 2026
2nd Six Weeks Attendance Due to TEA	December 3, 2026
2nd Six Weeks Attendance data available to customers	December 31, 2026
TSDS PEIMS 3rd Six Weeks Attendance ready for users to complete, approve, and accept submission	January 4, 2027
3rd Six Weeks Attendance Due to TEA	January 28, 2027
3rd Six Weeks Attendance data available to customers	February 18, 2027
TSDS PEIMS 4th Six Weeks Attendance ready for users to complete, approve, and accept submission	February 22, 2027
4th Six Weeks Attendance Due to TEA	March 18, 2027
4th Six Weeks Attendance data available to customers	April 5, 2027
TSDS PEIMS 5th Six Weeks Attendance ready for users to complete, approve, and accept submission	April 19, 2027
5th Six Weeks Attendance Due to TEA	May 13, 2027
5th Six Weeks Attendance data available to customers	June 3, 2027

2026-2027 TSDS Timelines by Collection

Residential Facility Tracker (RFT) Collection	Dates
TSDS ready to load data to IODS	August 3, 2026
All RF Tracker data up to this point must be promoted, validated, and fatal free.	December 11, 2026
RF Tracker ready for users to complete	May 17, 2027
RF Tracker Submission due date to ESCR19	July 8, 2027
RF Tracker Submission due date to TEA	July 15, 2027
RF Tracker data available to customers	July 29, 2027
Special Education Language Acquisition (SELA)	**Dates**
TSDS ready to load data to IODS	August 3, 2026
Special Education Language Acquisition ready for users to complete	May 17, 2027
Special Education Language Acquisition Submission due to ESCR19	June 17, 2027
Special Education Language Acquisition Submission due to TEA	June 24, 2027
Special Education Language Acquisition data available to customers	July 8, 2027
Special Education Data System (SPEDS) - Summer	**Dates**
TSDS ready to load data to IODS	August 3, 2026
SPEDS Summer ready for users to complete	May 17, 2027
SPEDS Summer Submission due to ESCR19	July 22, 2027
SPEDS Summer Submission due to TEA	July 29, 2027
SPEDS Summer data available to customers	August 12, 2027
SPEDS - Video Camera Request	**Dates**
TSDS ready to load data to IODS	August 3, 2026
Special Education Data System Video Camera Request Submission ready for users to complete	May 17, 2027
Special Education Data System Video Camera Request Submission due to ESCR19	July 15, 2027
Special Education Data System Video Camera Request Submission due to TEA	July 22, 2027
Special Education Data System Video Camera Request Submission data available to customers	August 5, 2027
State Performance Plan Indicator (SPPI) 14 Collctn	**Dates**
TSDS ready to load data to IODS	August 3, 2026
SPPI-14 ready for users to complete	October 26, 2026
SPPI-14 Submission due to ESCR19	February 11, 2027
SPPI-14 Submission due to TEA	February 18, 2027
SPPI-14 data available to customers	March 4, 2027
TVC-Teacher Vacancy Collection	**Dates**
TSDS ready to load data to IODS	August 3, 2026
2026-2027 Teacher Vacancy Collection ready for users to complete	September 7, 2027
Teacher Vacancy due to ESCR19	September 16, 2027
Teacher Vacancy due to TEA	September 23, 2027
Teacher Vacancy Collection data available to customers	October 7, 2027
UID Enrollment Event	**Dates**
Beginning of school year cumulative enrollment event file due date for LEAs	September 11, 2026
(Thereafter, enrollment event files should be submitted each week an LEA is in session based on the local instructional calendar when there is any enrollment or withdrawal activity.)	

Texas Education Agency



2025-2026 CORE & DMC UPDATE

July 29 – July 31, 2025

Agenda – 2025-2026 Core & DMC Update
2026.2.0 TEDS

- Statistics
- Charter School Waitlist
- Early Childhood Data System
- Residential Facility Tracker
- State Performance Plan Indicator 14
- Class Roster Winter
- Special Education Language Acquisition
- Core Application Enhancements
- Data Management Center Enhancements
- Promotion Logic
- Questions





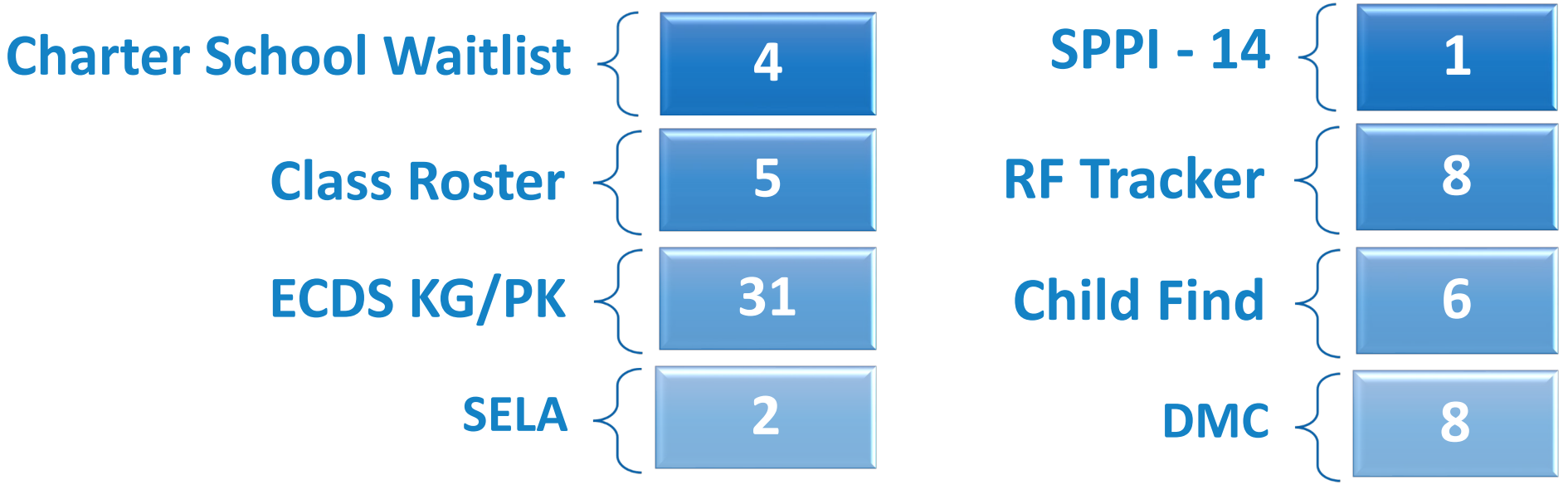
Statistics

First, Some Stats –TIMS Tickets (8/1/24-7/18/25)

Class Roster	• ESC / Level 2 = 100 • TSDS Support / Level 3 = 370
ECDS PK*	• ESC / Level 2 = 141 • TSDS Support / Level 3 = 341
SELA	• ESC / Level 2 = 21 • TSDS Support / Level 3 = 77
RF Tracker	• ESC / Level 2 = 36 TSDS Support / Level 3 = 215
Child Find	• ESC / Level 2 = 40 TSDS Support / Level 3 = 114

* 2/20/25 – 7/18/25

First, Some Stats – 2024-2025 Resolved Known Issues*

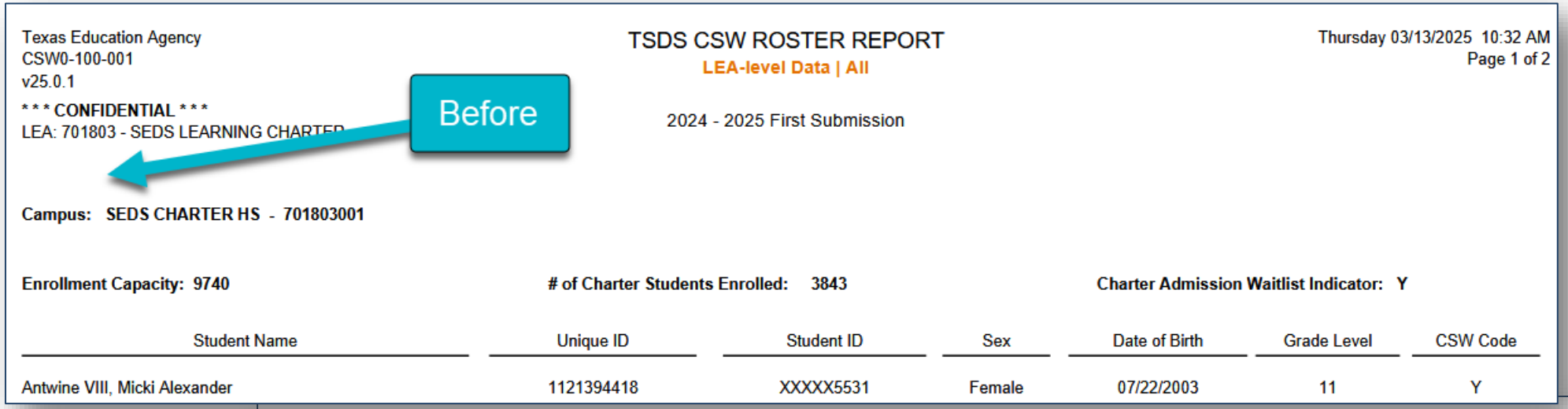


*Known Issues listed via TSDSKB-600



Charter School Waitlist

CSW Report Sub Header – With Waitlist



Texas Education Agency
CSW0-100-001
v25.0.1
*** CONFIDENTIAL ***
LEA: 701803 - SEDS LEARNING CHARTER

Before

TSDS CSW ROSTER REPORT
LEA-level Data | All

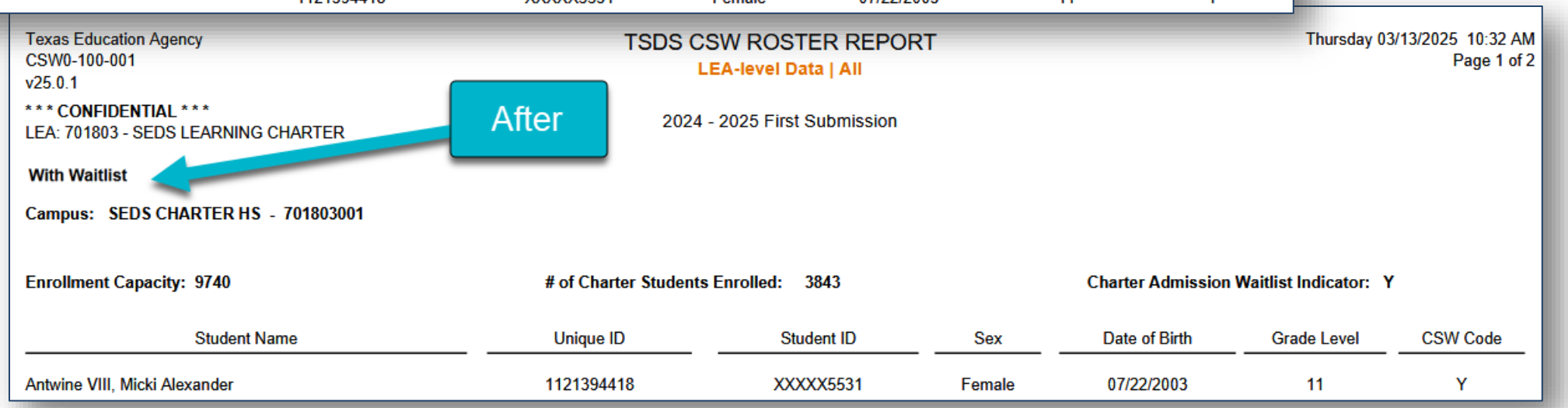
2024 - 2025 First Submission

Thursday 03/13/2025 10:32 AM
Page 1 of 2

Campus: SEDS CHARTER HS - 701803001

Enrollment Capacity: 9740 **# of Charter Students Enrolled: 3843** **Charter Admission Waitlist Indicator: Y**

Student Name	Unique ID	Student ID	Sex	Date of Birth	Grade Level	CSW Code
Antwine VIII, Micki Alexander	1121394418	XXXXX5531	Female	07/22/2003	11	Y



Texas Education Agency
CSW0-100-001
v25.0.1
*** CONFIDENTIAL ***
LEA: 701803 - SEDS LEARNING CHARTER

After

With Waitlist

TSDS CSW ROSTER REPORT
LEA-level Data | All

2024 - 2025 First Submission

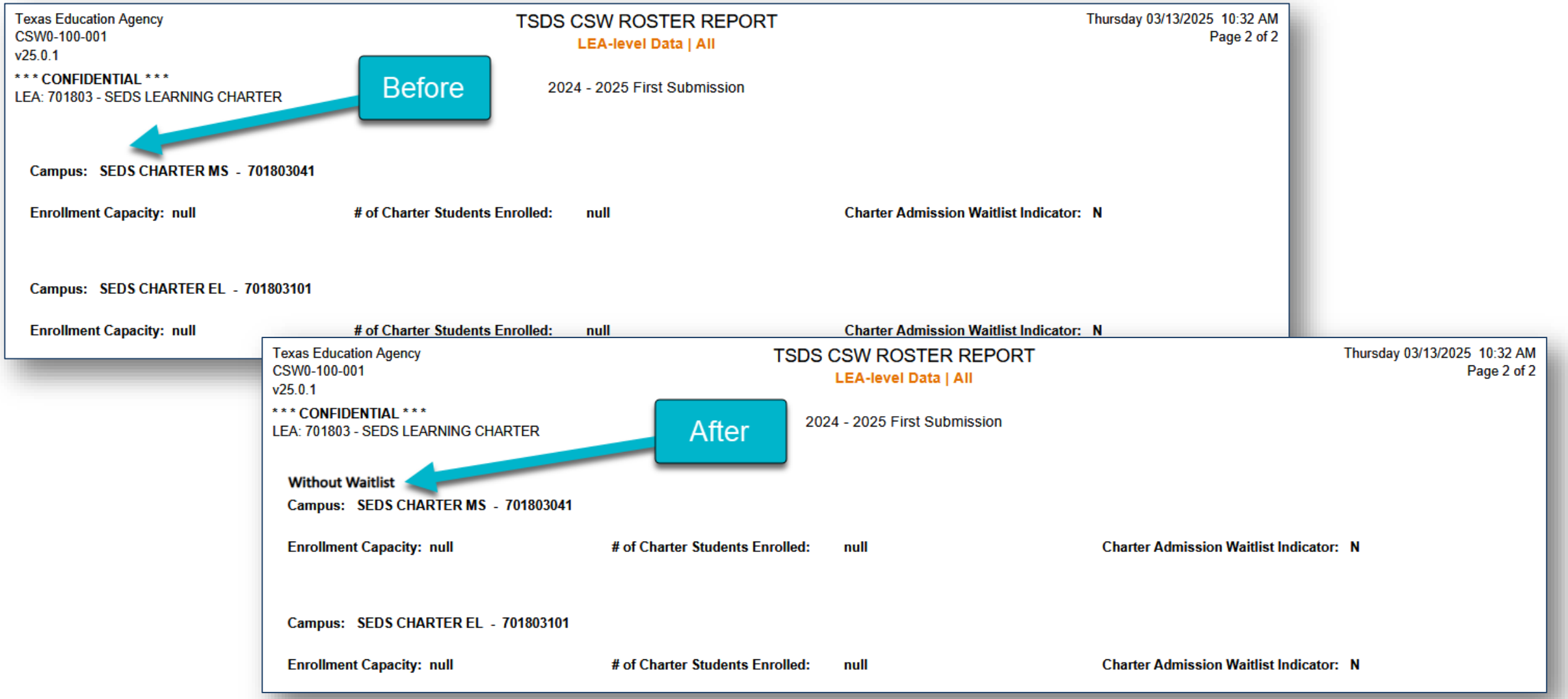
Thursday 03/13/2025 10:32 AM
Page 1 of 2

Campus: SEDS CHARTER HS - 701803001

Enrollment Capacity: 9740 **# of Charter Students Enrolled: 3843** **Charter Admission Waitlist Indicator: Y**

Student Name	Unique ID	Student ID	Sex	Date of Birth	Grade Level	CSW Code
Antwine VIII, Micki Alexander	1121394418	XXXXX5531	Female	07/22/2003	11	Y

CSW Report Sub Header – Without Waitlist





Early Childhood Data System

Early Childhood Data System (ECDS)

- New Classroom Position Descriptor (C309)
  - Teacher Resident (06)
  - Promoted as reported, and reports show what is promoted
  - No impact on promotion logic
- Adding CourseCode 01020100 for ECDS PK
  - Already added in 2024-2025 to ECDS KG
  - Allows for interpretation by LEA for “Transitional/Pre-First Grade” curriculum
- Reports Deep Dive Analysis
  - All ECDS reports are under analysis
  - Reconfigure to better align with new data structures in the TSDS Upgrade
  - Simplify for easier use for review and validation by LEAs

Early Childhood Data System - Assessments

- New ECDS Assessment Specification Guide available
- Assessment adjustment for BOY/EOY PK LION for Prekindergarten
  - Min/Max and Lowest proficient score ranges were updated for BOY/EOY PK LION English and Spanish assessments.
- Children's Learning Institute (CLI) is changing the name of their kindergarten assessment:

  From TxKEA to BOY KG CIRCLE CLI English
  BOY KG CIRCLE CLI Spanish

Contact ECE Division Support



Residential Facility Tracker

Residential Facility Tracker (RFT)

- 2026.2.0 TEDS change in the StudentSpecialEducationProgramAssociation Entity EducationOrganization reference to the 6-digit LEA ID (instead of the 9-digit Campus ID) will resolve these promotion errors.

Category	Subcategory	Severity	Message
Student	Student Residential Facility	FATAL	Error: ORA-00001: unique constraint (.) violated at ORA-06512: at "SCH_CC.RFT_ETL_2025_YRLY_STU_RES_FAC", line 172 **Data:** ACAD_YR=2025, LEA_ID=701603, RF_EFFECTIVE_DT=01-JAN-25, STU_UNQ_ID=1121337643, RES_FAC_ID=261957 **Identifying Info:** ACAD_YR=2025, LEA_ID=701603, RF_EFFECTIVE_DT=01-JAN-25, STU_UNQ_ID=1121337643, RES_FAC_ID=261957

Contact Review & Support



State Performance Plan Indicator 14

State Performance Plan Indicator 14

- Business rule 49010-0012 was added to check for missing parent email address information.

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
49010-0012	For a Parent, the ElectronicMailAddress and ElectronicMailType should be provided.	S	✓		District, Charter
	For a Parent, the ElectronicMailAddress and ElectronicMailType should be provided.	L2, L3			

- Promotion errors incurred due to the length of a data element in the IODS have been corrected in the SPPI-14 data mart and should no longer occur.
  - StreetNumberName (E1114)
  - TelephoneNumber (E1269)



Class Roster Winter

Class Roster Winter

- Issue identified in 2024-2025: Staff who had left the LEA were still reported with a TeacherIncentiveAllotmentDesignation (E1722).
- TEA is actively researching this issue and will provide guidance in an upcoming Field Coordinator Network (FCN) communication.

Contact TIA Support



Special Education Language Acquisition

Special Education Language Acquisition (SELA)

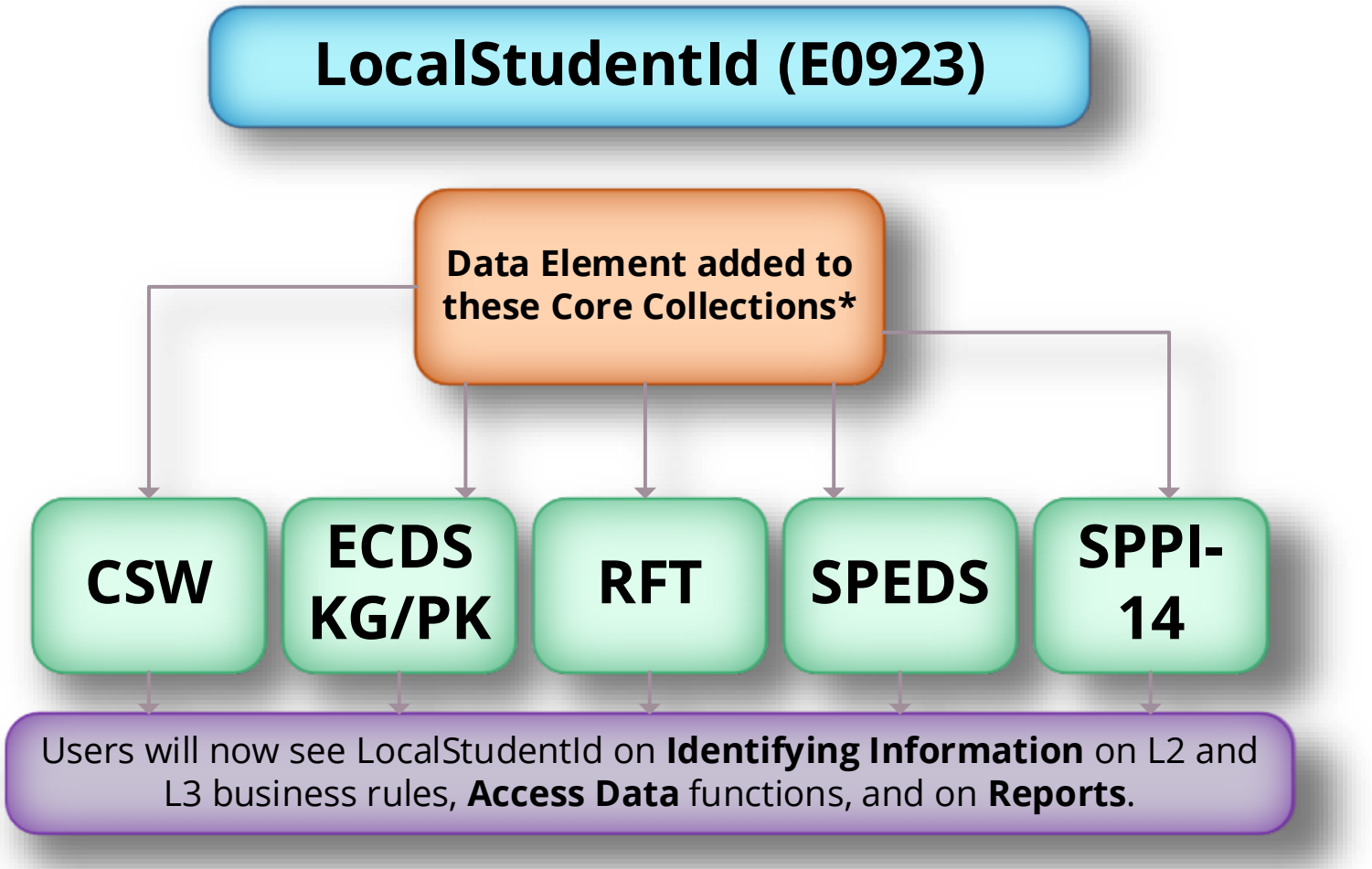
- Currently, the campus promoted into the Core Data Mart comes from the 9-digit EducationOrganization reference from the StudentSpecialEducationProgramAssociation (SSEPA).
- 2026.2.0 TEDS changes that reference to the 6-digit EducationOrganization reference, instead of the 9-digit SchoolID reference.
- SELA promotion logic will be adjusted to include StudentSchoolAssociation to ensure a campus is associated with each student reported.

TEA Resources for AI/VI Students



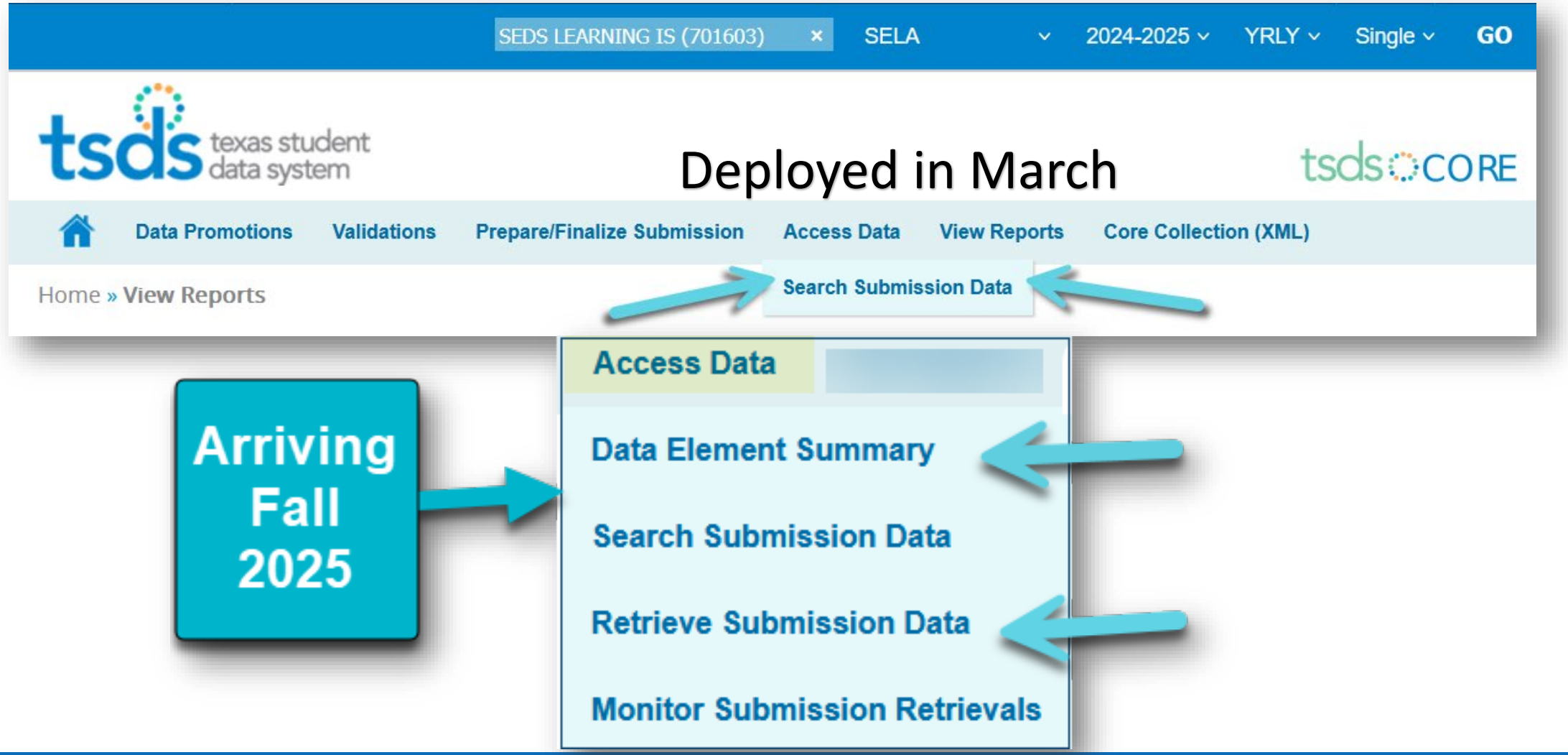
Core Application Enhancements

Added LocalStudentId to Core Collections



* Currently collected in CRW and SELA

Access Data – Core Application





Data Management Center Enhancements

First, More Stats – 2024-2025 DMC Enhancements

Level 1.5 Filters

- Added 'Updated' Date/Timestamp to Level 1.5 filter details

Claim Sets

- 'Waitlist Vendor' claim set added for CSW

Level 2 Validations

- Schedule Future Instance Level 2 Validation
- Schedule Recurring Level 2 Validation

Load Summary

- Added 'Last Updated' Date/Timestamp
- Updated to include entities with zero (0) records published

Unaffiliated Staff/Student

- Added 'Verified' functionality

Search Data

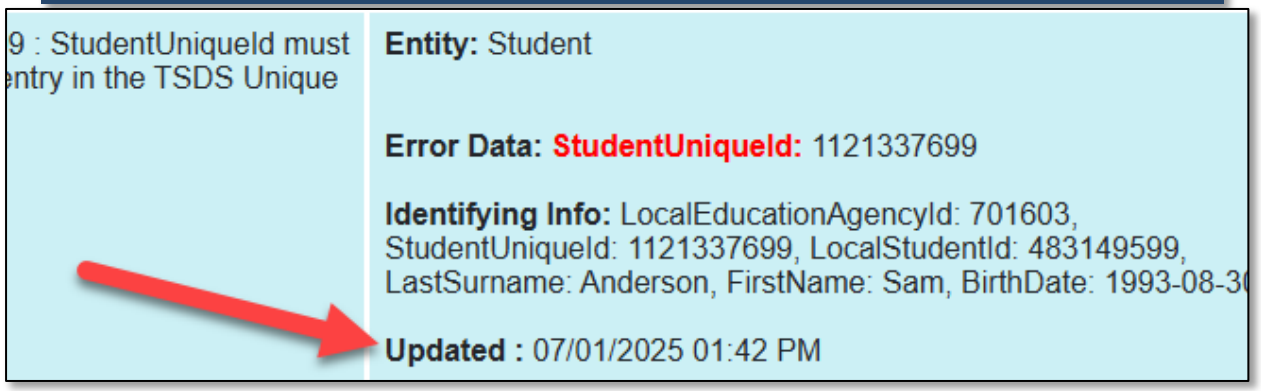
- Added a scrollable entity search bar
- Updated search to include entities with zero (0) records published
- Added 'Entity Last Updated' Date/Timestamp

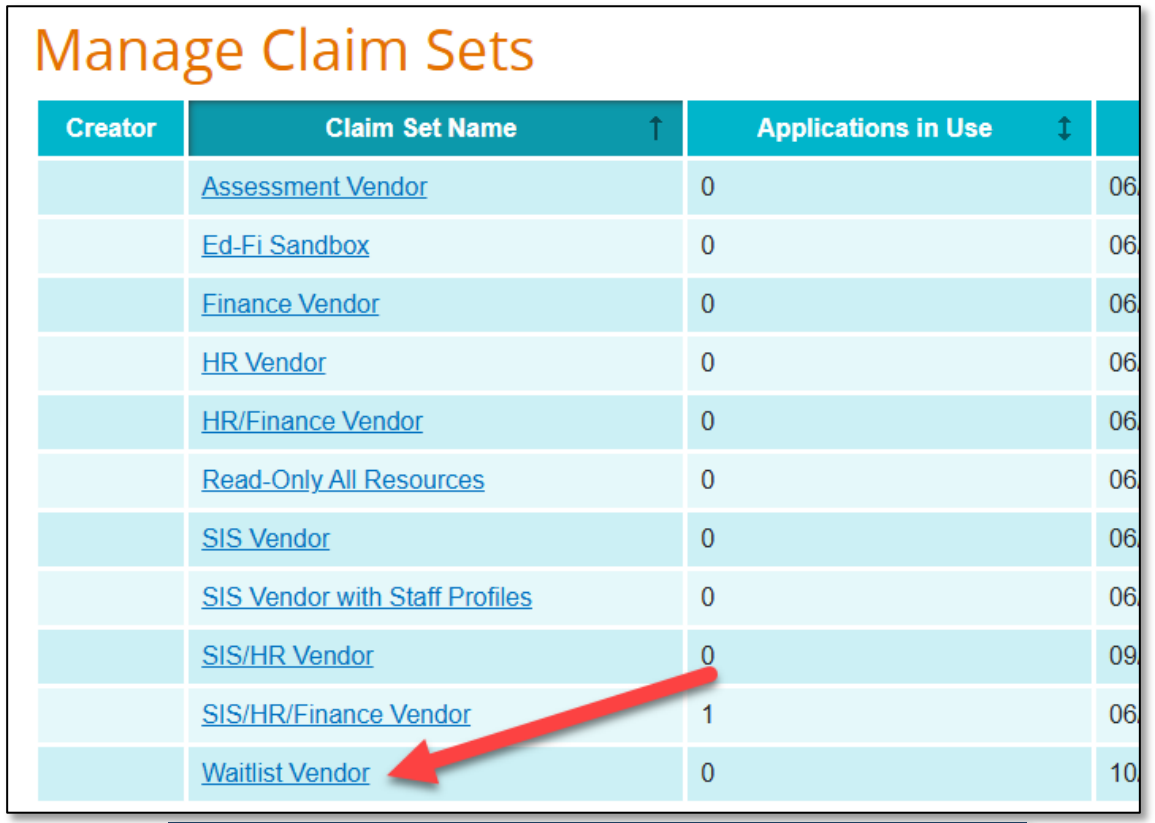
Export Data

- 36 entities available for CSV export

DMC: Timestamp & New Claimset

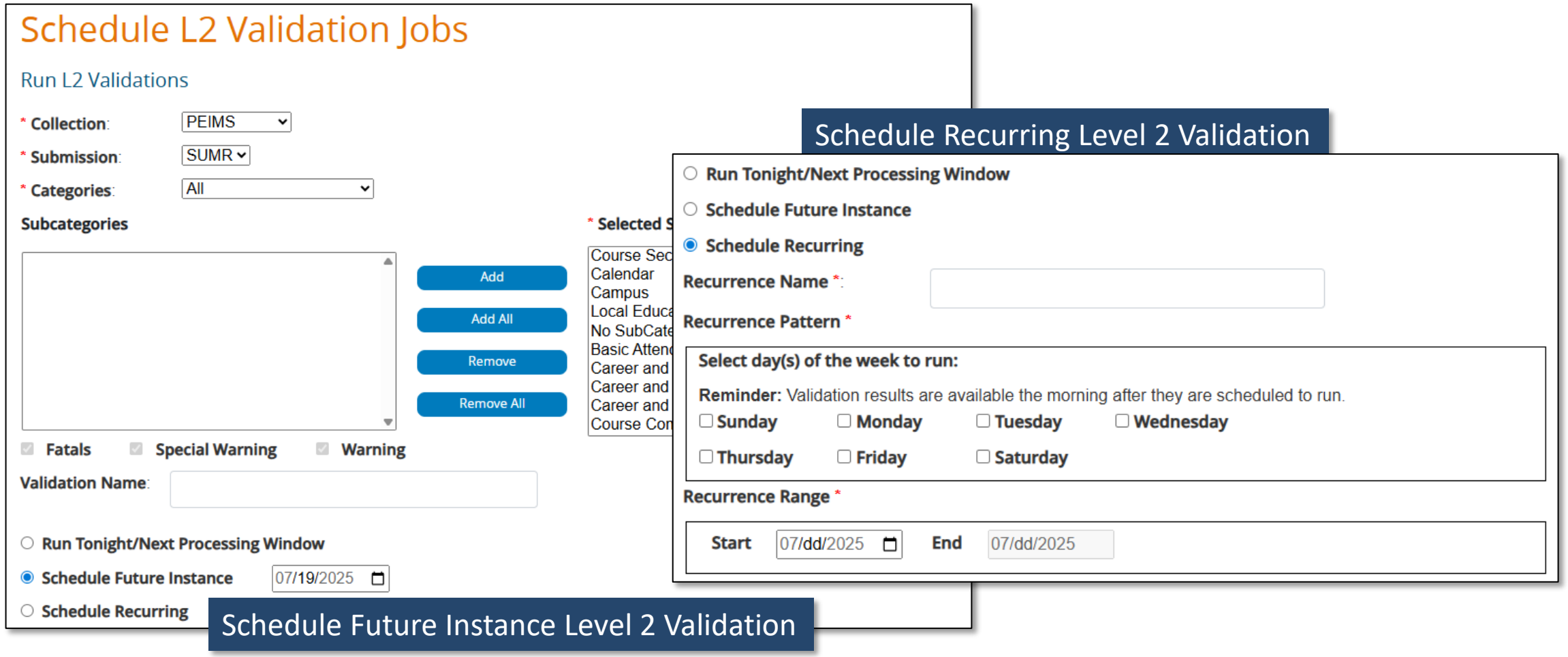
‘Updated’ Date/Timestamp added to Level 1.5 filter details



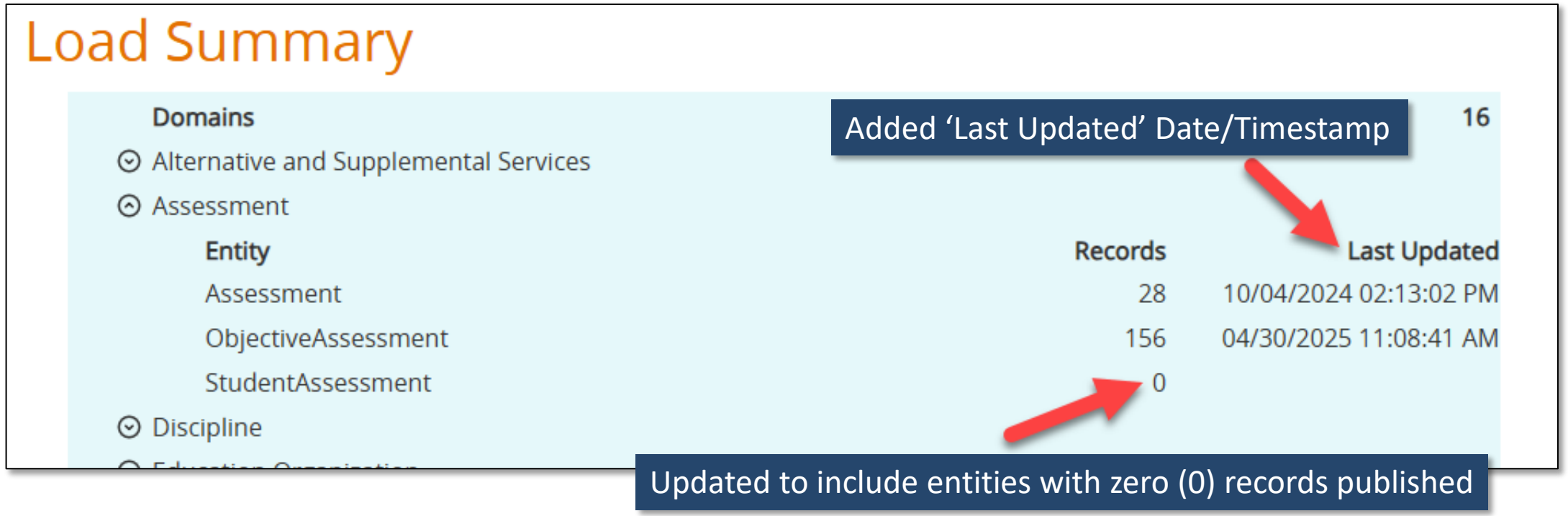


‘Waitlist Vendor’ claim set added for CSW

DMC: Level 2 Validations

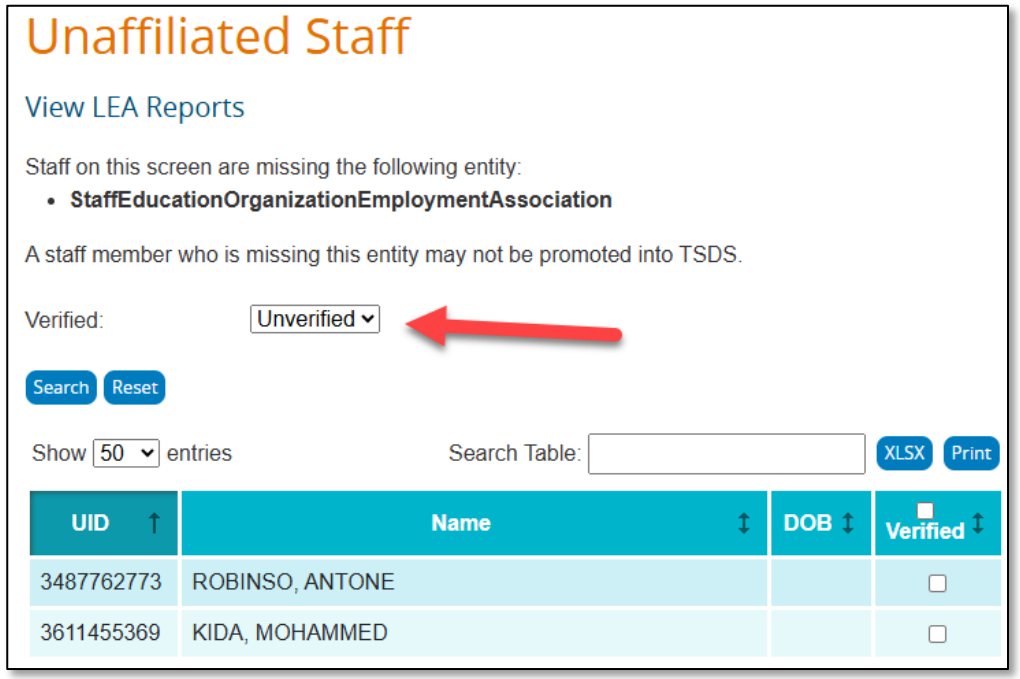


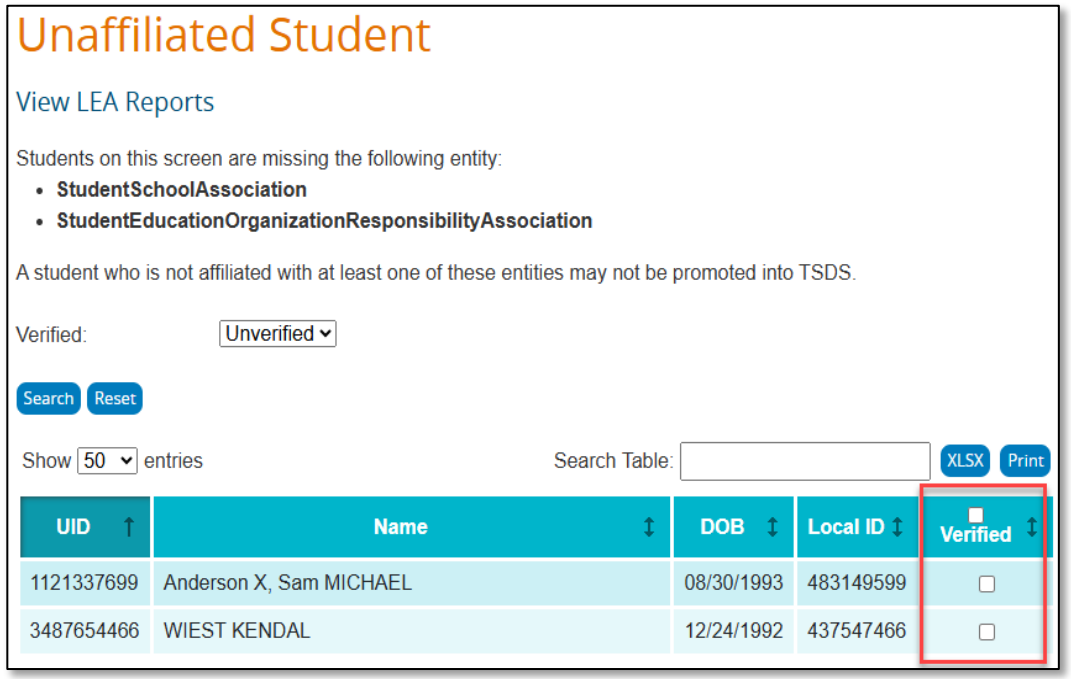
DMC: Load Summary



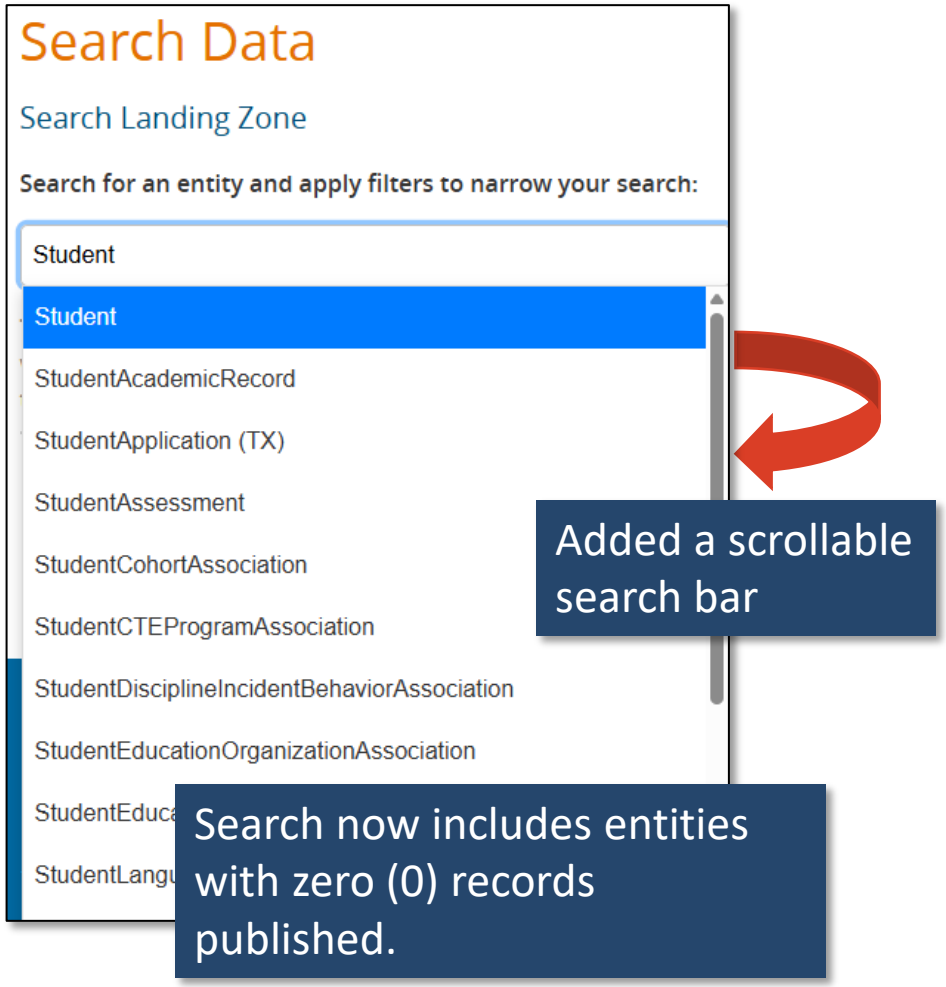
DMC: Unaffiliated Reports

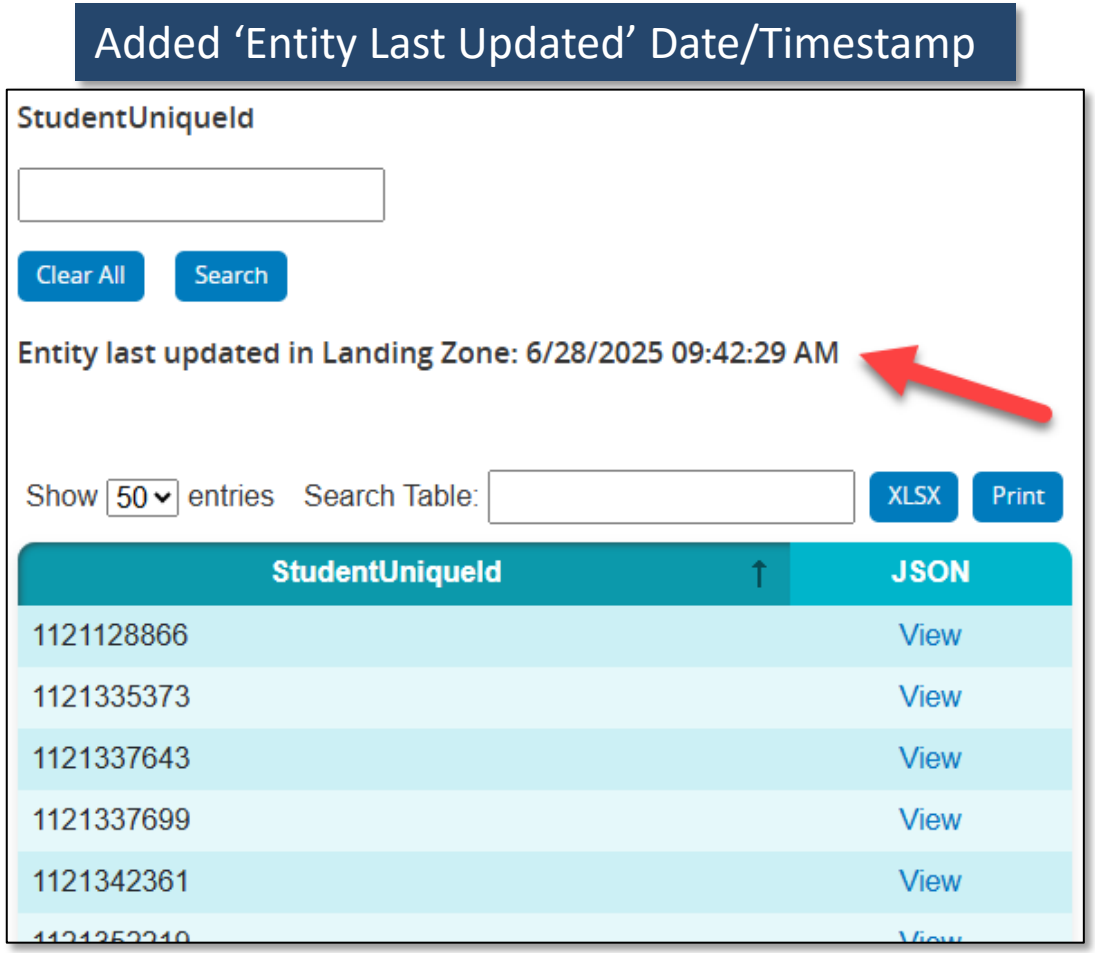
Added ‘Verified’ functionality to Unaffiliated Staff and Unaffiliated Student reports



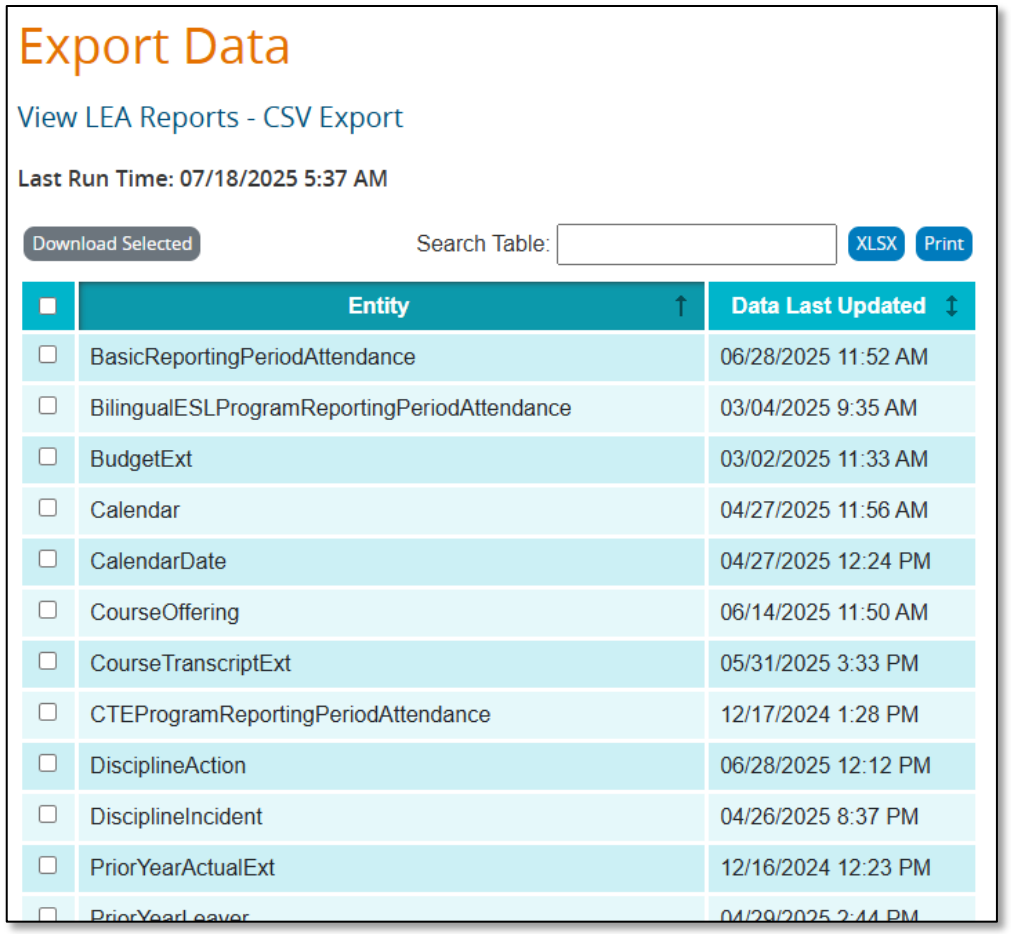


DMC: Search Data





DMC: Export Data



- Export Data – CSV Export added
  - 36 entities currently available.
  - More being added in the 2025-2026 school year!

Data: Export Data

Release Date August 29, 2025	
ContractedInstructionalStaffFTEExt	PEIMS Fall
PayrollExt	PEIMS Fall
SSAOrgAssociationExt	PEIMS Fall
SharedServiceArrangementExt	PEIMS Mid-Year
PriorYearSSAOrgAssociationExt	PEIMS Mid-Year

Release Date October 31, 2025	
Parent	SPPI – 14
PriorYearLeaverStudentParentAssociation	SPPI – 14
StudentParentAssociation	SPPI – 14

Data Management Center



A special update to be shared on July 29th during this presentation.



Promotion Logic

Release of Promotion Logic Documentation

- Updated for 2026.2.0 TEDS Target Release Dates

August 29, 2025

CSW

RF Tracker

ECDS KG

SPEDS

September 30, 2025

Class Roster Winter

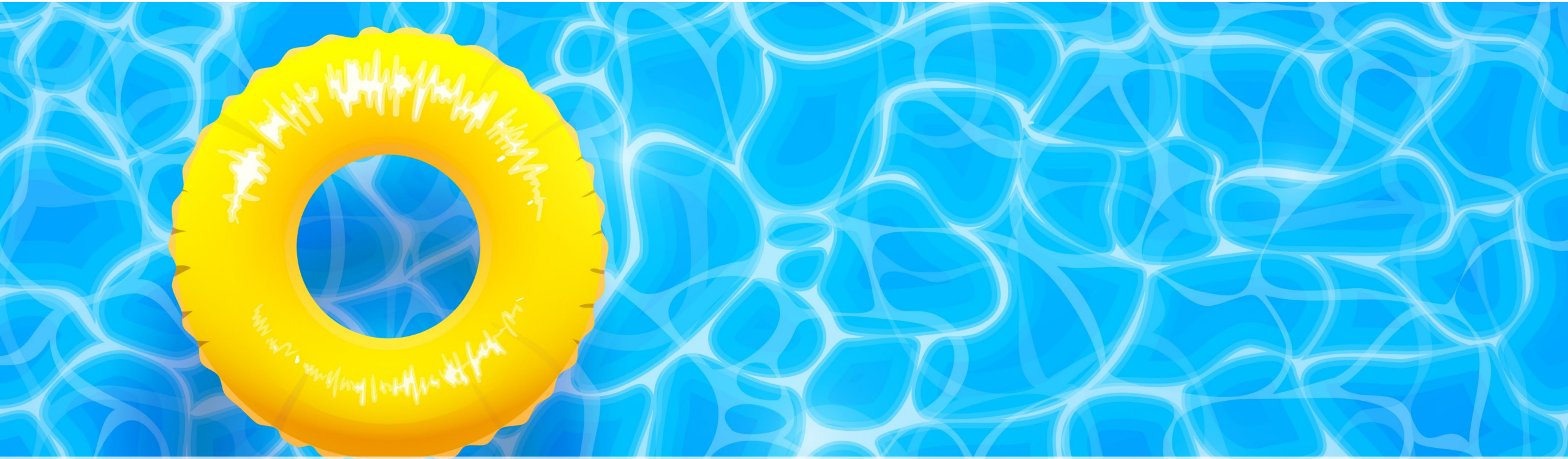
ECDS PK

SPPI – 14

SELA


QUESTIONS?

Texas Education Agency



2025-2026 PEIMS UPDATE

July 29 – July 31, 2025

Agenda: 2025-2026 PEIMS Update 2026.2.0 TEDS

- Statistics
- Middle School Advanced Mathematics
- OnRamps Dual Enrollment Indicator
- Special Education Changes
- Begin and End Date for Homeless Identification
- Notable Changes
- Promotion Logic
- Questions



Statistics



First, Some Stats – TIMS and 2024-2025 Known Issues*

Resolved TIMS Tickets**

- PEIMS Level 2 = 850
- PEIMS Level 3 = 2,100

Resolved Known Issues

- PEIMS Fall = 47
- PEIMS Mid-Year = 5
- PEIMS Summer = 51
- PEIMS Extended Year = 6

*Known Issues listed via TSDSKB-600

**Timeframe: 2/20/25 – 7/18/25

First, Some Stats – Released PEIMS CSV Reports

PEIMS Fall

PDM1-100-001	PDM1-120-015
PDM1-100-002	PDM1-120-016
PDM1-110-007	PDM1-120-018
PDM1-111-002	PDM1-120-019
PDM1-111-003	PDM1-121-006
PDM1-111-004	PDM1-121-009
PDM1-120-003	PDM1-124-002
PDM1-120-006	PDM1-124-004
PDM1-120-007	PDM1-124-006
PDM1-120-013	PDM1-124-007

PEIMS Mid-Year

PDM2-100-001	PDM2-101-003
PDM2-100-002	PDM2-102-001
PDM2-100-009	PDM2-450-001
PDM2-100-010	PDM2-450-002
PDM2-100-016	PDM2-450-003
PDM2-100-017	PDM2-450-004
PDM2-100-018	PDM2-450-005

PEIMS Summer

PDM3-116-003	PDM3-130-007
PDM3-120-001	PDM3-131-001
PDM3-120-003	PDM3-131-002
PDM3-120-006	PDM3-131-003
PDM3-120-007	PDM3-131-004
PDM3-120-008	PDM3-131-005
PDM3-120-009	PDM3-131-007
PDM3-120-010	PDM3-131-008
PDM3-120-017	PDM3-131-009
PDM3-120-018	PDM3-131-011
PDM3-120-020	PDM3-132-002
PDM3-120-021	PDM3-132-004
PDM3-120-022	PDM3-133-001
PDM3-122-002	PDM3-133-002
PDM3-125-002	PDM3-454-001
PDM3-125-004	

PEIMS Extended Year

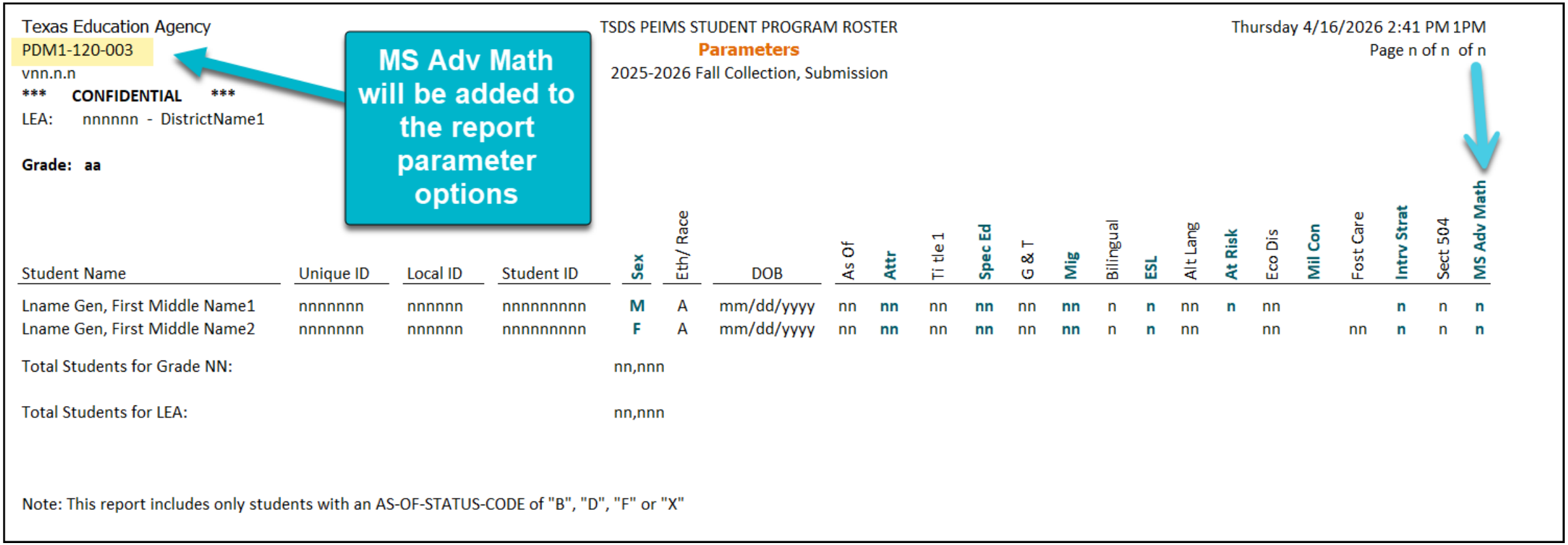
PDM4-116-003	PDM4-120-006
PDM4-120-001	PDM4-131-001
PDM4-120-003	PDM4-133-001
PDM4-120-003	PDM4-133-002
PDM4-120-004	PDM4-133-003
PDM4-120-005	PDM4-140-001



Middle School Advanced Mathematics

Middle School Advanced Mathematics Reports

"MS Adv Math" indicator will be added to PEIMS Fall reports: PDM1-120-003 and PDM1-120-005.



Texas Education Agency
PDM1-120-003
vnn.n.n
*** CONFIDENTIAL ***
LEA: nnnnnn - DistrictName1

Grade: aa

MS Adv Math will be added to the report parameter options

TSDS PEIMS STUDENT PROGRAM ROSTER
Parameters
2025-2026 Fall Collection, Submission

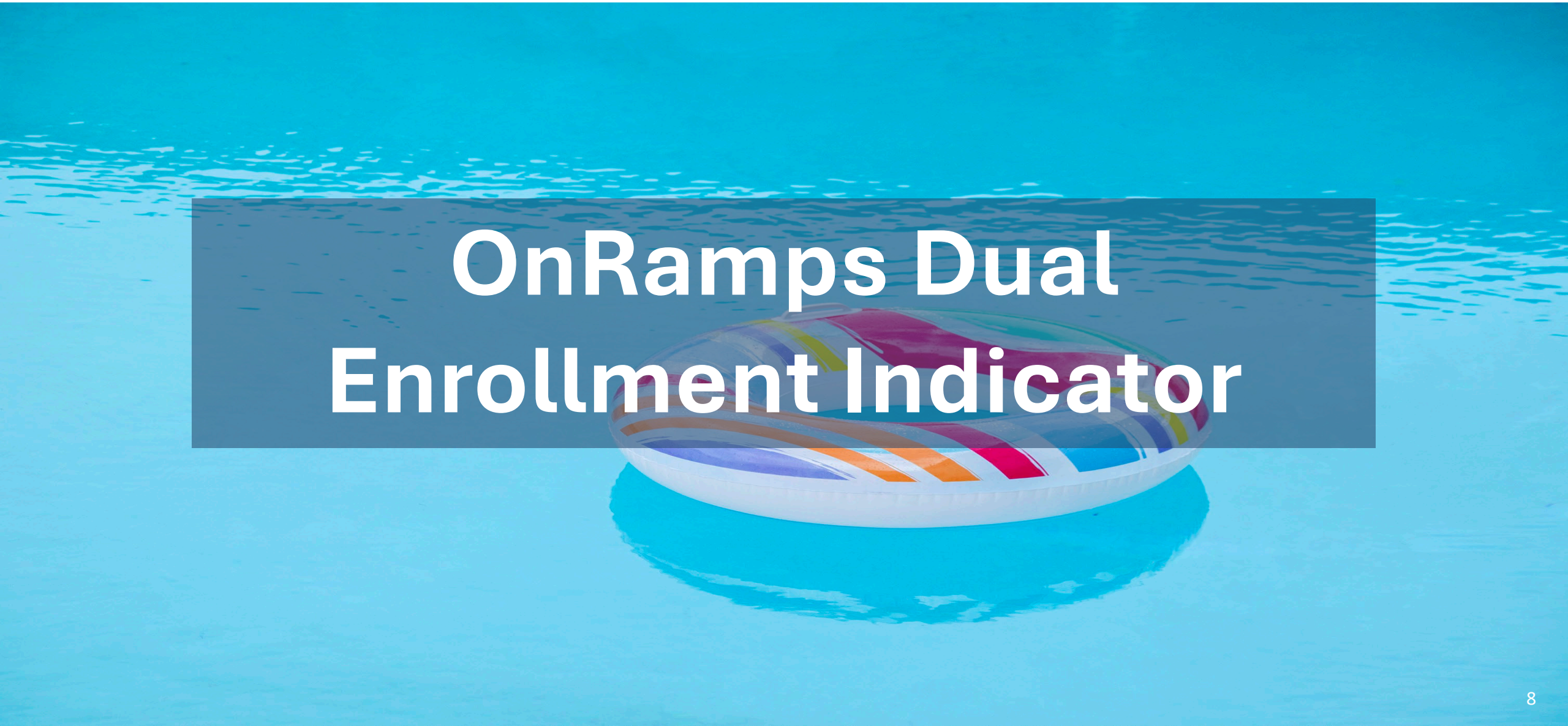
Thursday 4/16/2026 2:41 PM 1PM
Page n of n of n

Student Name	Unique ID	Local ID	Student ID	Sex	Eth/ Race	DOB	As Of	Attr	Ti tle 1	Spec Ed	G & T	Mig	Bilingual	ESL	Alt Lang	At Risk	Eco Dis	Mil Con	Fost Care	Intrv Strat	Sect 504	MS Adv Math
Lname Gen, First Middle Name1	nnnnnnn	nnnnnn	nnnnnnnnn	M	A	mm/dd/yyyy	nn	nn	nn	nn	nn	nn	n	n	nn	n	nn			n	n	n
Lname Gen, First Middle Name2	nnnnnnn	nnnnnn	nnnnnnnnn	F	A	mm/dd/yyyy	nn	nn	nn	nn	nn	nn	n	n	nn		nn		nn	n	n	n

Total Students for Grade NN: nn,nnn

Total Students for LEA: nn,nnn

Note: This report includes only students with an AS-OF-STATUS-CODE of "B", "D", "F" or "X"



OnRamps Dual Enrollment Indicator

On Ramps Dual Enrollment Data and Reports

- OnRampsIndicator (E3120) indicates that a student has completed an OnRamps dual enrollment course.
- College hours issued and accepted in the UT OnRamps program will continue to be determined by a report from the UT OnRamps program staff.
  - College hours may be reported for a student who passes the course, though declines to accept the college credit from the University of Texas at Austin.
  - The student may be reported as passing an OnRamps course without reporting college hours.
- OnRampsIndicator will display on the following reports:
  - PDM3-133-002 Students Completing Courses with Advanced/Dual Credit/Enrollment
    - OnRamps will be a selection parameter
  - PDM3-120-008 Students with Dual Credit Courses and College Credit Hours

Special Education Changes

Special Education (SPED) Changes

Early Childhood Special Education (ECSE)

- Program area guidance concerning ECSE (SPEDProgSvc E3058 Descriptor ‘19’) now defines that students served in ECSE cannot be enrolled in kindergarten classes.

DR7

19 – Early Childhood Special Education Services
Definition
The **Early Childhood Special Education Services** special education program service indicates whether the preschool student, age three through five years old and not in kindergarten, is receiving any special education and related services from the school district or charter school in any setting(s) or environment. [See 19 TAC §89.1035, and 34 CFR §300.101(b)]
Special Instructions
Students, three through five years old (not in kindergarten), previously reported with the Early Childhood Special Education Services descriptor, who are six years old as of the PEIMS Fall snapshot date (last Friday in October), should not be reported with the descriptor. The Early Childhood Special Education (ECSE) Services can only be reported for students receiving special education services who are at least three and less than six years of age and not in kindergarten on the PEIMS Fall snapshot date. All students receiving special education services under IDEA Part B who are ages three through five (not in kindergarten), as of the PEIMS Fall snapshot date (last Friday in October), are participating in ECSE program and must be reported as Early Childhood Special Education Services regardless of their disability or instructional setting. ECSE is a Texas term which refers to a federally funded program under IDEA Part B which is targeted specifically for three- through five-year-old (not in kindergarten) students receiving special education and related services. ECSE includes students whose only special education service is speech therapy regardless of where the services are provided. Each LEA shall ensure that a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services. (34CFR §300.115) For three- through five-year-old (not in kindergarten) students receiving ECSE services, the LEA continuum could include but is not limited to: • LEA or Community Childcare Programs • Prekindergarten Programs • Head Start Programs • Home Environment • Special Education Resource Settings • Special Education Self Contained Settings • LEA or Community Therapy Settings (Speech, OT/PT, etc.)
Former Data Element Name and Number
PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD (E0899)
Submission
PEIMS Fall, RF-Tracker

Special Education (SPED) Changes

Early Childhood Special Education

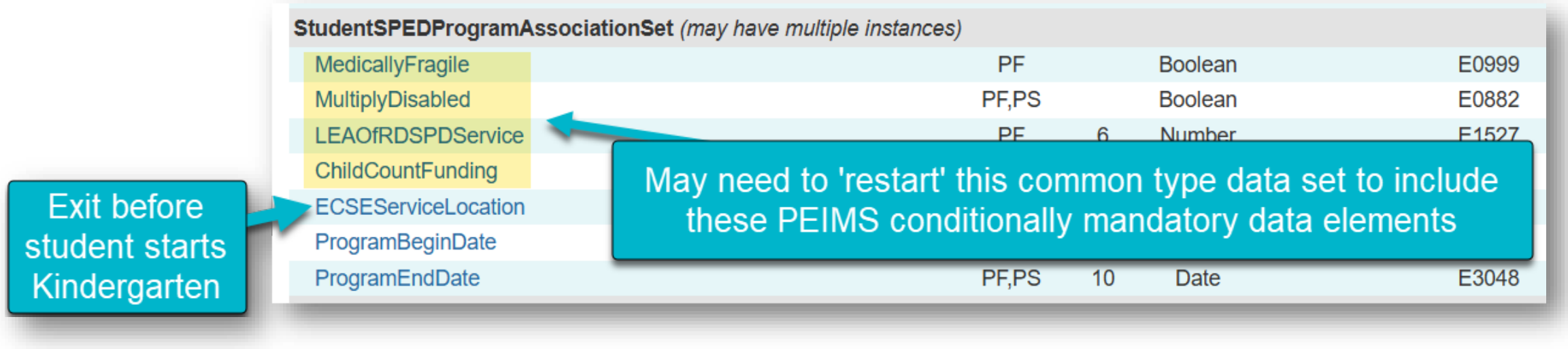
- Rules 41163-0014 and 41163-0016 have been updated to reflect this fundamental change in the ECSE program.

41163-0014	On the PEIMS Fall snapshot date, if a SPEDProgramSvc of Early Childhood Special Education Services ("19") is reported, then age on the PEIMS Fall snapshot date must be 3, 4, or 5, EntryGradeLevel must not be "KG", and a SPEDProgramSvc of Early Childhood Intervention Services ("20") must not be reported.	Fatal	PEIMS Fall
	A student receiving Early Childhood Special Education Services must be 3, 4, or 5 years old on the PEIMS Fall snapshot date, must not be in KG, and is not eligible to receive Early Childhood Intervention Services.		
41163-0016	On the PEIMS Fall snapshot date, if age is 3, 4, or 5, EntryGradeLevel is not "KG", and ADAEligibility is not "0", then a SPEDProgramSvc of Early Childhood Special Education Services ("19") must be reported.	Fatal	PEIMS Fall
	A student not in kindergarten that is 3 - 5 years old on the PEIMS Fall snapshot date, with ADAEligibility indicating they are In Membership, must receive Early Childhood Special Education Services.		

Special Education (SPED) Changes

StudentSPEDProgAssocSet

- Reminder that multiple instances are possible for this data set.
- If one of the data elements in the data set is changed, the JSON should reflect a new data set with all the applicable data elements published.





Begin and End Date for Homeless Identification

Begin and End Date for Homeless Identification

- All instances to be promoted in PEIMS Summer Submission:
  - Promotion Logic update
  - Validation update
  - Reports update
- Discipline Impact:

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
	On the DisciplineDate, if this student's HomelessStatus is not blank on the same date, and Discipline is "05" or "25", then Behavior should be "05", "11", "12", "14", "27", "28", "29", "30", "31", "32", "36", "62", or "64".				
44425-0073	A homeless student should not receive an Out-Of-School Suspension (Discipline "05" or "25"), unless they are being disciplined for one of the following Behaviors: "05", "11", "12", "14", "27", "28", "29", "30", "31", "32", "36", "62", or "64". Note: HomelessStatus BeginDate and EndDate will be used to determine the student's status on the DisciplineDate.	S L2, L3		PS	District, Campus, Charter

Notable Changes



Notable Changes

- Advanced Technical Credit Indicator
  - Removed from all validations, reports and Access Data functionality
- New to Summer Elements
  - Student Characteristics: At Risk (01), Immigrant (02), and IEP Continuer (09)
- CampusIdOfAccountability (E1027)
  - Guidance update does not impact promotion logic or validation rules
  - Rules include:

Fatals

- 40110-0199
- 40110-0191
- 40203-0029
- 44425-0007

Special Warnings

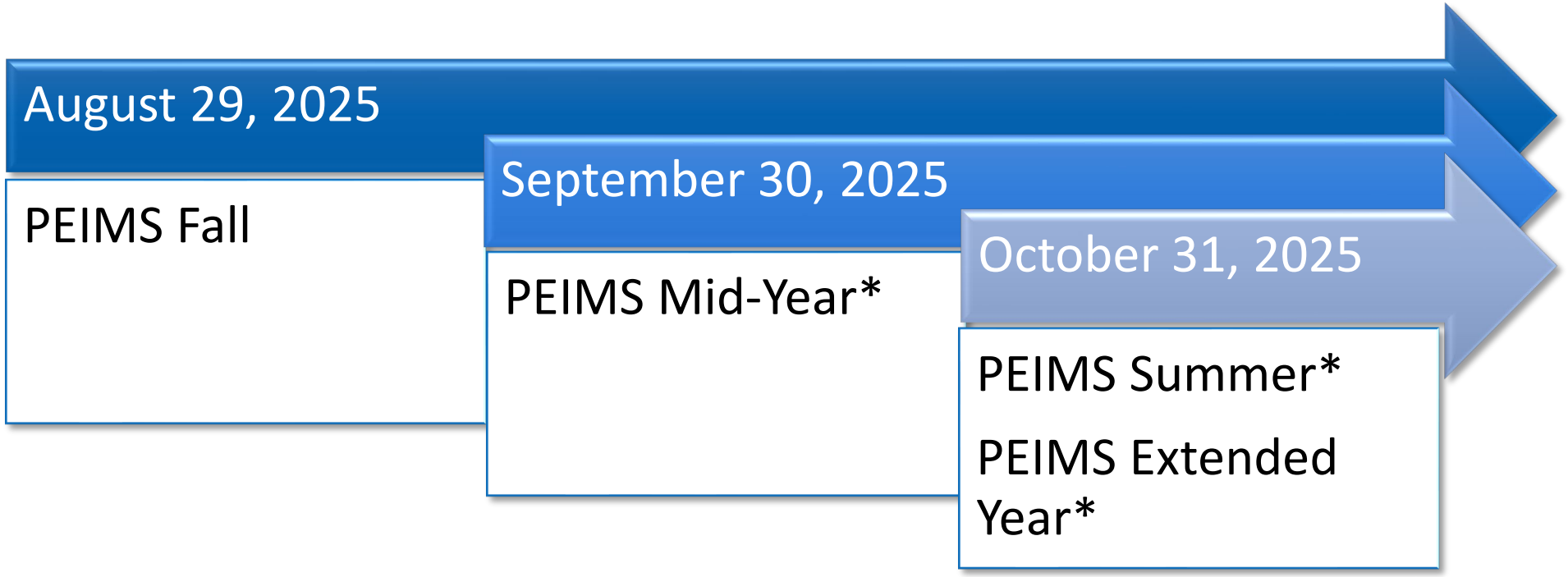
- 40110-0192

Promotion Logic



Release of Promotion Logic Documentation

- Tentative Release Dates for TEDS 2026.2.0:



*May change with TEDS 2026.2.1 Publication

Texas Education Agency



QUESTIONS?

LEASONS LEARNED & BEST PRACTICES

START EARLY

- Issue TSDS Keys, Secrets, and Categories
  - Do not delete prior-year Keys and Secrets.
  - Verify you are working in the correct school year.
  - Select the correct Claim Set.
- Verify TEAL Access
  - Confirm all required roles and privileges are assigned before submissions begin.

ESTABLISH A SUBMISSION TIMELINE

- Distribute the submission timeline to all key staff.
- Ensure essential personnel are available throughout the submission process to avoid delays.

STAY CURRENT WITH VENDOR UPDATES

- Attend vendor user group meetings and webinars.
- Stay informed of software updates, known issues, and required patches that may impact TSDS submissions.

UPDATE FLEX ATTENDANCE & SPED CODING THROUGHOUT THE YEAR

- Keep Flex Attendance and SPED coding updated every six weeks.
- Avoid waiting until the attendance submission deadline, when corrections become more difficult and time-consuming.

OBTAIN PROGRAM AREA SIGN-OFF

- Require Special Programs staff to review and sign off on TSDS reports.
- This confirms the reported data has been reviewed and validated prior to the completion of the submission.

ECDS

- Verify early that assessment data is successfully loaded into TSDS to resolve publishing issues before submission deadlines.

CTE REPORTING UPDATE

- Per the State Performance Plan Division, Office of Special Populations and Student Supports:
- Explorers are not included with Participants, Students previously reported as Explorer ("E") are now included with Participant ("5").

IMPLEMENTATION OF DATA CHECKPOINTS

- We will be establishing submission-specific data checkpoints.
- To verify that each LEA can successfully publish and submit data before the deadline.

REQUESTING EXTENSIONS CORE VS PEIMS

- Extensions for Core Collections do not have to be requested by the superintendent, they can be requested by anyone with the role of Core LEA Data Approver.
- Extensions for PEIMS Collections must be requested by the superintendent, to include all attendance submissions.

ESC 19
EDUCATION SERVICE CENTER
REGION 19 • EL PASO, TX

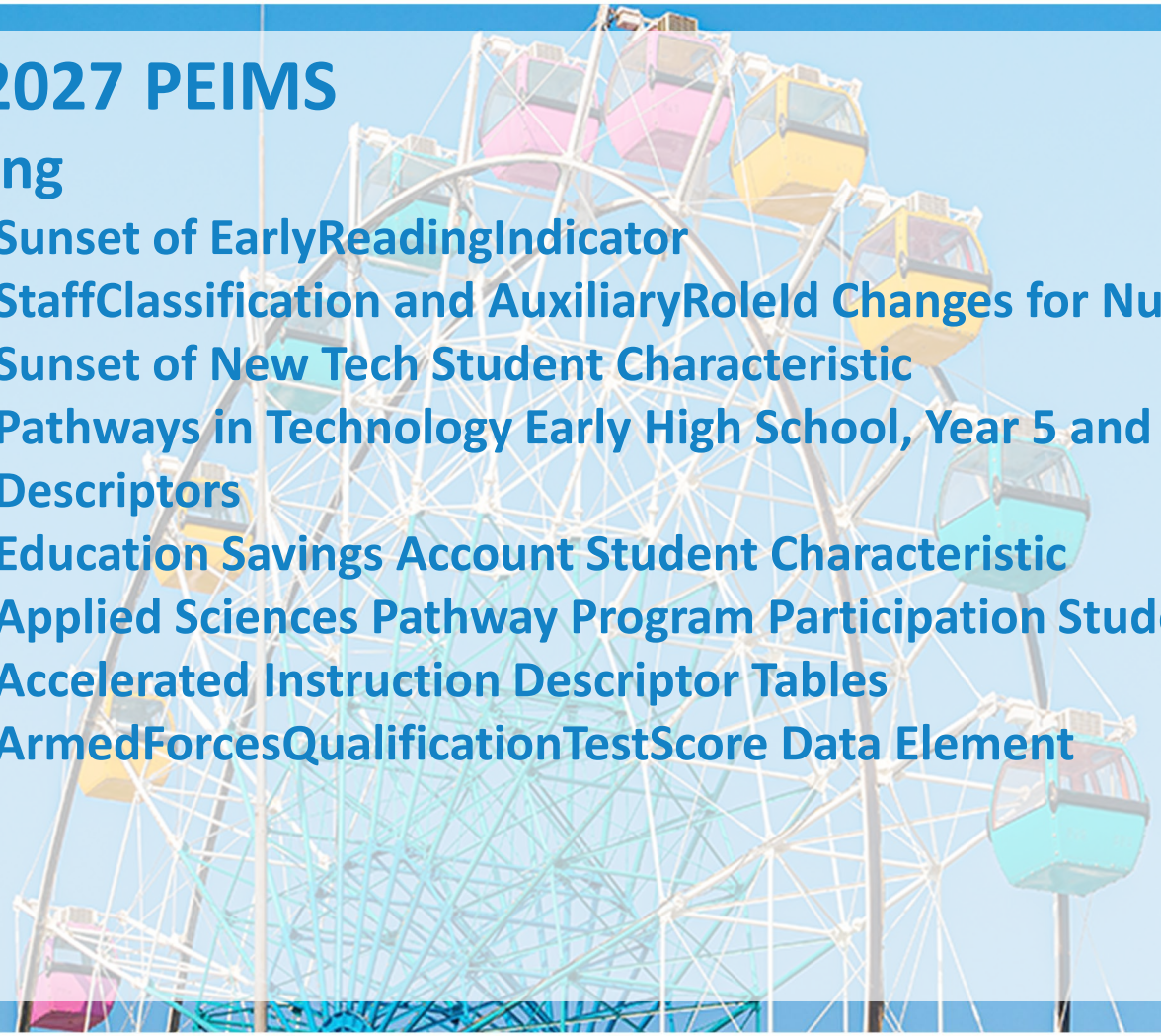
Texas Education Agency



2026-2027 DATA STANDARDS CHANGES

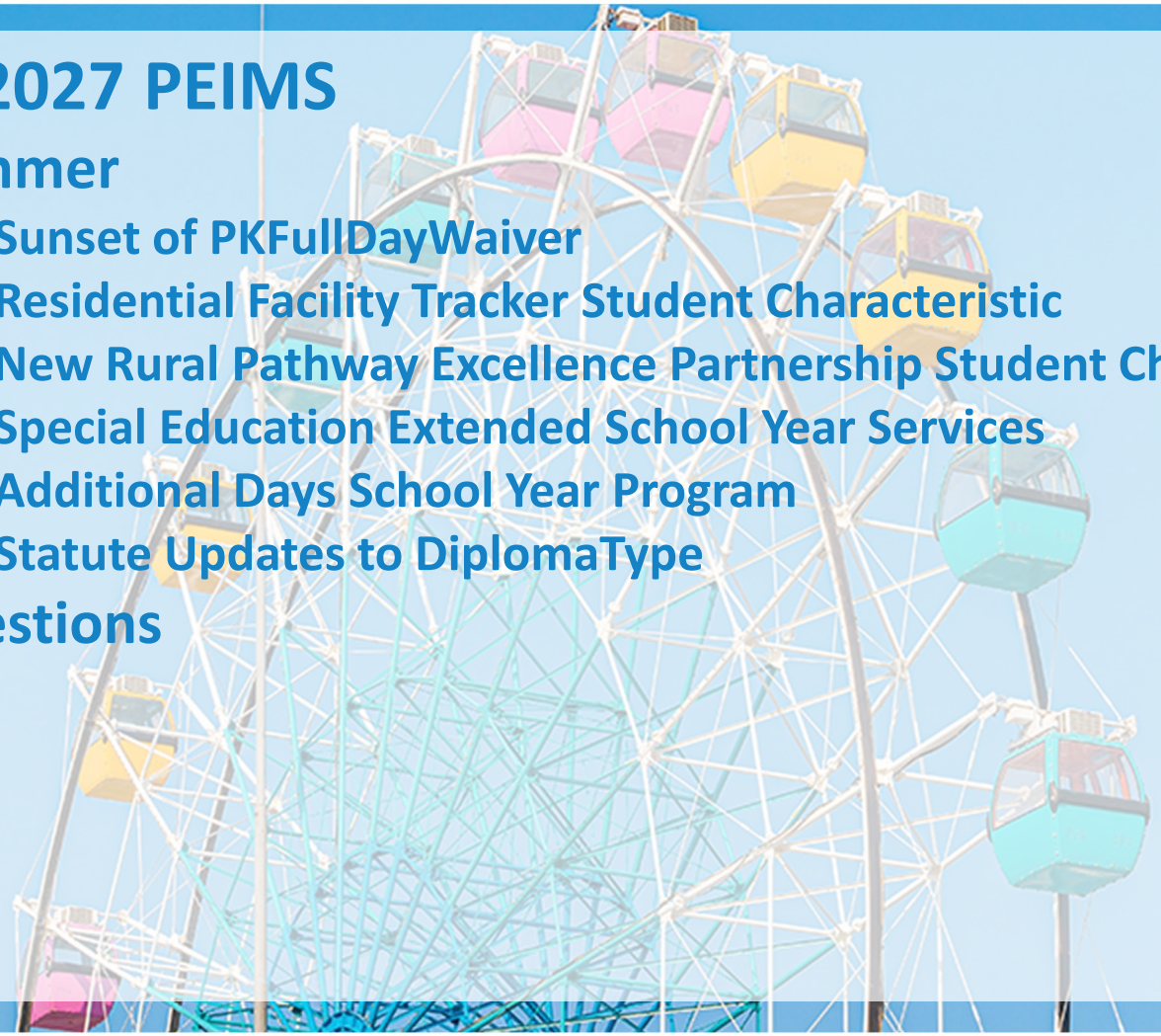
July 22, 2026

Agenda – 2026-2027 Data Standards Changes



- 2026-2027 PEIMS
  - Spring
    - Sunset of EarlyReadingIndicator
    - StaffClassification and AuxiliaryRoleId Changes for Nurse
    - Sunset of New Tech Student Characteristic
    - Pathways in Technology Early High School, Year 5 and Year 6 Student Characteristic Descriptors
    - Education Savings Account Student Characteristic
    - Applied Sciences Pathway Program Participation Student Characteristic
    - Accelerated Instruction Descriptor Tables
    - ArmedForcesQualificationTestScore Data Element

Agenda – 2026-2027 Data Standards Changes



- 2026-2027 PEIMS
  - Summer
    - Sunset of PKFullDayWaiver
    - Residential Facility Tracker Student Characteristic
    - New Rural Pathway Excellence Partnership Student Characteristics
    - Special Education Extended School Year Services
    - Additional Days School Year Program
    - Statute Updates to DiplomaType
  - Questions



Sunset of EarlyReadingIndicator

Background

- The EarlyReadingIndicator (E1522) was marked as DEPRECATED for the 2025-2026 school year, in the 2026.2.2 Texas Education Data Standards Publication.
- The EarlyReadingIndicatorSet Common Type and the EarlyReadingIndicator (E1522), were removed for the 2026-2027 school year in the 2027.1.0 TEDS publication.

EarlyReadingIndicator (E1522)

- Deleted EarlyReadingIndicator (E1522) data element.

Data Element ID	Data Element Name	Date Issued	Date Updated
~~E1522~~	~~EarlyReadingIndicator-DEPRECATED~~	~~07/02/2012~~	~~09/02/2025~~

Definition

~~The *EarlyReadingIndicator* has been sunset for the 2025-2026 school year. TEA will no longer promote this data element in the 2025-2026 school year. Expect removal of this data element in the 2027.0.0 release.~~

~~**EarlyReadingIndicator** indicates whether a student is eligible for accelerated reading instruction as indicated by the administered reading instrument.~~

Special Instructions

Table Identification	Length	Data Type	Domain of Values
~~EarlyReadingIndicator-DEPRECATED(C105)~~		~~Descriptor~~	

Used in Entities

~~StudentEducationOrganizationAssociation > EarlyReadingIndicatorSet~~

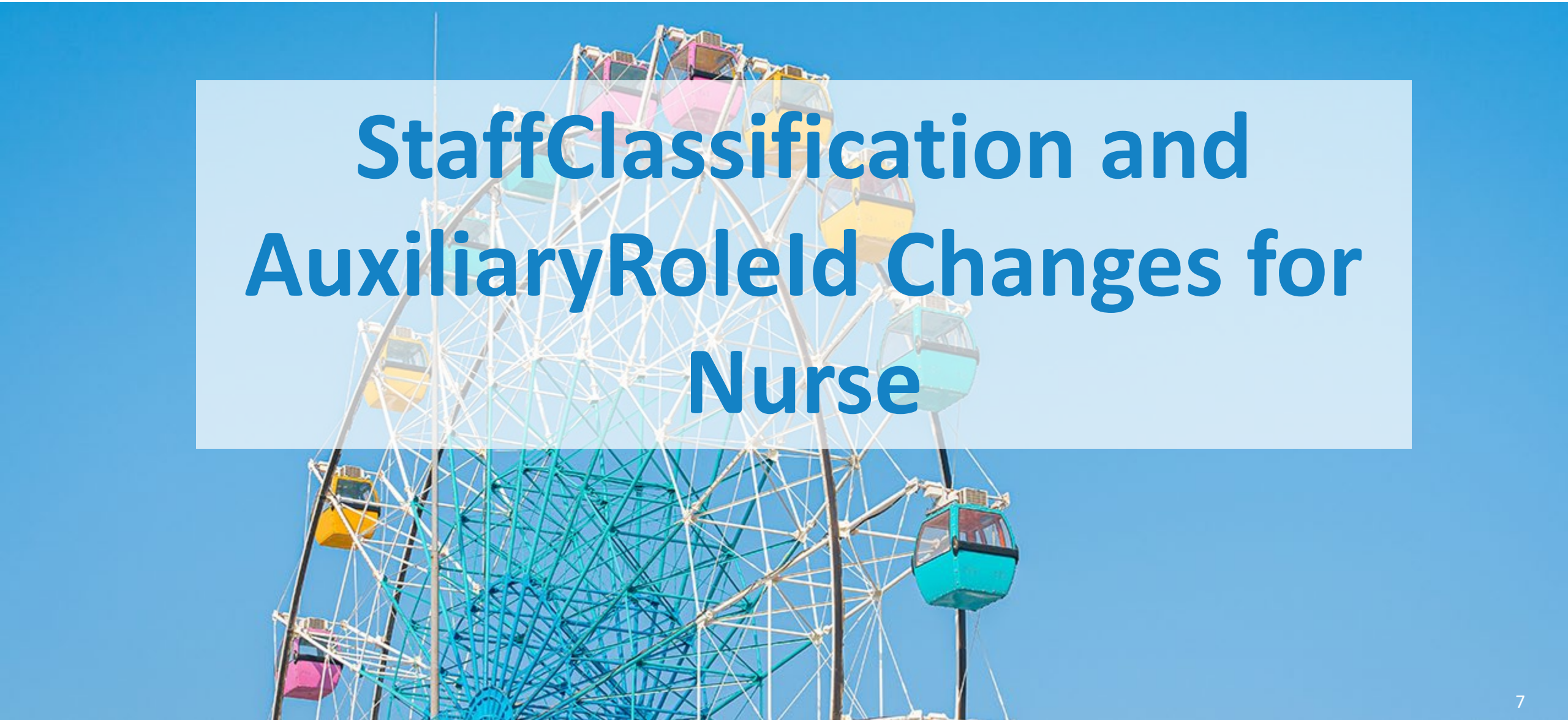
Used in Domain

~~Student Identification and Demographics~~

Former Data Element Name

Used in Data Collections/Submissions

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



StaffClassification and AuxiliaryRoleId Changes for Nurse

Background

- Local Education Agencies (LEAs) report all professional, paraprofessional, and auxiliary staff employed as of the last Friday in October in the PEIMS Fall Submission. Professional staff are reported using descriptors in the StaffClassification (C021) descriptor table while auxiliary staff are reported using descriptors in the AuxiliaryRoleId (C213) descriptor table. Currently, the StaffClassification (C021) 022 (School Nurse) descriptor includes Licensed Vocational Nurses (LVNs), Registered Nurses (RNs), and Nurse Practitioners (NPs) This classification is inconsistent with the Texas Administrative Code (TAC) §153.1021, which defines a school nurse specifically as a Registered Nurse (RN) licensed to practice professional nursing in Texas.

Background Continued

- One descriptor will be removed, and one descriptor will be added to the StaffClassification (C021) descriptor table to collect in the PEIMS Fall Submission if a staff member is employed as a Registered Nurse (RN).
- One descriptor will be added to the AuxiliaryRoleId (C213) descriptor table to collect in the PEIMS Fall Submission if a staff member is employed as a Licensed Vocational Nurse (LVN), Certified Nursing Assistant (CAN), or clinic aide.

StaffClassification (C021)

Table ID	Name	Date Issued	Date Updated
C021	StaffClassification	04/02/1987	09/02/2025

Descriptor	Short Description	Long Description
Professional:		
~~022~~	~~School Nurse~~	~~School Nurse - A person that complies with TEC 21.003(b), "is licensed by the state agency that licenses that profession", [Nurse Practitioner (NP), Registered Nurse (RN), Licensed Vocational Nurse (LVN)] is employed/contracted by the school district, and whose primary job responsibility is that of school nurse. Only persons licensed by the state agency that licenses nurses may be employed as a school nurse~~
122	Registered Nurse/Nurse Practitioner	Registered Nurse/Nurse Practitioner - A person that complies with TEC 21.003(b), "is licensed by the state agency that licenses that profession", [Nurse Practitioner (NP), Registered Nurse (RN)] is employed/contracted by the school district, and whose primary job responsibility is that of school nurse. Only persons licensed by the state agency that licenses nurses may be employed as a school nurse.

AuxiliaryRoleId (C213)

Table ID	Name	Date Issued	Date Updated
C213	AuxiliaryRoleId	03/01/2017	03/02/2026

Descriptor	Short Description	Long Description
201	Business/Finance	Business/Finance (Accounting Clerk, Accounts Payable Clerk, Payroll Clerk, Purchasing Clerk)
202	Campus Office/Clerical	Campus Office/Clerical (Receptionist, Secretary, Certification Specialist, Bookkeeper, Data Clerk, PEIMS Data Clerk, Registrar)
203	Central Office/Clerical	Central Office/Clerical (Receptionist, Secretary)
204	Child Nutrition	Child Nutrition
205	Human Resources	Human Resources (Certification Specialist, Human Resources Specialist)
206	Information Technology	Information Technology (Computer Technician, District PEIMS Data Coordinator, Help Desk Technician, Telecommunications Technician)
207	Campus Technology Specialist	Campus Technology Specialist
212	Non-RN Clinic Staff	Non-Registered Nurse Clinic Staff - Licensed Vocational Nurse (LVN), Certified Nursing Assistant (CNA), or clinic aide.
213	Custodial	Custodial – Staff serving in an auxiliary/support role
214	Maintenance	Maintenance – Staff serving in an auxiliary/support role
215	Plumber	Plumber
216	Painter	Painter
217	HVAC	HVAC
218	Electrician	Electrician
219	Warehouse	Warehouse
220	Safety/Security	Safety/Security
221	Transportation	Transportation
222	Other Non-Exempt Auxiliary	Other Non-Exempt Auxiliary (Including Non-Exempt Auxiliary Volunteers)

Business Rule Changes

The following rules will be **revised** in the PEIMS Fall Submission:

- 30060-0050
- 30060-0051
- 30060-0058
- 30090-0031
- 30090-0071
- 30090-0080



Sunset of New Tech Student Characteristic

Background

- House Bill 2 removed the additional $150 per-student funding for New Tech Network campuses by amending Section 48.106(a-1) of the Education Code.
- The College, Career, and Military Preparation Division sunset descriptor 8 – New Tech, in the StudentCharacteristic (C344) descriptor table used in the PEIMS Fall, Summer, and Extended Year Submissions for 2026–2027, as it was used solely to determine eligibility for the now-eliminated allotment.

StudentCharacteristic (C344)

Table ID	Name	Date Issued	Date Updated
C344	StudentCharacteristic	11/01/2021	03/02/2026

Descriptor	Short Description	Long Description
01	At Risk	At-Risk
02	Immigrant	Immigrant
03	Migratory	Migratory
04	Dyslexia	Dyslexia
06	ECHS	Early College High School
07	P-TECH	Pathways In Technology Early College High School
~~08~~	~~New Tech~~	~~New Tech~~
09	IEP Continuer	IEP Continuer
10	Star Of Texas	Star Of Texas
11	PK Eligible Prior Year	PK Eligible Prior Year
12	Section 504	Section 504
13	Intervention Strategy	Intervention Strategy
14	Pregnancy Related Services	Pregnancy Related Services
15	Gifted And Talented	Gifted And Talented

~~**08 – New Tech**~~
Definition
~~The **New Tech** student characteristic indicates that a student in grades 7-12 is enrolled in a New Tech Network campus as identified by the New Tech Network.~~
Special Instructions
~~A New Tech campus must sign an agreement with the New Tech Network to be identified as a member of the New Tech Network. The New Tech Network campuses may serve any grade levels, but the New Tech student characteristic should only be reported for students in grades 7-12.~~
Former Data Element Name and Number
~~NEW TECH INDICATOR CODE (E1647)~~
Submission
~~PEIMS Fall, PEIMS Summer, PEIMS Extended Year~~

References

References | Rules | Change Logs | Early Notice

PEIMS College and Career Readiness School Models (CCRSM) Resources

The College, Career, and Military Preparation (CCMP) Division of TEA maintains lists of campuses implementing a College and Career Readiness School Model (CCRSM), such as Early College High Schools (ECHS) and Pathways In Technology Early College High Schools (P-TECH).

List of 2025-2026 ECHS and P-TECH Schools (last updated 11/17/2025)

Open the PDF version of the List of P-TECH and ECHS Schools by selecting https://www.texasstudentdatasystem.org/tsds/teds/2025-2026-ECHS-P-TECH-schools.pdf

Open the Microsoft Excel version of the list of P-TECH and ECHS Schools by selecting https://www.texasstudentdatasystem.org/tsds/teds/2025-2026-ECHS-P-TECH-schools.xlsx

~~**List of 2025-2026 New Tech Network Schools** (last updated 10/01/2025)~~

~~Open the PDF version of the list of New Tech Network Schools by selecting https://www.texasstudentdatasystem.org/tsds/teds/2025-2026-new-tech-schools.pdf~~

~~Open the Microsoft Excel version of the list of New Tech Network Schools by selecting https://www.texasstudentdatasystem.org/tsds/teds/2025-2026-new-tech-schools.xlsx~~

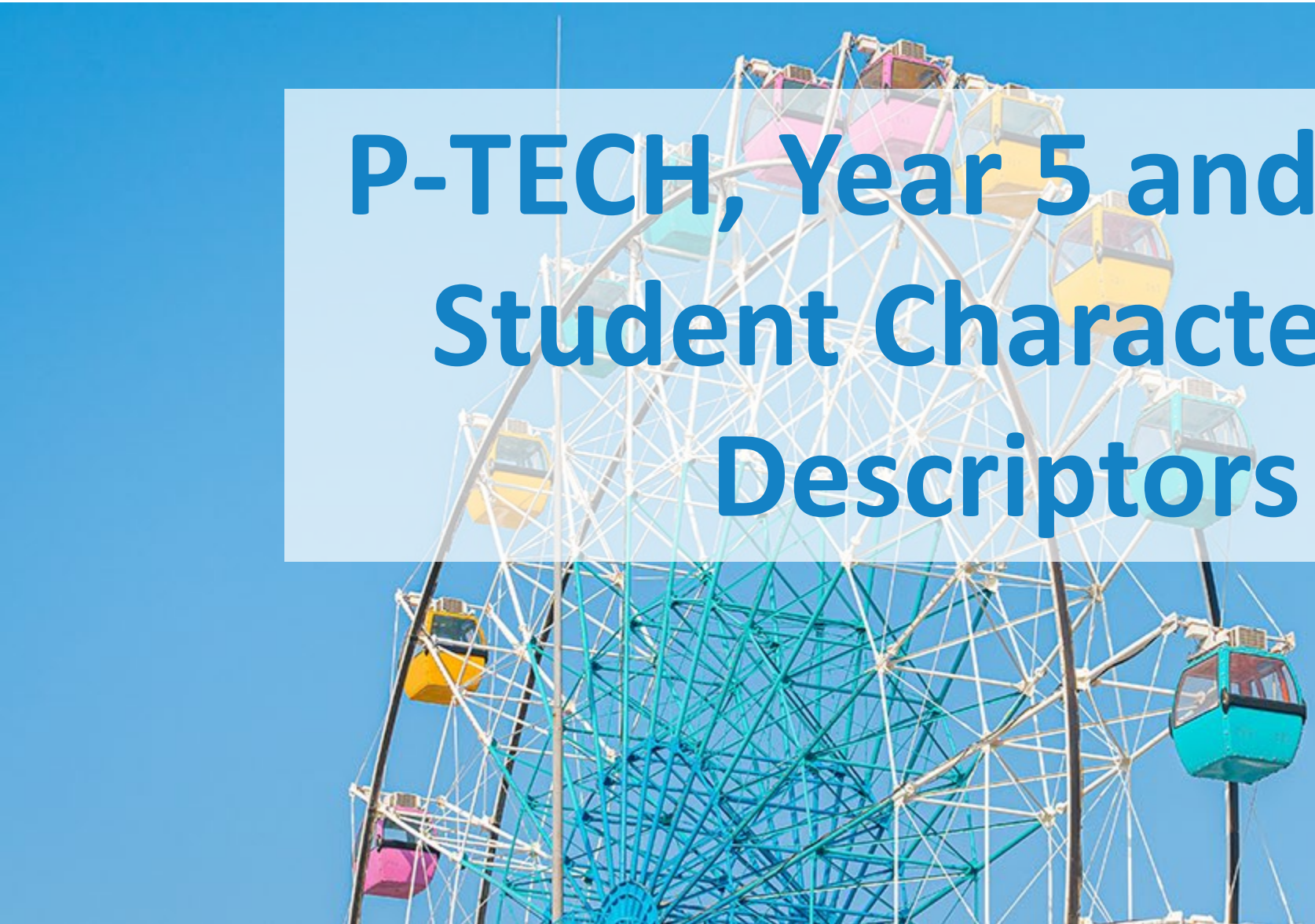
Visit the CCRSM website for additional information: Texas College and Career Readiness School Models (CCRSM)

Business Rule Changes

The following rules will be **deleted** in the PEIMS Fall, Summer and Extended Year Submissions:

- 10020-0057
- 40100-0194
- 40100-0195
- 40100-0196

Texas Education Agency



P-TECH, Year 5 and Year 6 Student Characteristic Descriptors

Background

- Under the current Texas Education Code, §29.551–29.557, the Pathways in Technology Early High School (P-TECH) program must enable students to earn a high school diploma, a postsecondary credential (associate degree, certificate, or industry certification), and complete work-based training within six years of starting high school. P-TECH students are identified in TSDS PEIMS using StudentCharacteristic (C344) code 07. House Bill 2 from the 89th Legislative Session expands eligibility for the Financial Aid for Swift Transfer (FAST) Program and Foundation School Program funding to P-TECH students continuing the program one- or two-years post-graduation.

Background Continued

- The College, Career, and Military Preparation Division determined two new student characteristics were needed to identify P-TECH Year 5 students and P-TECH Year 6 students.
- Two new descriptors are added to the StudentCharacteristic (C344) descriptor table collected in the PEIMS Attendance, Fall Enrollment, Fall, Summer and Extended Year Submissions.

StudentCharacteristic (344)

Table ID	Name	Date Issued	Date Updated
C344	StudentCharacteristic	11/01/2021	03/02/2026

Descriptor	Short Description	Long Description
01	At Risk	At-Risk
02	Immigrant	Immigrant
03	Migratory	Migratory
04	Dyslexia	Dyslexia
06	ECHS	Early College High School
07	P-TECH	Pathways In Technology Early College High School
09	IEP Continuer	IEP Continuer
10	Star Of Texas	Star Of Texas
11	PK Eligible Prior Year	PK Eligible Prior Year
12	Section 504	Section 504
13	Intervention Strategy	Intervention Strategy
14	Pregnancy Related Services	Pregnancy Related Services
15	Gifted And Talented	Gifted And Talented
17	General Education Homebound	General Education Homebound
18	Parent Request Retention	Parent Request Retention
19	Bilingual/ESL Summer School	Bilingual/ESL Summer School
20	Additional Days Program Participation	Additional Days Program Participation
21	Virtual Student Not In Membership	Virtual Student Not In Membership
22	R-PEP Participation	Rural Pathway Excellence Partnership Participation
23	Dropout Recovery Program	Student participated in a dropout recovery program under TEC §29.081 at any point in the school year.
24	MS Advanced Math Participation	Middle School Advanced Mathematics Participation
25	PK Child of LEA Classroom Teacher	Prekindergarten Child of Local Education Agency (LEA) Classroom Teacher
26	P-TECH, Year 5	Pathways in Technology Early College High School program, Year 5
27	P-TECH, Year 6	Pathways in Technology Early College High School program, Year 6

26 - Pathways in Technology Early High School (P-TECH), Year 5

Definition

The **Pathways in Technology Early High School (P-TECH), Year 5** student characteristic indicates that a student is participating in the Pathways in Technology (P-Tech) Early College High School program in the first year after high school graduation.

Special Instructions

Former Data Element Name and Number

N/A

Submission

PEIMS Attendance, PEIMS Fall, PEIMS Summer, PEIMS Extended Year

27 - Pathways in Technology Early High School (P-Tech), Year 6

Definition

The **Pathways in Technology Early High School (P-TECH), Year 6** student characteristic indicates that a student is participating in the Pathways in Technology (P-Tech) Early College High School program in the second year after high school graduation.

Special Instructions

Former Data Element Name and Number

N/A

Submission

PEIMS Attendance, PEIMS Fall, PEIMS Summer, PEIMS Extended Year

Business Rule Changes

The following rules will be **added** in the PEIMS Summer and Extended Year Submissions:

- 40100-0289
- 40100-0290

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
40100-0289	On the submission date for the PEIMS Summer Submission (3), if a StudentCharacteristic of P-TECH, Year 5 ("26") or P-TECH, Year 6 ("27") is reported, then the student should be reported with at least some BasicReportingPeriodAttendance or FlexibleRegularProgramReportingPeriodAttendance in a SchoolId that is approved to have a P-TECH program. A student reported in Year 5 or Year 6 of the P-TECH program generally should have Attendance or Flexible Attendance in a SchoolId that is approved to have a Pathways in Technology (P-TECH) program.	S L3		PS	District, Charter
40100-0290	For a particular student, only one of the following StudentCharacteristics should be reported: ECHS ("06"), P-TECH ("07"), P-TECH, Year 5 ("26"), or P-TECH, Year 6 ("27"). A student should be enrolled in either Early College High School (ECHS), Pathways in Technology (P-TECH), Pathways in Technology (P-TECH) Year 5, or Pathways in Technology (P-TECH) Year 6. Students generally do not switch College and Career Readiness School Models during the year, so if you receive this error, please verify this student's StudentCharacteristic, BeginDate, and EndDate data for accuracy.	S L2, L3		PE, PS	District, Campus, Charter

Business Rule Changes

The following rules will be **revised** in the PEIMS, Fall, Summer and Extended Year Submissions:

- 40100-0168
- 40100-0171
- 40100-0181



Education Savings Account Student Characteristic

Background

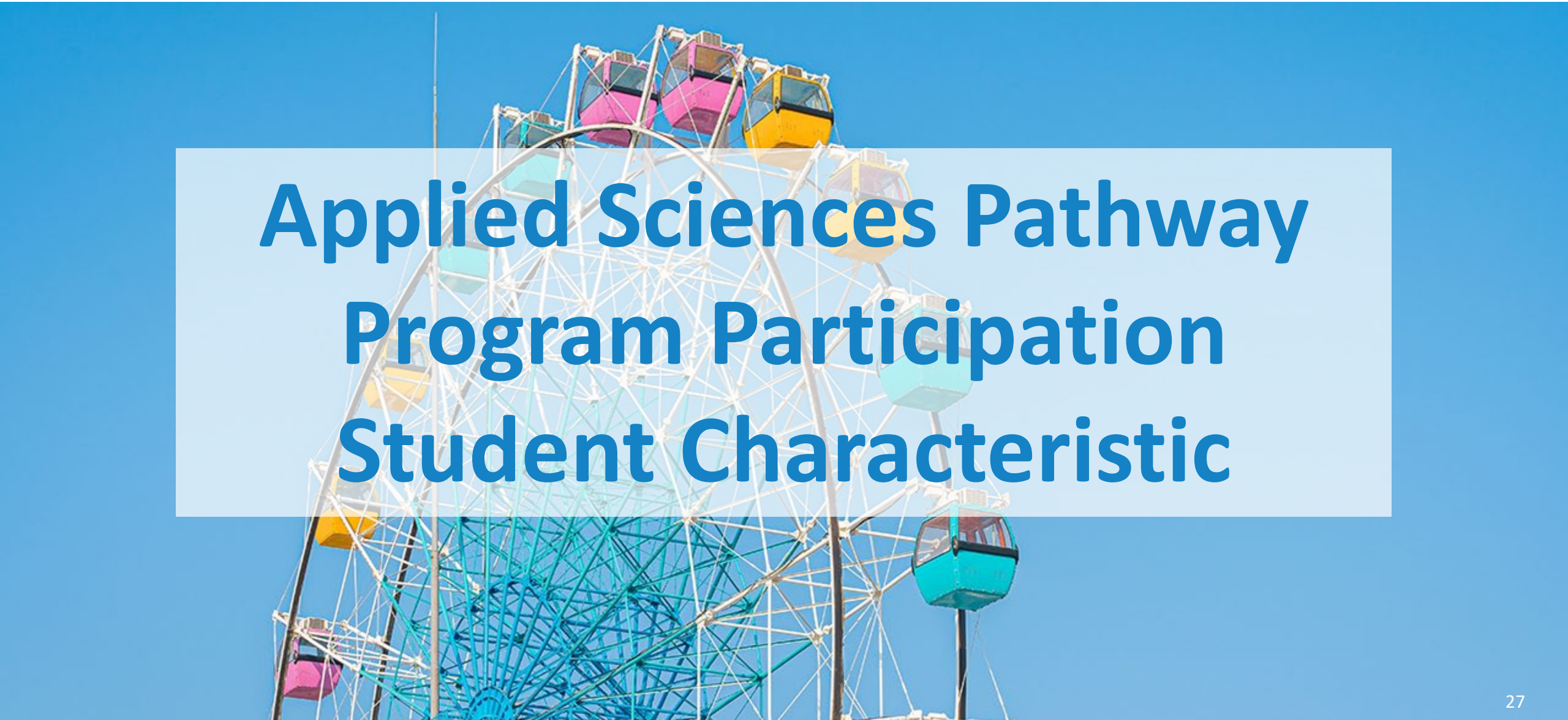
- SB 2 adds Subchapter J to Chapter 29 of the Texas Education Code, creating the Education Savings Account (ESA) program. Section 29.3611 outlines funding and accountability rules for students who return to a public or charter school mid-year after participating in an ESA. Districts and charters receive an additional allotment based on the student's average daily attendance to ensure adequate funding. The student's performance is also excluded from accountability ratings for that school year.
- One new descriptor is added to the StudentCharacteristic (C344) descriptor table collected in the PEIMS Attendance, Fall, and Summer Submissions.

StudentCharacteristic (C344)

Table ID	Name	Date Issued	Date Updated
C344	StudentCharacteristic	11/01/2021	03/02/2026

Descriptor	Short Description	Long Description
01	At Risk	At-Risk
02	Immigrant	Immigrant
03	Migratory	Migratory
04	Dyslexia	Dyslexia
06	ECHS	Early College High School
07	P-TECH	Pathways In Technology Early College High School
08	New Tech	New Tech
09	IEP Continuer	IEP Continuer
10	Star Of Texas	Star Of Texas
11	PK Eligible Prior Year	PK Eligible Prior Year
12	Section 504	Section 504
13	Intervention Strategy	Intervention Strategy
14	Pregnancy Related Services	Pregnancy Related Services
15	Gifted And Talented	Gifted And Talented
17	General Education Homebound	General Education Homebound
18	Parent Request Retention	Parent Request Retention
19	Bilingual/ESL Summer School	Bilingual/ESL Summer School
20	Additional Days Program Participation	Additional Days Program Participation
21	Virtual Student Not In Membership	Virtual Student Not In Membership
22	R-PEP Participation	Rural Pathway Excellence Partnership Participation
23	Dropout Recovery Program	Student participated in a dropout recovery program under TEC §29.081 at any point in the school year.
24	MS Advanced Math Participation	Middle School Advanced Mathematics Participation
25	PK Child of LEA Classroom Teacher	Prekindergarten Child of Local Education Agency (LEA) Classroom Teacher
26	P-TECH, Year 5	Pathways in Technology Early College High School program, Year 5
27	P-TECH, Year 6	Pathways in Technology Early College High School program, Year 6
28	Former ESA Student	Former Education Savings Account Student
29	Applied Sciences Pathway Program Participation	Applied Sciences Pathway Program Participation

28- Former Education Savings Account (ESA) Student
Definition
The **Former Education Savings Account (ESA) Student** identifies a student who, within the same school year, both participated in an ESA program and subsequently enrolled in a local education agency (LEA).
Special Instructions
This indicator should be reported for a student who participated in an ESA program and then enrolls in an LEA during the same school year.
Former Data Element Name and Number
Submission
PEIMS Attendance, PEIMS Fall, PEIMS Summer



Applied Sciences Pathway Program Participation Student Characteristic

Background

- House Bill 20 added Section 29.914 to the Education Code, creating the Applied Sciences Pathway, which lets students earn a high school diploma while completing a certificate in fields like plumbing, electrical, welding, or HVAC through required partnerships between schools and higher education institutions.
- One new descriptor, 29 – Applied Sciences Pathway Program Participation, is added to the StudentCharacteristic (C344) descriptor table collected in the PEIMS Fall, Summer, and Extended Year Submissions.

StudentCharacteristic (344)

Table ID	Name	Date Issued	Date Updated
C344	StudentCharacteristic	11/01/2021	03/02/2026

Descriptor	Short Description	Long Description
01	At Risk	At-Risk
02	Immigrant	Immigrant
03	Migratory	Migratory
04	Dyslexia	Dyslexia
06	ECHS	Early College High School
07	P-TECH	Pathways In Technology Early College High School
09	IEP Continuer	IEP Continuer
10	Star Of Texas	Star Of Texas
11	PK Eligible Prior Year	PK Eligible Prior Year
12	Section 504	Section 504
13	Intervention Strategy	Intervention Strategy
14	Pregnancy Related Services	Pregnancy Related Services
15	Gifted And Talented	Gifted And Talented
17	General Education Homebound	General Education Homebound
18	Parent Request Retention	Parent Request Retention
19	Bilingual/ESL Summer School	Bilingual/ESL Summer School
20	Additional Days Program Participation	Additional Days Program Participation
21	Virtual Student Not In Membership	Virtual Student Not In Membership
22	R-PEP Participation	Rural Pathway Excellence Partnership Participation
23	Dropout Recovery Program	Student participated in a dropout recovery program under TEC §29.081 at any point in the school year.
24	MS Advanced Math Participation	Middle School Advanced Mathematics Participation
25	PK Child of LEA Classroom Teacher	Prekindergarten Child of Local Education Agency (LEA) Classroom Teacher
26	P-TECH, Year 5	Pathways in Technology Early College High School program, Year 5
27	P-TECH, Year 6	Pathways in Technology Early College High School program, Year 6
28	Former ESA Student	Former Education Savings Account Student
29	Applied Sciences Pathway Program Participation	Applied Sciences Pathway Program Participation

29 - Applied Sciences Pathway Program Participation
Definition
The **Appled Sciences Pathway Program Participation** identifies a student who participates in an approved Applied Sciences Pathway program during the current school year.
Special Instructions
TEC, §29.914
Former Data Element Name and Number
N/A
Submission
PEIMS Fall, PEIMS Summer, PEIMS Extended Year



Accelerated Instruction Descriptor Tables

Background

- House Bill 1416 (88th Legislature, 2023) strengthened accelerated and supplemental instruction requirements for students who do not meet satisfactory performance on state assessments, requiring at least 15 hours of support—or 30 hours for significantly below-satisfactory performance. TEA initially responded in 2023–2024 by adding TREx elements to transfer accelerated learning plan data, and in 2024–2025 expanded this work through TEDS updates, creating the AcceleratedInstructionSet in the StudentEducationOrganizationAssociation Entity, collected in the PEIMS Summer Submission.
- Early data analysis showed the need for additional descriptors to improve accuracy, consistency, and reporting.

Background Continued

- **Texas Education Data Standards Change:**
  - One new descriptor is added to the StudentAcceleratedInstructionParticipation (C353) descriptor table and one new descriptor to the DifferenceReasonHoursAcceleratedInstruction (C354) descriptor table used in the StudentEducationOrganizationAssociation Entity, collected in the PEIMS Summer Submission.
- **Texas Records Exchange (TREx) Change:**
  - One new code is added to the STUDENT-ACCELERATED-INSTRUCTION-PARTICIPATION (TC50) code table.

StudentAcceleratedInstructionParticipation (C353)

Table ID	Name	Date Issued	Date Updated
C353	StudentAcceleratedInstructionParticipation	12/01/2023	03/02/2026

Descriptor	Short Description	Long Description
01	Student Participates In Supplemental Accelerated Instruction	Student Participates In Supplemental Accelerated Instruction
02	Student Does Not Participate - Parent Opt Out Of Accelerated Instruction	Student Does Not Participate - Parent Opt Out Of Accelerated Instruction
03	Student Does Not Participate - Assigned TIA Teacher	Student Does Not Participate - Assigned Teacher Incentive Allotment Teacher
04	Student Does Not Participate - Assigned Accel Instr In Two Other Subjects	Student Does Not Participate - Assigned Accelerated Instruction In Two Other Subjects
05	Student Does Not Participate - Retained	Student Does Not Participate - Retained
06	Local Education Agency Exempt From Providing Accelerated Instruction	Local Education Agency Exempt From Providing Accelerated Instruction
07	Student Participates - Parent Reduced or Modified Accelerated Instruction	Student Participates - Parent Reduced or Modified Accelerated Instruction

Used in the following data element(s):

StudentAcceleratedInstructionParticipation

Used in the following entities:

StudentEducationOrganizationAssociation

DifferenceReasonHoursAcceleratedInstruction (C354)

Table ID	Name	Date Issued	Date Updated
C354	DifferenceReasonHoursAcceleratedInstruction	12/01/2023	03/02/2026

Descriptor	Short Description	Long Description
01	Student Withdrew	Student Withdrew
02	Parent Opt Out After Initial Acceptance	Parent Opt Out After Initial Acceptance
03	Student Did Not Attend Assigned Hours	Student Did Not Attend Assigned Hours
04	Failure To Meet Compulsory Attend Requirements	Failure To Meet Compulsory Attendance Requirements
05	Hours Not Completed Before Next Test Admin	Hours Not Completed Before Next Test Administration
06	Unexpected School Closure	Unexpected School Closure
07	Unable To Participate Homebound Or Other Off-Campus Instr Arrange	Unable To Participate Homebound Or Other Off-Campus Instructional Arrangement (TEC §28.0211(i-1))
08	Student Completed More Hours Than Assigned	Student Completed More Hours Than Assigned

Used in the following data element(s):

DifferenceReasonHoursAcceleratedInstruction

Used in the following entities:

StudentEducationOrganizationAssociation

TREx: STUDENT-ACCELERATED-INSTRUCTION-PARTICIPATION Code Table

Code Table ID	Code Table Name	XML Name	Date Issued	Date Updated
TC50	STUDENT-ACCELERATED-INSTRUCTION-PARTICIPATION	StudentAcceleratedInstructionParticipation	12/01/2023	03/02/2026

Code	Translation
01	Student Participates In Supplemental Accelerated Instruction
02	Student Does Not Participate – Parent Opt Out Of Accelerated Instruction
03	Student Does Not Participate – Assigned TIA Teacher
04	Student Does Not Participate – Assigned Accelerated Instruction In Two Other Subjects
05	Student Does Not Participate – Retained
06	Local Education Agency Exempt From Providing Accelerated Instruction
07	Student Participates – Parent Reduced or Modified Accelerated Instruction

Business Rule Changes

The following rules will be **added** in the PEIMS Summer Submission:

- 40100-0283
- 40100-0284
- 40100-0285
- 40100-0286
- 40100-0287

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
40100-0283	At least one student should have AcceleratedInstructionSet reported. There should be at least one student with an AcceleratedInstructionSet reported.	W L2, L3		PS	District, Charter
40100-0284	If StudentAcceleratedInstructionParticipation is "04", then AssignedHoursAcceleratedInstruction should be 0 or not reported and CompletedHoursAcceleratedInstruction should be 0 or not reported. Students reported as not participating in accelerated instruction because they were assigned accelerated instruction in two other subjects (StudentAcceleratedInstructionParticipation of "04") should not be reported with AssignedHoursAcceleratedInstruction greater than 0 or CompletedHoursAcceleratedInstruction greater than 0.	S L2, L3		PS	District, Campus, Charter
40100-0285	If DifferenceReasonHoursAcceleratedInstruction is "08", then CompletedHoursAcceleratedInstruction must be greater than AssignedHoursAcceleratedInstruction. CompletedHoursAcceleratedInstruction must be greater than AssignedHoursAcceleratedInstruction if a DifferenceReasonHoursAcceleratedInstruction is reported as Student Completed More Hours Than Assigned ("08").	F L2, L3		PS	District, Campus, Charter
40100-0286	If CompletedHoursAcceleratedInstruction is greater than AssignedHoursAcceleratedInstruction, then DifferenceReasonHoursAcceleratedInstruction must be "08". DifferenceReasonHoursAcceleratedInstruction must be Student Completed More Hours Than Assigned ("08") if CompletedHoursAcceleratedInstruction is greater than AssignedHoursAcceleratedInstruction.	F L2, L3		PS	District, Campus, Charter
40100-0287	If DifferenceReasonHoursAcceleratedInstruction is "01", "02", "03", "04", "05", "06", "07", then CompletedHoursAcceleratedInstruction must be less than AssignedHoursAcceleratedInstruction. CompletedHoursAcceleratedInstruction must be less than AssignedHoursAcceleratedInstruction if a DifferenceReasonHoursAcceleratedInstruction is reported as "01"-"07".	F L2, L3		PS	District, Campus, Charter

Business Rule Changes

The following rules will be **revised** in the PEIMS Summer Submission:

- 40100-0256
- 40100-0257
- 40100-0258
- 40100-0263



ArmedForcesQualificationTestScore Data Element

Background

- House Bill 8, passed in the Second Special Session of the 89th Texas Legislature, amended TEC §39.053 to add new performance indicators for evaluating high school campuses and districts. One key indicator measures military readiness, recognizing students who achieve a passing score on the Armed Services Vocational Aptitude Battery (ASVAB) test. The passing score is set by the commissioner and aligned with standards from the U.S. Armed Forces. The Armed Forces Qualification Test Score (AFQT) is derived from specific sections of the ASVAB.
- One new data element, ArmedForcesQualificationTestScore (E3173), is added to the StudentEducationOrganizationAssociation Entity collected in the PEIMS Summer Submission.

ArmedForcesQualificationTestScore (E3173)

StudentEducationOrganizationAssociation Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
Student							
LocalEducationAgency							
Sex		✓	PA,PF,PS,PE,EF		Descriptor	C013	E0004
HispanicLatinoEthnicity		✓	PA,PF,PS,PE,EF		Boolean		E1064
Race *(may have multiple instances)*		✓	PA,PF,PS,PE,EF		Descriptor	C304	E3050
StudentAcceleratedEducationPlan			PS		Boolean		E3083
ArmedForcesQualificationTestScore			PS	2	Number		E3173

Data Element Reporting Requirements

DR1

StudentReference
The Student Reference represents the identifier assigned to the student.

LocalEducationAgency Reference
The LocalEducationAgency Reference represents the identifier assigned to the Local Education Agency.

Sex (E0004) identifies a person's sex.

HispanicLatinoEthnicity (E1064) is an indication that the individual traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."

Race (E3050) is the enumeration items defining the racial categories which most clearly reflect the individual's recognition of their community or with which the individual most identifies.

HispanicLatinoEthnicity and *Race* must be reported using the federal standard required for reporting to the U.S. Department of Education (ED). LEAs are to report the results of the following two-part question for each staff member employed by the LEA.

The ED requires that ethnicity and Race be collected separately using a specific two-part question presented in a specific order. Both parts of the question must be answered.

Part 1. Ethnicity: Is the person Hispanic/Latino? Choose only one.
- Hispanic/Latino
- Not Hispanic/Latino

Part 2. Race: What is the person's Race? Choose one or more, regardless of ethnicity.
- a. American Indian or Alaska Native
- b. Asian
- c. Black or African American
- d. Native Hawaiian/Other Pacific Islander
- e. White

StudentAcceleratedEducationPlan (E3083) indicates a student did not perform satisfactorily on an assessment instrument under TEC §39.023(a) or §39.023(c) for two or more consecutive years in the same subject area and the school district developed an accelerated education plan as outlined in §28.0211(f).

ArmedForcesQualificationTestScore (E3173) indicates the score the student received on the Armed Forces Qualification Test (AFQT), which determines basic eligibility to join the US military. This score is derived from specific sections of the Armed Services Vocational Aptitude Battery (ASVAB), including Math Knowledge, Arithmetic Reasoning, Word Knowledge, and Paragraph Comprehension.

The ASVAB is the full test used by the U.S. military. It measures knowledge and skills in multiple areas like math, science, and verbal reasoning. It's designed to help determine job roles within the military. The AFQT is not a separate test. It is a score derived from four sections of the ASVAB.

Local Education Agencies (LEAs) will need to request AFQT scores directly from their students.

ArmedForcesQualificationTestScore (E3173)

- New ArmedForcesQualificationTestScore (E3173) data element.

Data Element ID	Data Element Name	Date Issued	Date Updated
E3173	ArmedForcesQualificationTestScore	03/02/2026	

Definition

ArmedForcesQualificationTestScore indicates the score the student received on the Armed Forces Qualification Test (AFQT), which determines basic eligibility to join the US military. This score is derived from specific sections of the Armed Services Vocational Aptitude Battery (ASVAB), including Math Knowledge, Arithmetic Reasoning, Word Knowledge, and Paragraph Comprehension.

Special Instructions

Table Identification	Length	Data Type	Domain of Values
	2	Number	1-99

Used in Entities

StudentEducationOrganizationAssociation

Used in Domain

Student Identification and Demographics

Former Data Element Name

Used in Data Collections/Submissions

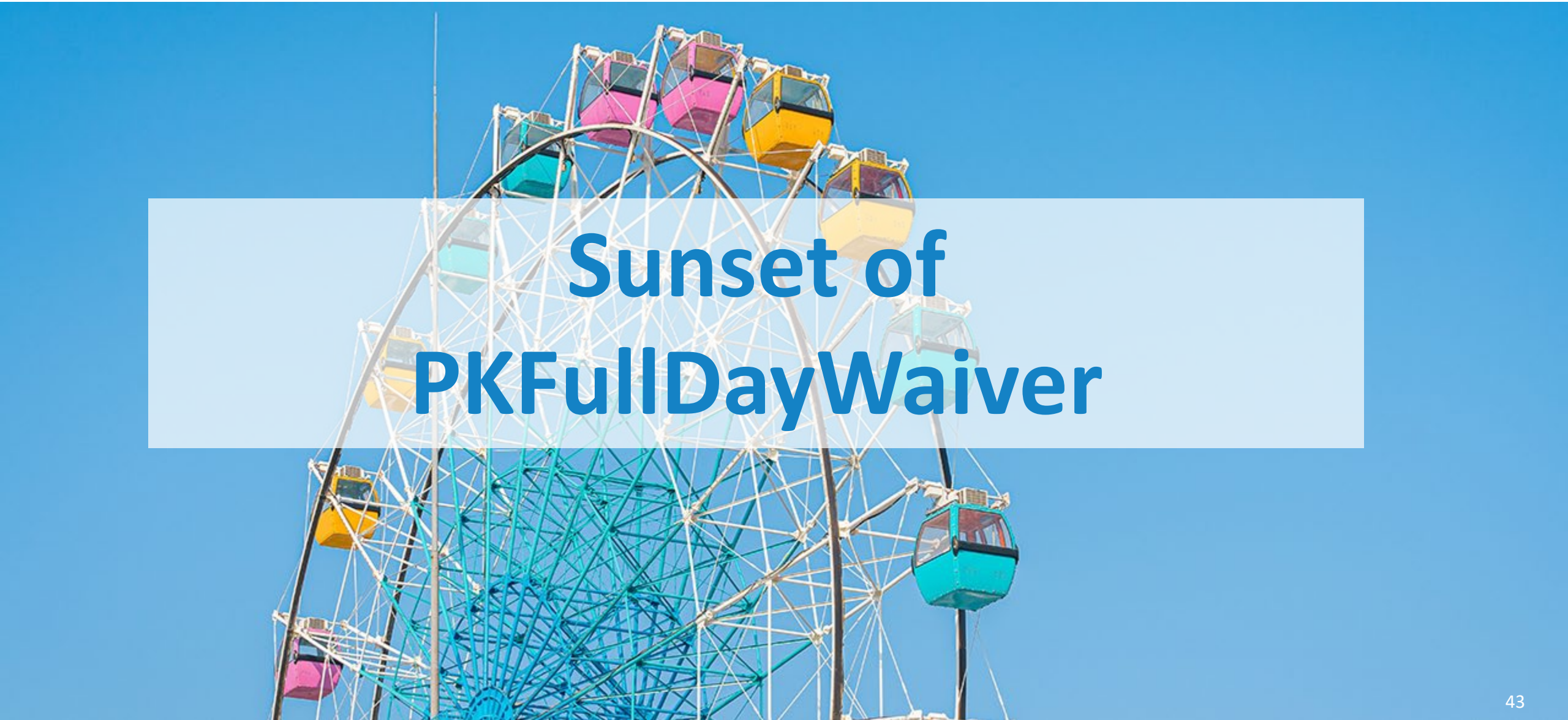
- [ ] PEIMS Attendance
- [ ] PEIMS Extended Year
- [ ] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [x] PEIMS Summer
- [ ] CR Winter
- [ ] CSW Charter School Waitlist
- [ ] ECDS ECDS-KG
- [ ] ECDS ECDS-PK
- [ ] NP Not Promoted
- [ ] RFT Residential Facility Tracker
- [ ] SELA Special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

Business Rule Changes

The following rule will be **added** in the PEIMS Summer Submission:

- 40100-0288

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
40100-0288	If ArmedForcesQualificationTestScore is reported, then ArmedServicesVocAptBattery must be "01". If a student is reported with an ArmedForcesQualificationTestScore, then the LocalEducationAgency must be reported with ArmedServicesVocAptBattery of "01" indicating that the District or Open-Enrollment Charter Offers ASVAB.	F L2, L3		PS	District, Charter



Sunset of PKFullDayWaiver

Background

- House Bill 3, passed during the 86th Texas Legislature, introduced a requirement beginning in the 2019–2020 school year for districts to provide full-day prekindergarten to all eligible four-year-olds. However, the law allowed districts to request a temporary exemption (PKFullDayWaiver) under TEC §29.153(d-2). This waiver could be granted for up to three school years and renewed only once, meaning districts could delay full implementation for a maximum of six years—covering 2019–2020 through 2024–2025—after which no further exemptions were allowed.
- The PKFullDayWaiver (E1646) data element and a related CalendarType (E1600) descriptor were removed beginning with the 2026-2027 school year.

PKFullDayWaiver (E1646)

School Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
EducationOrganizationCategory *(may have multiple instances)*	✓				Descriptor	C331	NP004
NameOfInstitution		✓	PA,PF,PM,PS,PE,EF	75	String		E3037
LocalEducationAgency							
SchoolId		✓	PA,PF,PM,PS,PE,EF	9	Number		E0266
GradeLevel *(may have multiple instances)*		✓	PA,PF,PM,PS,PE,EF		Descriptor	C050	E0017
~~PKFullDayWaiver~~			~~PS~~		~~Boolean~~		~~E1646~~
AdditionalDaysProgram			PS,PE		Boolean		E1671
NumberOfBullyingIncidents			PS	5	Number		E1727
NumberOfCyberbullyingIncidents			PS	5	Number		E1728
ExpandedLearningOpportunity			PS,PE		Boolean		E1613

DR1

EducationOrganizationCategory is required in the Ed-Fi model and is mandatory for the entity to be loaded into the Individual Operational Data Store (IODS). *EducationOrganizationCategory* will not be promoted to the TSDS.

NameOfInstitution (E3037) is the full, legally accepted name of the institution.

The NameOfInstitution is promoted to the data mart from AskTED.

LocalEducationAgency Reference
The LocalEducationAgency Reference represents the LEA of which the *SchoolId* is an organizational component registered with TEA.

SchoolId (E0266) indicates the unique campus identification number registered with the Texas Education Agency (TEA). It is the linking of LocalEducationAgencyId with the campus identification number.

An instructional campus:

- has an assigned administrator,
- has enrolled students who are counted for average daily attendance,
- has assigned instructional staff,
- receives federal, state, or local funds as its primary support,
- provides instruction in the Texas Essential Knowledge and Skills (TEKS),
- has one or more groups in the range from early education through grade 12, and
- is not a program for students enrolled in another public school.

An alternative instructional unit is an instructional site, center, program, or arrangement that is not governed by an individual campus organization, and does not meet the above standard definition of an instructional campus.

The campuses reported using the School entity must match a campus registered with the TEA for the current year.

A campus must not report a SchoolId with a number greater than 698 for the rightmost three digits.

The first six characters of the SchoolId must match the value of the LocalEducationAgencyId in the LEAs LocalEducationAgency entity.

GradeLevel (E0017) indicates the current grade level of the student, or the grade level(s) offered at a school.

~~**PKFullDayWaiver (E1646)** indicates whether the campus has received an exemption from offering a full-day prekindergarten program.~~

PKFullDayWaiver (E1646)

- Deleted PKFullDayWaiver (E1646) data element.

Data Element ID	Data Element Name	Date Issued	Date Updated
~~E1646~~	~~PKFullDayWaiver~~	~~08/26/2019~~	

Definition

~~**PKFullDayWaiver** indicates whether the campus has received an exemption from offering a full-day prekindergarten program.~~

Special Instructions

Table Identification	Length	Data Type	Domain of Values
		~~Boolean~~	

Used in Entities

~~School~~

Used in Domain

~~Education Organization~~

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☑ 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 Summer
- ☐ SPPI-14 SPPI-14
- ☐ TVC Teacher Vacancy
- ☐ UID Enrollment Event

UID Enrollment Event

CalendarType (C215)

Table ID	Name	Date Issued	Date Updated
C215	CalendarType	12/01/2017	09/02/2025

Descriptor	Short Description	Long Description
01	Standard Program 75,600 operation mins	Standard Program For School District Campus Following 75,600 Operational Minutes (Includes Full-time virtual campus with its own CDCN) (Does Not Include Prekindergarten Programs/Grades)
02	Charter after 1/1/2015 or before 1/1/2015 following 75,600 minutes.	Charter School Campus Issued To Operate After 1/1/2015 Following 75,600 Operational Minutes, Or Operating Before 1/1/2015 And Electing To Follow 75,600 Operational Minutes (Does Not Include Prekindergarten Programs/Grades)
03	Charter operate before 1/1/2015 and elect 180 day school year calendar.	Charter School Campus Operating Before 1/1/2015 And Electing To Follow A 180 Day School Year Calendar (Includes Prekindergarten Programs/Grades)
04	PK Program 1/2 day for 3-year-old, 1/2 Ineligible 3-4-year-old. No waiver.	Prekindergarten Other Programs (Including School Districts And Charter Schools Approved To Operate After January 1, 2015) – Half-Day Programs For Three-Year-Old Students And Half-Day Ineligible Three And Four-Year-Old Students (No Waiver Required)
05	Dropout Recovery Program/Campus TEC 12.1141(c) or TEC 39.0548	Dropout Recovery Program/Campus TEC 12.1141(c) or TEC 39.0548
06	Disciplinary Alternative Education Program/Campus TEC 37.008	Disciplinary Alternative Education Program/Campus TEC 37.008
07	Correctional Facility Program/Campus (Adult or Juvenile)	Correctional Facility Program/Campus (Adult or Juvenile)
08	Residential Treatment Facility Program/Campus	Residential Treatment Facility Program/Campus
09	Day Treatment Facility Program/Campus	Day Treatment Facility Program/Campus
10	Psychiatric Hospital Program/Campus	Psychiatric Hospital Program/Campus
11	Medical Hospital Program/Campus	Medical Hospital Program/Campus
12	Adult High School Charter School Issued Under TEC Chapter 12 Subchapter G	Adult High School Charter School Issued Under TEC Chapter 12 Subchapter G
13	Juvenile Justice Alternative Education Program (JJAEP) TEC 37.011(f)	Juvenile Justice Alternative Education Program (JJAEP) TEC 37.011(f)
14	Full PK 75,600 (eligible and ineligible 3-4-year-old students)	Full-day Prekindergarten Program following 75,600 Operational Minutes (eligible and ineligible three and four-year-old students)
~~15~~	1/2 day PK w/waiver 32.400 (District and charter approved after 1-1-2015)	Half-day Prekindergarten Program with Waiver following 32,400 Instructional Minutes (including school districts and charter schools approved to operate after January 1, 2015)
16	Additional Days School Year Program	Additional Days School Year Program
17	Extended School Year	Extended School Year
18	Full-time Hybrid or Virtual Program	Full-time Hybrid or Virtual Program on a campus offering 75,600 operational minutes with a minimum of 240 instructional minutes (Full Day Funding) or 120 instructional minutes (Half-Day Funding)

Business Rule Changes

The following rules will be **revised** in the PEIMS Summer Submission:

- 10200-0040
- 10200-0041
- 10200-0052
- 10200-0067

Business Rule Changes

The following rule will be **deleted** in the PEIMS Summer Submission:

- 10200-0059



Residential Facility Tracker Student Characteristic

Background

- TEA currently collects information on students in residential facilities through the Residential Facility Tracker Collection, which is limited to special education students. For non-special education students in residential facilities, TEA only collects eligible days present. As a result, TEA does not have a comprehensive, student-level identifier for all students residing in residential facilities, including students who are not receiving special education services and students receiving special education students outside the scope of the Residential Facility Tracker Collection.
- One new descriptor, 32 – Student Residing in Residential Facility, is added to the StudentCharacteristic (C344) descriptor table collected in the PEIMS Attendance and Summer Submissions. The new student characteristic will be used to identify all students living in residential facilities, regardless of special education status, to ensure consistent and accurate granular attendance reporting.

StudentCharacteristic (C344)

Table ID	Name	Date Issued	Date Updated
C344	StudentCharacteristic	11/01/2021	07/01/2026

Descriptor	Short Description	Long Description
01	At Risk	At-Risk
02	Immigrant	Immigrant
03	Migratory	Migratory
04	Dyslexia	Dyslexia
06	ECHS	Early College High School
07	P-TECH	Pathways In Technology Early College High School
09	IEP Continuer	IEP Continuer
10	Star Of Texas	Star Of Texas
11	PK Eligible Prior Year	PK Eligible Prior Year
12	Section 504	Section 504
13	Intervention Strategy	Intervention Strategy
14	Pregnancy Related Services	Pregnancy Related Services
15	Gifted And Talented	Gifted And Talented
17	General Education Homebound	General Education Homebound
18	Parent Request Retention	Parent Request Retention
19	Bilingual/ESL Summer School	Bilingual/ESL Summer School
20	Additional Days Program Participation	Additional Days Program Participation
21	Virtual Student Not In Membership	Virtual Student Not In Membership
22	R-PEP Participation	Rural Pathway Excellence Partnership Participation
23	Dropout Recovery Program	Student participated in a dropout recovery program under TEC §29.081 at any point in the school year.
24	MS Advanced Math Participation	Middle School Advanced Mathematics Participation
25	PK Child of LEA Classroom Teacher	Prekindergarten Child of Local Education Agency (LEA) Classroom Teacher
26	P-TECH, Year 5	Pathways in Technology Early College High School program, Year 5
27	P-TECH, Year 6	Pathways in Technology Early College High School program, Year 6
28	Former ESA Student	Former Education Savings Account Student
29	Applied Sciences Pathway Program Participation	Applied Sciences Pathway Program Participation
32	Student Residing In Residential Facility	Student Residing In Residential Facility

32 – Student Residing in Residential Facility
Definition
The **Student Residing in Residential Facility** student characteristic indicates whether a general education student or student receiving special education services is residing in a residential facility.
Special Instructions
Former Data Element Name and Number
N/A
Submission
PEIMS Attendance, PEIMS Summer



New Rural Pathway Excellence Partnership Student Characteristics

Background

- TEC §29.912 establishes the R-PEP program, allowing rural districts to partner to offer college and career pathways aligned to workforce needs, with students remaining in accountability through the sixth anniversary of their first day of high school. House Bill 2 adds requirements for R-PEP Year 5 and Year 6 students and amends TEC §§28.0095, 48.003(a), and 48.0035 to expand FAST eligibility, extend Foundation School Program benefits, and allow funding use for students who have graduated but remain enrolled in R-PEP.
- Two new descriptors, 30-R-PEP Participation, Year 5, and 31-R-PEP Participation, Year 6 are added to the StudentCharacteristic (C344) descriptor table collected in the PEIMS Attendance and Summer Submissions. The new student characteristics will be used to distinguish R-PEP Year 5 and Year 6 students to clearly identify students who continue in the program after graduation and support accurate tracking for funding and accountability.

StudentCharacteristic (C344)

Table ID	Name	Date Issued	Date Updated
C344	StudentCharacteristic	11/01/2021	07/01/2026

Descriptor	Short Description	Long Description
01	At Risk	At-Risk
02	Immigrant	Immigrant
03	Migratory	Migratory
04	Dyslexia	Dyslexia
06	ECHS	Early College High School
07	P-TECH	Pathways In Technology Early College High School
09	IEP Continuer	IEP Continuer
10	Star Of Texas	Star Of Texas
11	PK Eligible Prior Year	PK Eligible Prior Year
12	Section 504	Section 504
13	Intervention Strategy	Intervention Strategy
14	Pregnancy Related Services	Pregnancy Related Services
15	Gifted And Talented	Gifted And Talented
17	General Education Homebound	General Education Homebound
18	Parent Request Retention	Parent Request Retention
19	Bilingual/ESL Summer School	Bilingual/ESL Summer School
20	Additional Days Program Participation	Additional Days Program Participation
21	Virtual Student Not In Membership	Virtual Student Not In Membership
22	R-PEP Participation	Rural Pathway Excellence Partnership Participation
23	Dropout Recovery Program	Student participated in a dropout recovery program under TEC §29.081 at any point in the school year.
24	MS Advanced Math Participation	Middle School Advanced Mathematics Participation
25	PK Child of LEA Classroom Teacher	Prekindergarten Child of Local Education Agency (LEA) Classroom Teacher
26	P-TECH, Year 5	Pathways in Technology Early College High School program, Year 5
27	P-TECH, Year 6	Pathways in Technology Early College High School program, Year 6
28	Former ESA Student	Former Education Savings Account Student
29	Applied Sciences Pathway Program Participation	Applied Sciences Pathway Program Participation
30	R-PEP Participation, Year 5	Rural Pathway Excellence Partnership Participation, Year 5
31	R-PEP Participation, Year 6	Rural Pathway Excellence Partnership Participation, Year 6
32	Student Residing In Residential Facility	Student Residing In Residential Facility

30 – Rural Pathway Excellence Partnership (R-PEP) Participation, Year 5
Definition
The **Rural Pathway Excellence Partnership (R-PEP) Participation, Year 5** student characteristic indicates that a student graduated from high school and returned to participate in the Rural Pathway Excellence Partnership (R-PEP) during the first year following graduation.
Special Instructions
Former Data Element Name and Number
N/A
Submission
PEIMS Attendance, PEIMS Summer

31 – Rural Pathway Excellence Partnership (R-PEP) Participation, Year 6
Definition
The **Rural Pathway Excellence Partnership (R-PEP) Participation, Year 6** student characteristic indicates that a student has graduated from high school and returned to participate in the Rural Pathway Excellence Partnership (R-PEP) program during the second year after high school graduation.
Special Instructions
Former Data Element Name and Number
N/A
Submission
PEIMS Attendance, PEIMS Summer



Special Education Extended School Year Services

Background

- HB 2 revised special education funding by updating how Extended School Year (ESY) services are funded. Under TEC §48.102(f), funding for students in ESY is now based on the basic allotment (and applicable adjustments) multiplied by the student's highest service intensity level and prorated by the number of days the program is provided.
- TEA will sunset the existing ExtendedSchoolYearServicesAttendance Entity and replace it with a new ESYTierOfIntensityAttendance Entity in the PEIMS Extended Year Submission. The new entity will use existing data elements to capture attendance by tier of intensity, improving alignment with updated ESY funding requirements.

ExtendedSchoolYearServicesAttendance Entity

ExtendedSchoolYearServicesAttendance Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
School							
Student							
GradeLevel			PE		Descriptor	C050	E0017
FirstInstructionalSetting			PE		Descriptor	C035	E3031
TotalESYContactHoursInFirstInstructionalSetting			PE	5	Decimal		E1013
SecondInstructionalSetting			PE		Descriptor	C035	E3054
TotalESYContactHoursInSecondInstructionalSetting			PE	5	Decimal		E3096

FirstInstructionalSetting (E3031)

- Deleted FirstInstructionalSetting (E3031) data element.

Data Element ID	Data Element Name	Date Issued	Date Updated
~~E3031~~	~~FirstInstructionalSetting~~	~~04/18/2022~~	~~07/01/2022~~

Definition

~~The **FirstInstructionalSetting** identifies the setting used in providing the extended year services component of special education. The instructional setting reported is the *InstructionalSetting* (C035) in which the student was served during the regular school year.~~

Special Instructions

~~If a SecondInstructionalSetting is also reported for a student, the FirstInstructionalSetting or the SecondInstructionalSetting must be 00 (Speech Therapy).~~

Table Identification	Length	Data Type	Domain of Values
~~InstructionalSetting(C035)~~		~~Descriptor~~	

Used in Entities

~~ExtendedSchoolYearServicesAttendance~~

Used in Domain

~~Student Attendance~~

Former Data Element Name

Used in Data Collections/Submissions

- [ ] PEIMS Attendance
- [x] PEIMS Extended Year
- [ ] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [ ] 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 Summer
- [ ] SPEDS SPEDS Video Camera Request
- [ ] SPPI-14 SPPI-14
- [ ] TVC Teacher Vacancy
- [ ] UID Enrollment Event UID Enrollment Event

TotalESYContactHoursInFirstInstructionalSetting (E1013)

- Deleted TotalESYContactHoursInFirstInstructionalSetting (E1013) data element.

Data Element ID	Data Element Name	Date Issued	Date Updated
~~E1013~~	~~TotalESYContactHoursInFirstInstructionalSetting~~	~~03/03/1999~~	~~03/03/2013~~

Definition

~~TotalESYContactHoursInFirstInstructionalSetting indicates the total contact hours in a special education setting provided to the student through the extended school year services component of special education. The FirstInstructionalSetting reported is the EducationalEnvironment in which the student was served during the regular school year.~~

Special Instructions

Table Identification	Length	Data Type	Domain of Values
	~~5~~	~~Decimal~~	~~0.5-999.5~~

Used in Entities

~~ExtendedSchoolYearServicesAttendance~~

Used in Domain

~~Student Attendance~~

Former Data Element Name

Used in Data Collections/Submissions

- [ ] PEIMS Attendance
- [x] PEIMS Extended Year
- [ ] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [ ] 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 Summer
- [ ] SPEDS SPEDS Video Camera Request
- [ ] SPPI-14 SPPI-14
- [ ] TVC Teacher Vacancy
- [ ] UID Enrollment Event

UID Enrollment Event

SecondInstructionalSetting (E3054)

- Deleted SecondInstructionalSetting (E3054) data element.

Data Element ID	Data Element Name	Date Issued	Date Updated
~~E3054~~	~~SecondInstructionalSetting~~	~~04/18/2022~~	~~07/15/2022~~

Definition

~~The **SecondInstructionalSetting** identifies the setting used in providing the extended year services component of special education. The instructional setting reported is the *InstructionalSetting* (C035) in which the student was served during the regular school year.~~

Special Instructions

~~If a FirstInstructionalSetting is also reported for a student, the FirstInstructionalSetting or the SecondInstructionalSetting must be 00 (Speech Therapy).~~

Table Identification	Length	Data Type	Domain of Values
~~InstructionalSetting(C035)~~		~~Descriptor~~	

Used in Entities

~~ExtendedSchoolYearServicesAttendance~~

Used in Domain

~~Student Attendance~~

Former Data Element Name

Used in Data Collections/Submissions

- [ ] PEIMS Attendance
- [x] PEIMS Extended Year
- [ ] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [ ] 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 Summer
- [ ] SPEDS SPEDS Video Camera Request
- [ ] SPPI-14 SPPI-14
- [ ] TVC Teacher Vacancy
- [ ] UID Enrollment Event
UID Enrollment Event

TotalESYContactHoursInSecondInstructionalSetting (E3096)

- Deleted TotalESYContactHoursInSecondInstructionalSetting (E3096) data element.

Data Element ID	Data Element Name	Date Issued	Date Updated
~~E3096~~	~~TotalESYContactHoursInSecondInstructionalSetting~~	~~03/03/1999~~	~~07/01/2024~~

Definition

~~TotalESYContactHoursInSecondInstructionalSetting~~ indicates the total contact hours in a special education setting provided to the student through the extended school year services component of special education. The SecondInstructionalSetting reported is the EducationalEnvironment in which the student was served during the regular school year.

Special Instructions

Table Identification	Length	Data Type	Domain of Values
	~~5~~	~~Decimal~~	~~0.5-999.5~~

Used in Entities

~~ExtendedSchoolYearServicesAttendance~~

Used in Domain

~~Student Attendance~~

Former Data Element Name

Used in Data Collections/Submissions

- [ ] PEIMS Attendance
- [x] PEIMS Extended Year
- [ ] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [ ] 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 Summer
- [ ] SPEDS SPEDS Video Camera Request
- [ ] SPPI-14 SPPI-14
- [ ] TVC Teacher Vacancy
- [ ] UID Enrollment Event UID Enrollment Event

New ESYTierOfIntensityAttendance Entity

ESYTierOfIntensityAttendanceEntity Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
School							
Student							
GradeLevel			PE		Descriptor	C050	E0017
EligibleDaysPresentInTierOfIntensity			PE	5	Decimal		E3154
NumberDaysTaught			PE	3	Number		E0935
TierOfIntensity			PE		Descriptor	C371	E3153

ESYTierOfIntensityAttendance Reporting Requirements

Entity Description

The ESYTierOfIntensityAttendance Entity represents the cumulative attendance of the special education students who are served through the special education Extended School Year (ESY) Program.

General Reporting Requirements

GR1

Refer to the Student Attendance Accounting Handbook for requirements for attendance, special program eligibility, and audit concerns.

GR2

PEIMS Extended Year Submission (4):
The ESYTierOfIntensityAttendance Entity is reported only by those LEAs operating a special education ESY program during the summer months according to Texas Education Code, §48.102 (f). Each special education student must be recommended for the special education ESY program by the Admission Review and Dismissal (ARD) committee, as documented in the student's Individualized Education Program (IEP), based on the justification that, without participation in the special education ESY program, the student may regress over the summer months. LEAs must only report special education students eligible for average daily attendance (ADA).

The ESYTierOfIntensityAttendance Entity will collect the eligible days present based on the Tier of Intensity for special education students participating in the special education ESY program as documented in the students' IEP. Special education students participating in the special education ESY and the Additional Days School Year (ADSY) Program will be reported with the ESYTierOfIntensityAttendance, BasicReportingPeriodAttendance, and the SpecialEducationTierOfIntensityAttendance Entities.

Note: a special education student can participate in both ESY and ADSY on the same instructional day, if the programs are run separately, and the instructional time requirements for each program are met.

ESYTierOfIntensityAttendance Reporting Requirements

Special Reporting Requirements

SR1

Texas School for the Deaf (TSD), Texas School for the Blind and Visually Impaired (TSBVI), and Lone Star School District (LSSD) (formerly Texas Juvenile Justice Department (TJJD)) schools do not report the ESYTierOfIntensityAttendance Entity.

Data Element Reporting Requirements

DR1

School Reference
The School Reference represents the identifier assigned to the campus.

Student Reference
The Student Reference represents the identifier assigned to the student.

GradeLevel (E0017) indicates the current grade level of the student, or the grade level(s) offered at a school.

EligibleDaysPresentInTierOfIntensity (E3154) indicates the total number of school days the student was eligible and present in a designated tier of intensity during a particular reporting period.

Note: a special education ESY reporting period does not need to be reported for the ESYTierOfIntensityAttendance Entity. The eligible days present are the number of days a special education student attends an extended year program.

NumberDaysTaught (E0935) indicates the number of days of instruction offered, as shown on the school calendar, during a particular reporting period.

Note: for the ESYTierOfIntensityAttendance Entity the NumberDaysTaught is the number of days the school system offers an extended year program required by federal law for special education students. The actual days taught do not need to be reported on a calendar.

TierOfIntensity (E3153) refers to the level of support and services provided to students receiving special education and related services as documented in their individualized education program.

Promotion Logic and Reports Impact

- Promotion logic will continue to limit the ESYTierOfIntensityAttendance data to students with ADA eligibility from 1-9 during the current school year.
- All new data elements in this entity will promote as reported.

- PDM4-140-001 Extended School Year Services by Instructional Setting
  - The roster style report will be modified to report TOI instead of Instruction Setting.
  - Contact hours will be replaced with eligible days, FTE will be replaced with ADA.
- PDM4-140-002 Extended School Year Services Summary by Instructional Setting
  - This student counts report per Instructional Setting will be modified to reflect counts in TOI.



Additional Days School Year Program

Background

- HB 2 updates the Additional Days School Year (ADSY) program by reducing the ADSY minimum instructional days from 180 to 175, expanding eligibility to grades PK–8, and increasing funding for schools offering at least 200 days. Updates to data elements were made in August 2025, but gaps remain in identifying 200-day calendars and reporting ADSY-specific waivers.
- Addition of two descriptors, ADSY Program – 4 Hours of Instruction (240 Minutes) Per Additional Day, ADSY Program – 2 Hours of Instruction (120 Minutes) Per Additional Day, and deletion of existing descriptor, Additional Days School Year Program, are updates made to the CalendarType (C215) descriptor table collected in the PEIMS Extended Year Submission.
- One new descriptor, ADSY Program Waiver Day, was added to the CalendarWaiverEventType (C204) descriptor table collected in the PEIMS Extended Year Submission.

CalendarType (C215

Table ID	Name	Date Issued	Date Updated
C215	CalendarType	12/01/2017	07/01/2026

Descriptor	Short Description	Long Description
~~16~~	~~Additional Days School Year Program~~	~~Additional Days School Year Program~~
17	Extended School Year	Extended School Year
18	Full-time Hybrid or Virtual Program	Full-time Hybrid or Virtual Program on a campus offering 75,600 operational minutes with a minimum of 240 instructional minutes (Full Day Funding) or 120 instructional minutes (Half-Day Funding)
19	ADSY Program – 4 Hours of Instruction (240 Minutes) Per Additional Day	Additional Days School Year Program offers four hours of instruction (240 minutes) for 1-30 additional school days (School year calendar must meet 200 full days to receive 3/4 day funding)
20	ADSY Program – 2 Hours of Instruction (120 Minutes) Per Additional Day	Additional Days School Year Program offers two hours of instruction (120 minutes) for 1-30 additional school days (School year calendar does not meet 200 full days. 1/2 day funding)

CalendarWaiverEventType (C204)

Table ID	Name	Date Issued	Date Updated
C204	CalendarWaiverEventType	03/01/2016	07/01/2026

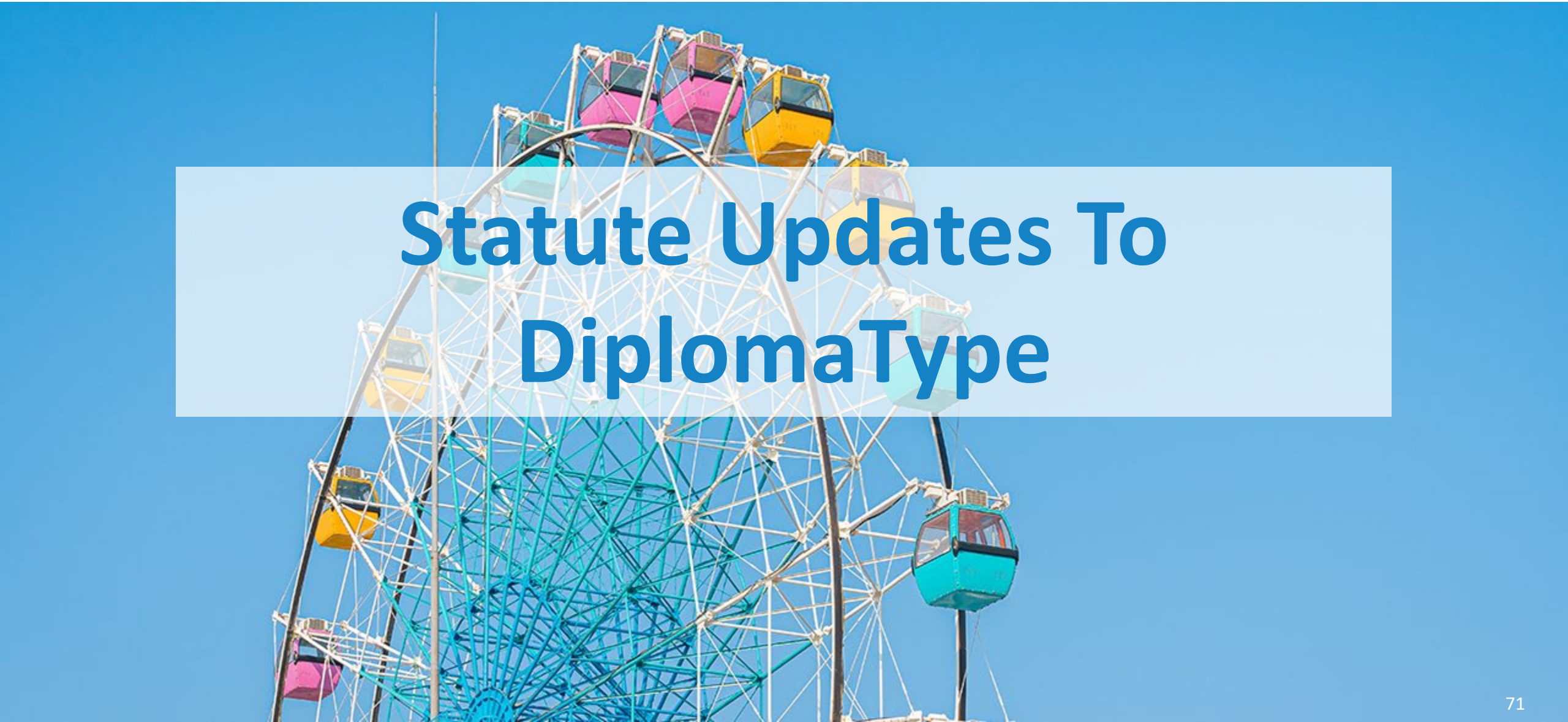
Descriptor	Short Description	Long Description
01	Staff Development Waiver Day	Staff Development Waiver Day
02	Missed School Waiver Day	Missed School Waiver Day
04	Low Attendance Waiver Day	Low Attendance Waiver Day
05	JJAEP School Day Waiver Issued by Texas Juvenile Justice Department (TJJD)	JJAEP School Day Waiver Issued by Texas Juvenile Justice Department (TJJD)
06	ADSY Program Waiver Day	Additional Days School Year Program Waiver Day
99	Other Waiver Day	Other Waiver Day

Used in the following data element(s):

CalendarWaiverEventType

Used in the following entities:

CalendarDate



Statute Updates To DiplomaType

Background

- TEA periodically updates its rules to ensure alignment with state and federal requirements and current special education practices. Recent amendments to 19 TAC §89.1070, adopted in November 2024 and April 2026, do not introduce new graduation pathways but instead clarify existing graduation requirements for students receiving special education services. The changes focus on improving clarity and consistency by updating terminology, correcting cross-references, and removing outdated language, ensuring the rule accurately reflects current legal standards and supports ARD committee decision-making and compliance with IDEA.
- Updates to DiplomaType (C062) include deleting outdated descriptors, aligning terminology, updating cross-references, and removing outdated text to ensure the rule accurately reflects current federal and state requirement

Summary of Changes

- The updates to DiplomaType (C062) include:
  - Several legacy diploma/exit descriptors (including descriptors 04–07, 18–20, and 57) were deleted because the graduation programs were based on an older version of §89.1070.
  - Removal of outdated references to special education rule citations within general graduation program descriptions (codes 21–32).
  - Updating statutory citations and effective dates to reflect the most recent rule amendments (notably April 5, 2026).
  - Clarifying language in certain descriptors (e.g., code 35) to better reflect ARD committee decision-making and graduation requirements.
  - Aligning IEP completion outcome descriptions (codes 54–56) with updated §89.1070 subsection references and terminology.

DiplomaType (C062)

Table ID	Name	Date Issued	Date Updated
C062	DiplomaType	04/10/1989	03/03/2025

Descriptor	Short Description	Long Description
Codes 4-7 will apply only to students receiving special education services and graduating on the Minimum High School Program under TAC Chapter 74 with curriculum content modifications through the student's individualized education program (IEP).		
04	Complete IEP, FT Employ Self-Help Skills Employ No Public School Services	Completion Of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School Services TAC §89.1070(f)(3)(A), revised January 1, 2015 [39 TexReg 10446].
05	Complete IEP Mastery Specific Employ Self-Help Skills No Public School Serv	Completion Of IEP And Demonstrated Mastery Of Specific Employability And Self-Help Skills That Do Not Require Public School Services TAC §89.1070(f)(3)(B), revised January 1, 2015 [39 TexReg 10446].
06	Complete IEP Access To Services Employ Or Education Outside Public Edu	Completion Of IEP And Access To Services, Employment, Or Education Outside Of Public Education TAC §89.1070(f)(3)(C), revised January 1, 2015 [39 TexReg 10446].
07	Completion Of IEP And Reached Age 22 under Min HS Program	Completion Of IEP And Reached Age 22 TAC §89.1070(f)(4), revised January 1, 2015 [39 TexReg 10446].
Codes 18-20 will apply only to students receiving special education and related services.		
18	Minimum High School Program – IEP Minimum Curriculum	Completion Of Minimum Curriculum And Credit Requirements For Graduation Applicable To Students In General Education And Participated In The Exit-Level Assessment Instrument Identified In The IEP – Minimum High School Program TAC §89.1070(f)(2), (for students who entered grade 9 in in 2001-2002 through 2013-2014) effective January 1, 2015 [39 TexReg 10446].
19	Recommended High School Program – IEP Minimum Curriculum	Completion Of Minimum Curriculum And Credit Requirements For Graduation Applicable To Students In General Education And Participated In The Exit-Level Assessment Instrument Identified In The IEP – Recommended High School Program TAC §89.1070(b)(1), revised August 1, 2002. [27 Tex. Reg. 3103] (for students who entered grade 9 in 2001-2002 through 2006-2007)
20	Distinguished Achievement Program – IEP Minimum Curriculum	Completion Of Minimum Curriculum And Credit Requirements For Graduation Applicable To Students In General Education And Participated In The Exit-Level Assessment Instrument Identified In The IEP – Distinguished Achievement Program TAC §89.1070(b)(1), revised August 1, 2002. [27 Tex. Reg. 3103] (for students who entered grade 9 in 2001-2002 through 2006-2007)

DiplomaType (C062)

Table ID	Name	Date Issued	Date Updated
C062	DiplomaType	04/10/1989	07/01/2026

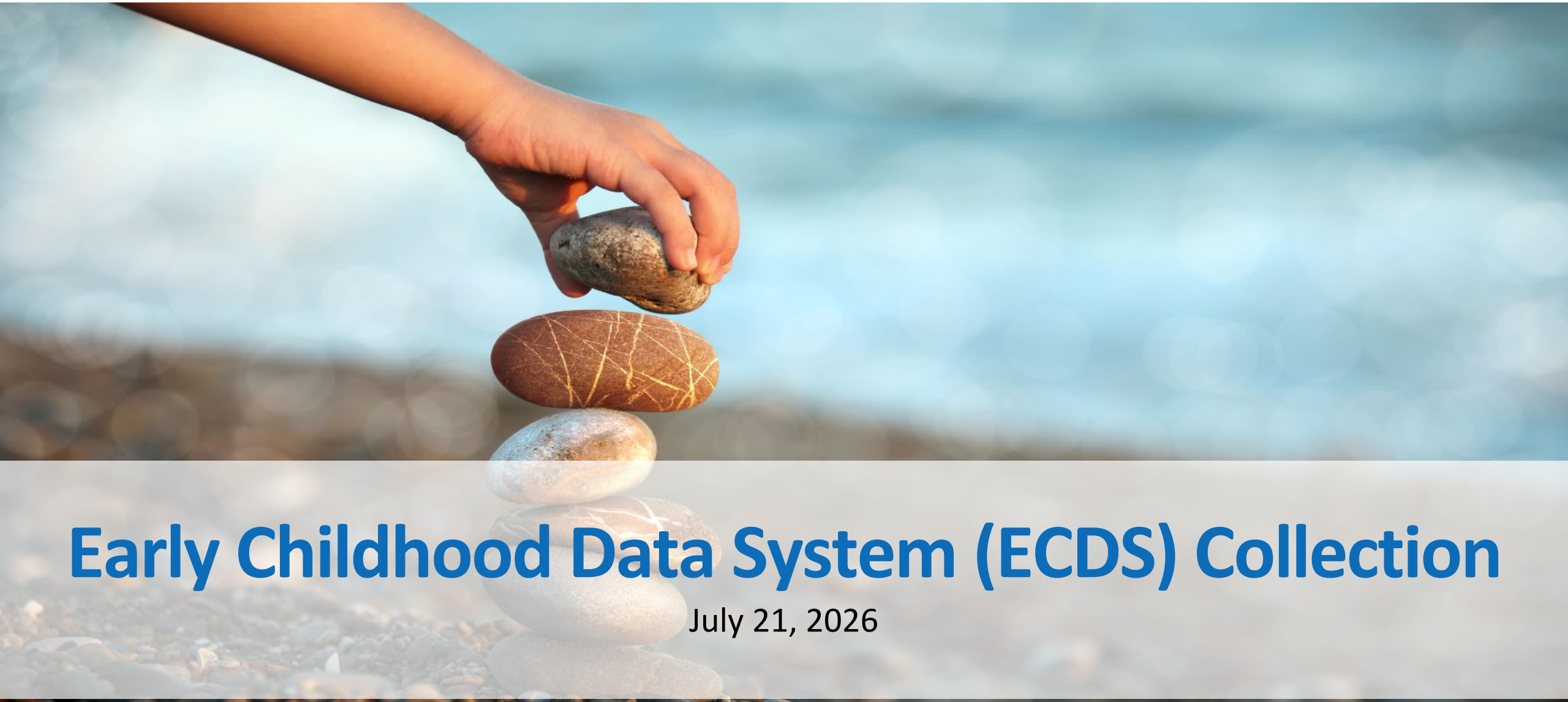
Descriptor	Short Description	Long Description
Codes 21-23 will apply only to students entering grade 9 in 2001-2002, 2002-2003, and 2003-2004.		
21	Minimum High School Program (21)	Minimum High School Program TAC Chapter 74.42, revised June 2000; for students who entered grade 9 in 2001-2002, 2002-2003, and 2003-2004 [26 Tex. Reg. 1837])
22	Recommended High School Program (22)	Recommended High School Program TAC Chapter 74.43, revised June 2000; for students who entered grade 9 in 2001-2002, 2002-2003, and 2003-2004 [26 Tex. Reg. 1837])
23	Distinguished Achievement Program (23)	Distinguished Achievement Program TAC Chapter 74.44, revised June 2000; for students who entered grade 9 in 2001-2002, 2002-2003, and 2003-2004 (including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002 [26 Tex. Reg. 1837])
Codes 24-26 will apply only to students entering grade 9 in 2004-2005, 2005-2006, 2006-2007. These students will graduate under TAC Chapter 74		
24	Minimum High School Program (24)	Minimum High School Program TAC Chapter 74.52, revised November 2003; for students who entered grade 9 in 2004-2005 and thereafter (including TAC §89.1070(b)(2) for students receiving special education services, revised August 1, 2002) [26 Tex. Reg. 1837]
25	Recommended High School Program (25)	Recommended High School Program TAC Chapter 74.53, revised November 2003; for students who entered grade 9 in 2004-2005 and thereafter (including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002) [26 Tex. Reg. 1837]
26	Distinguished Achievement Program (26)	Distinguished Achievement Program TAC Chapter 74.54, revised November 2003; for students who entered grade 9 in 2004-2005 and thereafter (including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002) [26 Tex. Reg. 1837]
Codes 27-29 will apply only to students entering grade 9 in 2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012. These students will graduate under TAC Chapter 74		
27	Minimum High School Program (27)	Minimum High School Program TAC Chapter 74.62, revised September 1, 2005; including TAC §89.1070(b)(2) for students receiving special education services, revised August 1, 2002. (for students who entered grade 9 in 2007-2008, **2008-2009, 2009-2010, 2010-2011, and 2011-2012**.) [26 Tex. Reg. 1837]
28	Recommended High School Program (28)	Recommended High School Program TAC Chapter 74.63, revised September 1, 2005; including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002. (for students who entered grade 9 in 2007-2008, **2008-2009, 2009-2010, 2010-2011, and 2011-2012**.) [26 Tex. Reg. 1837]
29	Distinguished Achievement Program (29)	Distinguished Achievement Program TAC Chapter 74.64, revised September 1, 2005; including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002. (for students who entered grade 9 in 2007-2008, **2008-2009, 2009-2010, 2010-2011, and 2011-2012**.) [26 Tex. Reg. 1837]

Descriptor	Short Description	Long Description
Codes 30-32 will apply only to students entering grade 9 in 2012-2013 and 2013-2014. These students will graduate under TAC Chapter 74.		
30	Minimum High School Program (30)	Minimum High School Program TAC Chapter 74.72, revised May 30, 2012; including TAC §89.1070(b)(2) for students receiving special education services, revised August 1, 2002. (for students who entered grade 9 in 2012-2013 and 2013-2014) [26 Tex. Reg. 1837]
31	Recommended High School Program (31)	Recommended High School Program AC Chapter 74.73, revised May 30, 2012; including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002. (for students who entered grade 9 in 2012-2013 and 2013-2014) [26 Tex. Reg. 1837]
32	Distinguished Achievement Program (32)	Distinguished Achievement Program TAC Chapter 74.74, Revised May 30, 2012; including TAC §89.1070(b) (1) for students receiving special education services, revised August 1, 2002. (for students who entered grade 9 in 2012-2013 and 2013-2014) [26 Tex. Reg. 1837]
Code 34 applies to students entering grade 9 in 2014-2015 and thereafter, or who entered grade 9 prior to the 2014-2015 school year and opted to graduate under the Foundation High School Program.		
34	Foundation High School Program	Foundation High School Program TAC Chapter 74.1021, Revised December 16, 2013. [38 TexReg 9021]. TAC 74.12, Revised July 8, 2014. [39 TexReg 5149]; revised January 1, 2015 [39 TexReg 10446]. (For students who entered grade 9 in 2014-2015 and thereafter or entered grade 9 prior to the 2014-2015 school year and opted to graduate under the Foundation High School Program). The student completed curriculum requirements for graduation under the Foundation High School Program, including satisfactory performance as established in TEC, Chapter 39, on the required state assessments.) This code should also be used for students who are awarded a diploma through requirements specified by 19 TAC 89.1070(b)(1).
Code 35 applies only to students receiving special education and related services who entered grade 9 in 2014-2015 and thereafter or who entered grade 9 prior to the 2014-2015 school year and opted to graduate under the Foundation High School Program.		
35	Minimum Curriculum for Student Receiving Special Education Services	Completion of Minimum Curriculum And Credit Requirements for Graduation Applicable To Students In General Education and the student's ARD committee determined that satisfactory performance, beyond what would otherwise be required in 19 TAC §89.1070(b)(1) and (d), on the required EOC assessment instruments is not required for graduation. TAC §89.1070(b)(2), Revised April 5, 2026
Code 40 will apply only to students who graduate by completing the Texas First Early High School Completion Program under Title 19, Part 1, TAC Chapter 21, Subchapter D.		
40	Texas First Early High School Completion Program	Texas First Early High School Completion Program TAC Chapter 21.52, adopted to be effective August 21, 2022, [47 TexReg 4850]

DiplomaType (C062)

Code 54-567 will apply only to students receiving special education services on the Foundation High School Program under TAC Chapter 74 with curriculum content modifications through the student's individualized education program (IEP).		
54	Complete IEP FT Employ Self-Help Skill Maintain Employ No Public School Ser	Completion Of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School Services TAC §89.1070(b)(2)(A), Effective January 1, 2015 [39 TexReg 10446]
55	Complete IEP Mastery Specific Employ Self-Help Skill No Public School Serv	Completion Of IEP And Demonstrated Mastery Of Specific Employability And Self-Help Skills That Do Not Require Public School Services TAC §89.1070(b)(2)(B), Effective January 1, 2015 [39 TexReg 10446]
56	Completion Of IEP Access To Services Employ Or Edu Outside Public Education	Completion Of IEP And Access To Services, Employment, Or Education Outside Of Public Education TAC §89.1070(b)(2)(C), Effective January 1, 2015 [39 TexReg 10446]
~~57~~	~~Completion Of IEP And Reached Age 22 under FHSP.~~	~~Completion Of IEP And Reached Age 22 Foundation. TAC §89.1070(b)(2)(D), Effective January 1, 2015 [39 TexReg 10446]~~


QUESTIONS?



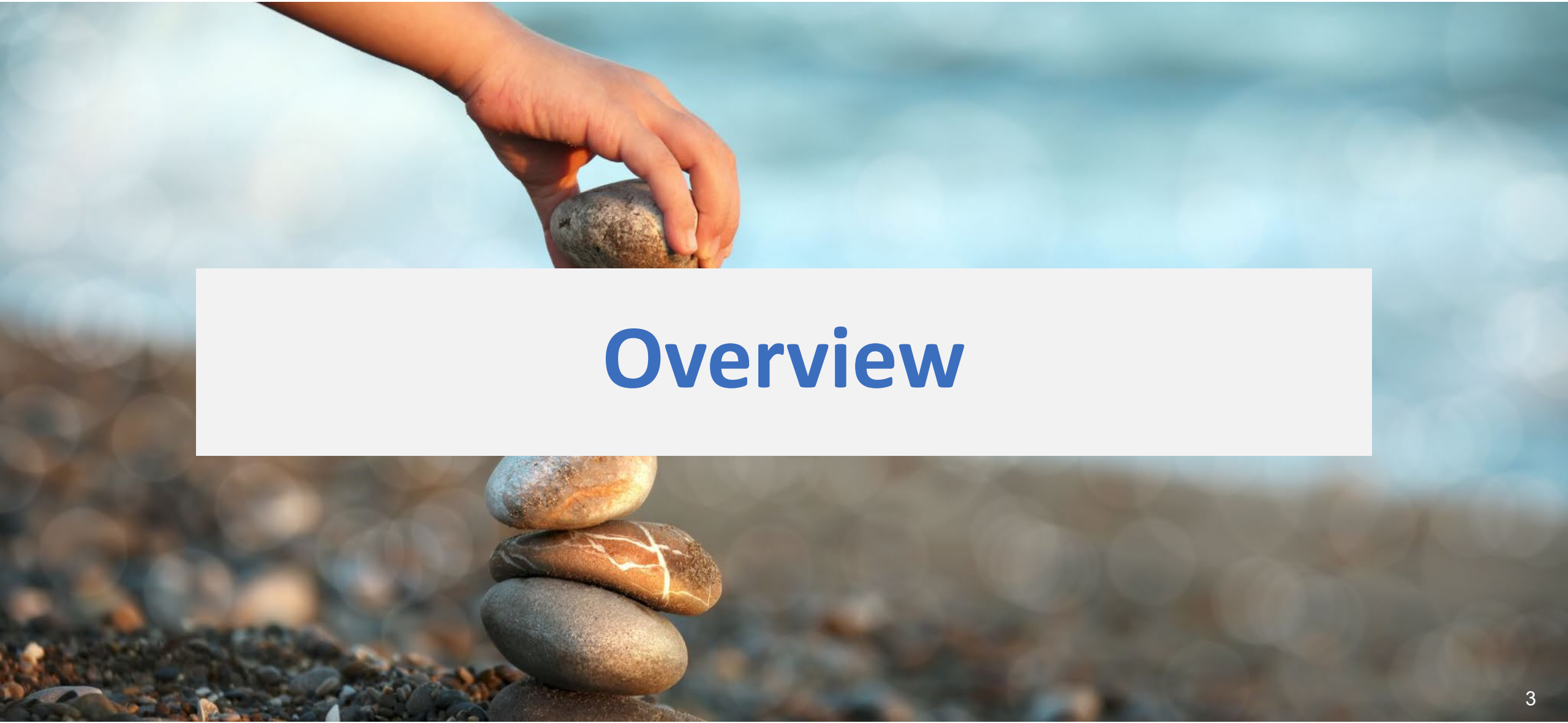
Early Childhood Data System (ECDS) Collection

July 21, 2026

Agenda –Early Childhood Data System (ECDS) Collection

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





Overview

Background

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

Resulting Changes

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



Timeline

2026-2027 Timeline

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

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

2027-2028 Timeline

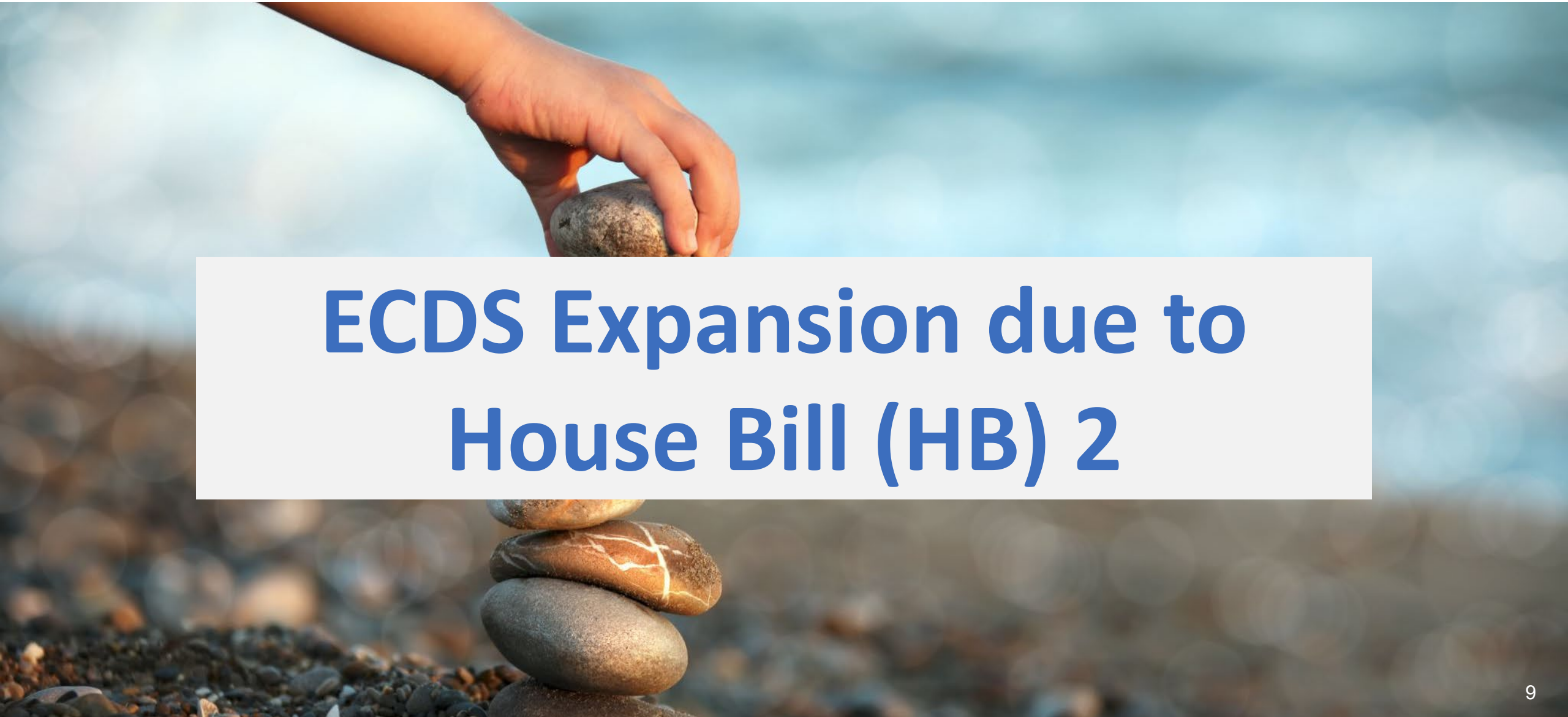
2027-2028

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

* May adjust based on the Thanksgiving holiday.

2027-2028 School Year

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



ECDS Expansion due to House Bill (HB) 2

Passage of HB 2, 89th Texas Legislature in June of 2025



Major changes to K–3 assessment requirements

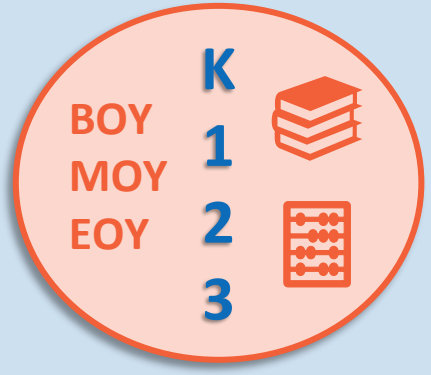
Changes to K–3 Assessments brought by HB 2, Article 5, 89th Legislature

Amended TEC §28.006



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

Established TEC §28.0063



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

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

Agency Actions

- Requires the commissioner to adopt a list of reading and mathematics instruments used to assess foundational literacy and numeracy skills in grades K-3
- Requires the commissioner to ensure that instruments are comparable/align to other assessments part of the Texas Assessment System
- Requires the agency to negotiate a price for all adopted instruments

School System Actions

- Requires school systems to adopt and administer approved foundational literacy and numeracy instruments in K–3
- Requires school systems to report results to the commissioner and to their local school board of trustees in a public meeting
- Requires school systems to notify families of student results within a set timeframe following set criteria

Administration and Data Submission Requirements

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

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

Assessment data collected via ECDS after each wave

Purpose of Data Collection

How will this data be used?

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

How will it improve student outcomes?

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



New ECDS Submissions

Entities

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

LocalEducationAgency Entity

LocalEducationAgency Entity

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

LocalEducationAgency Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
NameOfInstitution		✓		75	String		E3037
LocalEducationAgencyId		✓		6	Number		E0212
LocalEducationAgencyCategory		✓			Descriptor	C337	E3036
ECDSReasonAssessmentNotSubmitted *(may have multiple instances)*		✓			Descriptor	C380	E3178

AssessmentNonSubmissionReason (E3178)

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

Definition

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

Special Instructions

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

Used in Entity

LocalEducationAgency

Used in Domain

Education Organization

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

Definition

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

Special Instructions

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

Used in Entity

LocalEducationAgency

Used in Domain

Education Organization

AssessmentNonSubmissionReason (C380)

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

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

ECDSReasonAssessmentNotSubmitted (C380)

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

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

School Entity

School Entity

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

Student Entity

Student Entity

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

StudentEducationOrganizationAssociation Entity

StudentEducationOrganizationAssociation Entity

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

StudentSchoolAssociation Entity

StudentSchoolAssociation Entity

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

Assessment Entity

Assessment Entity

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

ObjectiveAssessment Entity

ObjectiveAssessment Entity

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

StudentAssessment Entity

StudentAssessment Entity

Data Element	Not Promoted	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
Assessment							
Student							
StudentAssessmentIdentifier		✓		60	String		E3062
ReasonNotTested		✓			Descriptor	C379	E3177
AssessmentPeriod							
AssessmentPeriod		✓			Descriptor	C381	E3179
StudentObjectiveAssessment ***(may have multiple instances)***							
ObjectiveAssessment							
AdministrationDate		✓		10	Date		E1396
StudentObjectiveAssessment > ScoreResult ***(may have multiple instances)***							
AssessmentReportingMethod		✓			Descriptor	C328	E1154
Result		✓		35	String		E1359

ReasonNotTested (E3177)

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

Definition

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

Special Instructions

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

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

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

Used in Entity

StudentAssessment

Used in Domain

Assessment

ReasonNotTested (C379)

Table Identification	Name	Date Issued	Date Updated
C379	ReasonNotTested	12/01/2026	

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

Table Identification	Name	Date Issued	Date Updated
C379	ReasonNotTested	12/01/2026	

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

AssessmentPeriod (E3179)

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

Definition

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

Special Instructions

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

Used in Entity

StudentAssessment

Used in Domain

Assessment

AssessmentPeriod (C381)

Table Identification	Name	Date Issued	Date Updated
C381	AssessmentPeriod	12/01/2026	

Descriptor	Short Description	Long Description
01	Beginning of Year	Beginning of Year
02	Middle of Year	Middle of Year
03	End of Year	End of Year

Texas Education Agency



TSDS Application Development

K-3 Assessment Implementation Summary

1 Strategic Planning

May – Sep 2026

Deliverables:

- TEDS 2027.2.0
- Technical Resources

2 Vendor Assessment

Oct 2026 – Feb 2027

Deliverables:

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

3 Readiness Validation

Mar – Jul 2027

Deliverables:

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

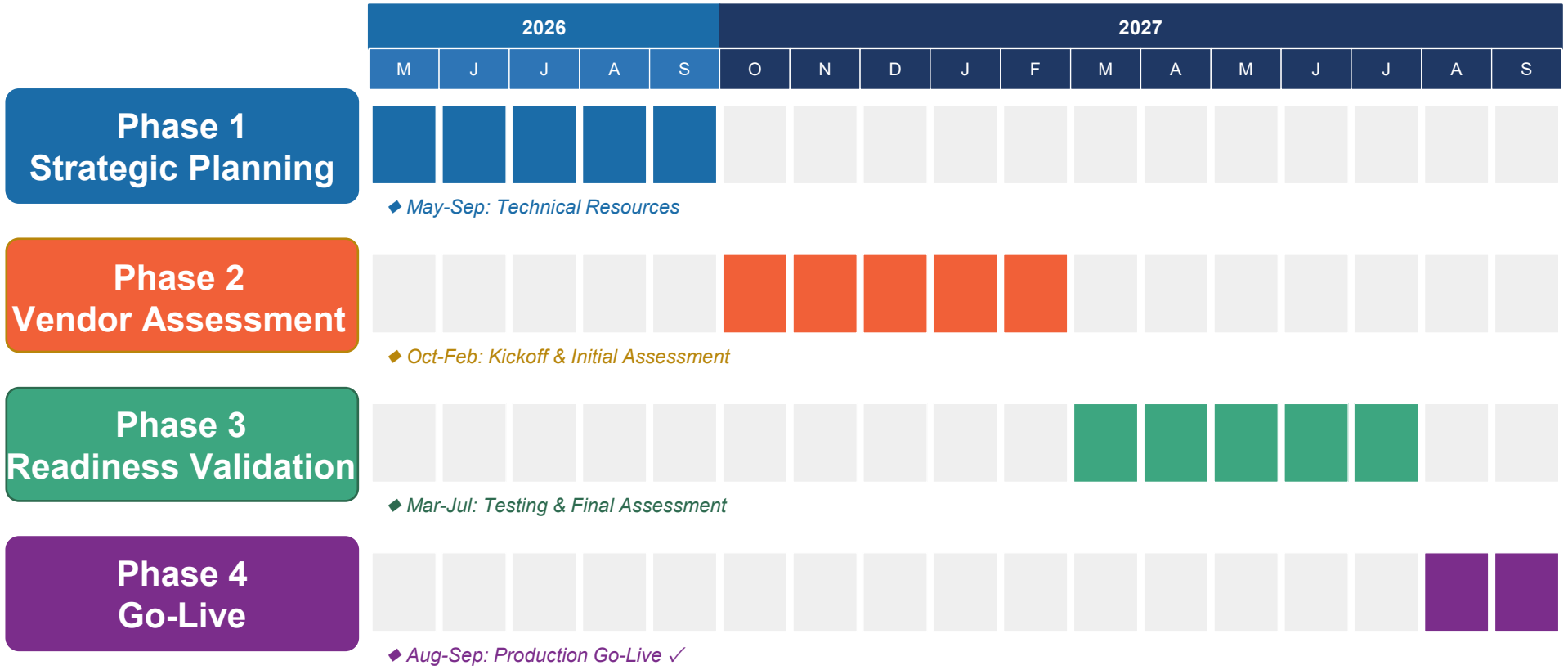
4 Go-Live & Operations

Aug – Sep 2027

Deliverables:

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

K-3 Assessment Project Timeline



Go-live target: August 2027!

FAQ – Vendor Readiness

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

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

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

FAQ – Assessment Content

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

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

Texas Education Agency



Closeout

Key Takeaways

What Matters Most For Successful Submissions (2027-2028)

Why It Matters

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

How It Fits

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

Key Dates

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

What To Report

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

Avoid Errors

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

Bottom Line

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

Technical Resources

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

QUESTIONS



Texas Education Agency

PEIMS FALL ENROLLMENT SUBMISSION

July 21, 2026

Agenda – 2026-2027 PEIMS Fall Enrollment Submission

- PEIMS Fall Enrollment Submission
- Timeline
- Application and Promotion Logic
- Business Rules
- Reports
- Training Plan
- Questions



PEIMS FALL ENROLLMENT

2026-2027 PEIMS Fall Enrollment Submission

- The PEIMS Fall Enrollment Submission will consist of:
  - All students enrolled on the first Friday in October with their Special Education program determination and
  - Students in grades 7-12 enrolled at any time on or before the first Friday in October must be reported. (AsOfStatusFirstFridayOctober (C361) B, C, D, or E).

Entities

- The PEIMS Fall Enrollment Submission will consist of the following entities:
  - LocalEducationAgency
  - School
  - Calendar*
  - Student
  - StudentEducationOrganizationAssociation
  - StudentSchoolAssociation
  - Program*
  - StudentSpecialEducationProgramAssociation

** Not Promoted*

LocalEducationAgency Entity

- The following is added to the PEIMS Fall Enrollment Submission:
  - Data Elements:
    - EducationOrganizationCategory (NP004)
    - NameOfInstitution (E3037)
    - LocalEducationAgencyId (E0212)
    - LocalEducationAgencyCategory (E3036)

LocalEducationAgency Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
EducationOrganizationCategory *(may have multiple instances)*	✓				Descriptor	C331	NP004
NameOfInstitution		✓	PA,PF,PM,PS,PE,EF	75	String		E3037
LocalEducationAgencyId		✓	PA,PF,PM,PS,PE,EF	6	Number		E0212
LocalEducationAgencyCategory		✓	PA,PF,PM,PS,PE,EF		Descriptor	C337	E3036

School Entity

- The following is added to the PEIMS Fall Enrollment Submission:
  - Data Elements:
    - EducationOrganizationCategory (NP004)
    - NameOfInstitution (E3037)
    - LocalEducationAgency (Reference)
    - SchoolId (E0266)
    - GradeLevel (E0017)

School Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
EducationOrganizationCategory *(may have multiple instances)*	✓				Descriptor	C331	NP004
NameOfInstitution		✓	PA,PF,PM,PS,PE,EF	75	String		E3037
LocalEducationAgency							
SchoolId		✓	PA,PF,PM,PS,PE,EF	9	Number		E0266
GradeLevel *(may have multiple instances)*		✓	PA,PF,PM,PS,PE,EF		Descriptor	C050	E0017

Calendar Entity*

- The following is added to the PEIMS Fall Enrollment Submission:
  - Data Elements:
    - School (Reference)
    - SchoolYear (E1093)
    - CalendarCode (E0975)
    - CalendarType (E1600)

Calendar Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
School							
SchoolYear		✓	PA,PS,PE,EF		Descriptor		E1093
CalendarCode		✓	PA,PS,PE,EF	60	String		E0975
CalendarType		✓	PA,PS,PE,EF		Descriptor	C215	E1600

** Not Promoted*

StudentSchoolAssociation Entity

- The following is added to the PEIMS Fall Enrollment Submission:
  - Data Elements:
    - Student (Reference)
    - School (Reference)
    - Calendar (Reference)
    - EntryDate (E3023)
    - EntryGradeLevel (E1517)
    - ADAEligibility (E0787)
    - ExitWithdrawDate (E3028)
    - ExitWithdrawType (E1001)

StudentSchoolAssociation Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
Student							
School							
Calendar							
EntryDate		✓	PA,PF,PS,PE,EF	10	Date		E3023
EntryGradeLevel		✓	PA,PF,PS,PE,EF		Descriptor	C050	E1517
EntryType	✓				Descriptor	C334	NP006
ADAEligibility			PA,PF,PS,PE,EF		Descriptor	C059	E0787
ExitWithdrawDate		✓	PF,PS,PE,EF	10	Date		E3028
ExitWithdrawType			PF,PS,PE,EF		Descriptor	C162	E1001

Student Entity

- The following is added to the PEIMS Fall Enrollment Submission:
  - Common Types:
    - Name
    - BirthData
  - Data Elements:
    - StudentUniqueId (E1523)
    - LocalStudentId (E0923)
    - StudentId (E0001)
    - GenerationCode (E0706)
    - AsOfStatusFirstFridayOctober (New)
    - FirstName (E0703)
    - MiddleName (E0704)
    - LastSurname (E0705)
    - BirthDate (E0006)

Student Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
StudentUniqueId		✓	PA,PF,PS,PE,EF	10	String		E1523
LocalStudentId		✓	PA,PF,PS,PE,EF	9	String		E0923
StudentId		✓	PA,PF,PS,PE,EF	9	String		E0001
GenerationCode		✓	PA,PF,PS,PE,EF		Descriptor	C012	E0706
AsOfStatusFirstFridayOctober			EF		Descriptor	C361	E3119
Name							
FirstName		✓	PA,PF,PS,PE,EF	75	String		E0703
MiddleName		✓	PA,PF,PS,PE,EF	75	String		E0704
LastSurname		✓	PA,PF,PS,PE,EF	75	String		E0705
BirthData							
BirthDate		✓	PA,PF,PS,PE,EF	10	Date		E0006

AsOfStatusFirstFridayOctober Data Element

Data Element ID	Data Element Name	Date Issued	Date Updated
E3119	AsOfStatusFirstFridayOctober	12/01/2025	

Definition

AsOfStatusFirstFridayOctober indicates the student's status in the LEA on the first Friday in October.

Special Instructions

Students in grades 7-12 who are enrolled at any time on or before the first Friday in October must have an AsOfStatusFirstFridayOctober value of B, C, D, or E.

Table Identification	Length	Data Type	Domain of Values
AsOfStatusFirstFridayOctober(C361)		Descriptor	

Used in Entities

Student

Used in Domain

Student Identification and Demographics

Former Data Element Name

Used in Data Collections/Submissions

- [ ] PEIMS Attendance
- [ ] PEIMS Extended Year
- [ ] PEIMS Fall
- [x] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [ ] 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 Summer
- [ ] SPEDS SPEDS Video Camera Request
- [ ] SPPI-14 SPPI-14
- [ ] TVC Teacher Vacancy
- [ ] UID Enrollment Event
UID Enrollment Event

AsOfStatusFirstFridayOctober Descriptor Table

Table ID	Name	Date Issued	Date Updated
C361	AsOfStatusFirstFridayOctober	12/01/2025	

Descriptor	Short Description	Long Description
B	Enrolled School-Start And Enrolled On The First Friday In October	Student was enrolled in the district within the school-start window and was enrolled in the district on the first Friday in October
C	Enrolled School-Start And Not Enrolled On The First Friday In October	Student was enrolled in the district within the school-start window and was not enrolled in the district on the first Friday in October
D	Not Enrolled School-Start Window And Enrolled The First Friday In October	Student was not enrolled in the district within the school-start window and was enrolled in the district on the first Friday in October
E	Not Enrolled School-Start Window Or On The First Friday In October	Student was enrolled in the district but not within the school-start window and not on the first Friday in October
X	EE-06 And First Time 7th Enrolled On The First Friday In October	For all students in grades EE-06 and first-time 7th graders enrolled on the first Friday in October

StudentEducationOrganizationAssociation Entity

- The following is added to the PEIMS Fall Enrollment Submission:
  - Data Elements:
    - Student (Reference)
    - LocalEducationAgency (Reference)
    - Sex (E0004)
    - HispanicLatinoEthnicity (E1064)
    - Race (E3050)

StudentEducationOrganizationAssociation Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
Student							
LocalEducationAgency							
Sex		✓	PA,PF,PS,PE,EF		Descriptor	C013	E0004
HispanicLatinoEthnicity		✓	PA,PF,PS,PE,EF		Boolean		E1064
Race *(may have multiple instances)*		✓	PA,PF,PS,PE,EF		Descriptor	C304	E3050

Program Entity*

- The following is added to the PEIMS Fall Enrollment Submission:
  - Data Elements:
    - Local Education Agency (Reference)
    - ProgramName (E3049)
    - ProgramType (E1337)

Program Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
LocalEducationAgency							
ProgramName	✓			60	String		NP003
ProgramType		✓	PF,PS,PE,EF		Descriptor	C303	E1337

** Not Promoted*

StudentSpecialEducationProgramAssociation

- The following are included in the PEIMS Fall Enrollment Submission:
  - Common Types:
    - InstructionalSettingSet
  - Data Elements:
    - School (Reference)
    - Student (Reference)
    - Program (Reference)
    - BeginDate (E3010)
    - EndDate (E3020)
    - InstructionalSetting (E0173)
    - InstructionalSettingBeginDate (E3025)
    - InstructionalSettingEndDate (E3026)

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
InstructionalSettingSet *(may have multiple instances)*							
InstructionalSetting		✓	PF,PS,PE,EF		Descriptor	C035	E0173
InstructionalSettingBeginDate		✓	PF,PS,PE,EF	10	Date		E3025
InstructionalSettingEndDate		✓	PF,PS,PE,EF	10	Date		E3026

TIMELINE

2025-2026 Timeline

PEIMS Summer Submission	
TSDS PEIMS ready to load data to IODS	August 4, 2025
TSDS PEIMS Summer ready for users to complete, approve, and accept submissions	May 18, 2026
Requests to retire Unique IDs due at TEA for PEIMS Summer First Submission	June 12, 2026
PEIMS Summer First Submission due date for LEAs	June 18, 2026
Requests to retire Unique IDs due at TEA for PEIMS Summer Resubmission	July 10, 2026
PEIMS Summer Resubmission due date for LEAs LEAs registered with TEA with year-round tracks ending later than **June 18, 2026**, may delay PEIMS Summer Resubmission until two weeks following completion of the latest year-round track or **August 20, 2026**, whichever comes first. However, the initial data delivery for Submission 3 must still be made by **June 18, 2026**, for all LEAs. In no case will any Resubmission be processed after **August 20, 2026**. Data corrections made after **August 20, 2026**, will be processed by State Funding.	July 16, 2026
PEIMS Summer data available to customers	September 17, 2026

PEIMS Extended Year Submission	
TSDS PEIMS ready to load data to IODS	August 4, 2025
TSDS PEIMS Extended Year ready for users to complete, approve, and accept submissions	July 27, 2026
Requests to retire Unique IDs due at TEA for PEIMS Extended Year First Submission	August 21, 2026
PEIMS Extended Year First Submission due date for LEAs	August 27, 2026
Requests to retire Unique IDs due at TEA for PEIMS Extended Year Resubmission	September 25, 2026
PEIMS Extended Year Resubmission due date for LEAs	October 1, 2026
PEIMS Extended Year data available to customers	October 29, 2026

2025-2026 School Year

- 2025-2026 school year Leavers and Graduates reported in the 2025-2026 PEIMS Summer and Extended Year Submissions.

2026-2027 Timeline

PEIMS Fall Enrollment Submission	
TSDS PEIMS ready to load data to IODS	August 3, 2026
Close of school-start window - Last Friday in September	September 25, 2026
PEIMS Fall Enrollment snapshot date	October 2, 2026
TSDS PEIMS Fall Enrollment ready for users to complete, approve, and accept submissions	October 5, 2026
Requests to retire Unique IDs due at TEA for PEIMS Fall Enrollment Submission	October 9, 2026
PEIMS Fall Enrollment Submission due date for LEAs	October 15, 2026

PEIMS Fall Submission (Sub 1)	
TSDS PEIMS ready to load data to IODS	August 3, 2026
PEIMS Fall snapshot date	October 30, 2026
TSDS PEIMS Fall ready for users to complete, approve, and accept submissions	November 2, 2026
Requests to retire Unique IDs due at TEA for PEIMS Fall First Submission	December 4, 2026
PEIMS Fall First Submission due date for LEAs and ESCs	December 10, 2026
Requests to retire Unique IDs due at TEA for PEIMS Fall Resubmission	January 15, 2027
PEIMS Fall Resubmission due date for LEAs and ESCs	January 21, 2027
PEIMS Fall data available to customers	February 18, 2027

2026-2027 School Year

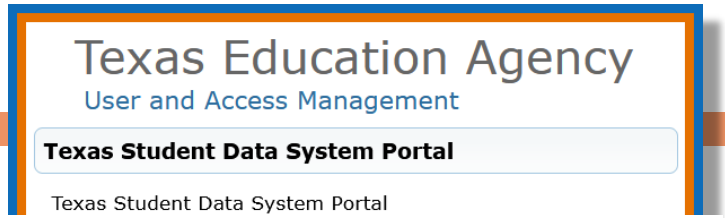
- **New** PEIMS Fall Enrollment Submission.
- PEIMS Fall Submission excludes leavers and graduates.

APPLICATION AND PROMOTION LOGIC

PEIMS Application: Overview

- Fall Enrollment will be accessible via the **PEIMS APPLICATION**.
- Functionality will be similar to other PEIMS submissions:
  - Data Element Summary, Search Submission Data, and Retrieve Submission Data will be available.
  - A resubmission will not be available.
  - A working submission will be available.

TEAL Roles & Privileges



LEA

- PEIMS Data Sched/Promoter
- PEIMS Data Submitter
- PEIMS Data Completer
- PEIMS Data Approver
- PEIMS Data Accepter

View Only

- PEIMS Campus View Data
- PEIMS LEA View Data
- PEIMS ESC View Data

New privileges:

FAEN EdOrg

FAEN Student

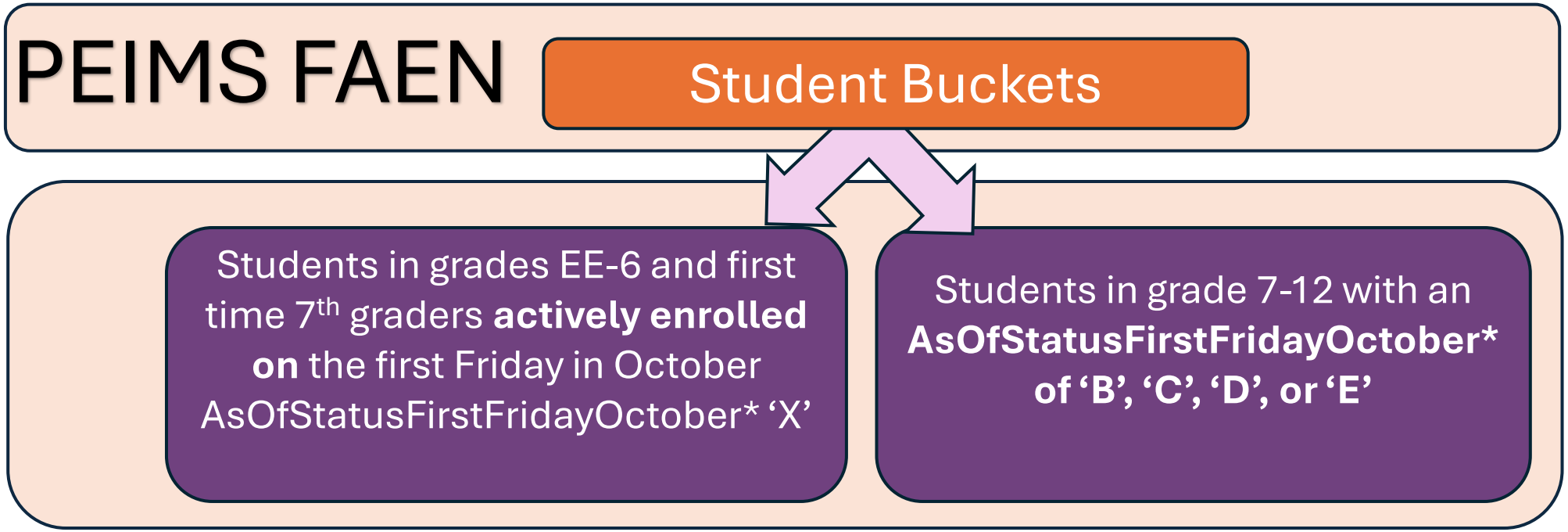
Available July 2026

Campus

- PEIMS Campus Submitter
- PEIMS Campus Approver

PEIMS Application: Promotion Logic

- The following criteria logic will be applied when promoting students to the PEIMS data mart:



*NOTE: In 2026-2027, TEA will pilot *AOSFFO calculation from data provided by LEA.*

BUSINESS RULES

PEIMS Application: Business Rules

- Fall Enrollment will utilize both new and existing business rules.
  - Refer to TEDS for the complete listing of business rules.
  - Additional rules may be added as progress continues in the development of the new submission.
- New rules will reflect the new AsOfStatusFirstFridayOctober (E3119) data element.

New Business Rules

New rules will be added to the PEIMS Fall Enrollment Submission:

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
40100-0270	On the PEIMS Fall Enrollment snapshot date, if AsOfStatusFirstFridayOctober is "B", "D", or "X", then there must be StudentEducationOrganizationAssociation data and enrollment (StudentSchoolAssociation) data reported with a matching StudentUniqueId. Each student enrolled this year on the PEIMS Fall Enrollment snapshot date must be reported with StudentEducationOrganizationAssociation data and enrollment (StudentSchoolAssociation) data.	F L2, L3		EF	District, Charter
40100-0271	For a student being reported for PEIMS Fall Enrollment Submission, AsOfStatusFirstFridayOctober must be reported. For a student being reported for PEIMS Fall Enrollment Submission, AsOfStatusFirstFridayOctober must be reported.	F L2, L3		EF	District, Campus, Charter
40100-0272	On the PEIMS Fall Enrollment snapshot date, if AsOfStatusFirstFridayOctober is "B", "C", "D", "E", or "X", then ADAEligibility must be reported. ADAEligibility must be reported for all students enrolled in the current year.	F L2, L3		EF	District, Campus, Charter

New Business Rules

New rules will be added to the PEIMS Fall Enrollment Submission:

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
40100-0273	On the PEIMS Fall Enrollment snapshot date, if AsOfStatusFirstFridayOctober is "B", "C", "D", or "E", then EntryGradeLevel must be "07", "08", "09", "10", "11", or "12". On the PEIMS Fall Enrollment snapshot date, if a student is a secondary student (falling into leaver range), then EntryGradeLevel must be "07"-"12".	F L2, L3		EF	District, Campus, Charter
40100-0274	On the PEIMS Fall Enrollment snapshot date, if AsOfStatusFirstFridayOctober is "X", then EntryGradeLevel must be "EE", "PK", "KG", "01", "02", "03", "04", "05", "06", or "07". Only students in EntryGradeLevel "EE", "PK", "KG", "01"-"06", or "07" (first year seventh graders) may use AsOfStatusFirstFridayOctober of "X".	F L2, L3		EF	District, Campus, Charter
40100-0275	On the PEIMS Fall Enrollment snapshot date, if EntryGradeLevel is "EE", "PK", "KG", "01", "02", "03", "04", "05", or "06", then AsOfStatusFirstFridayOctober must be "X". On the PEIMS Fall Enrollment snapshot date, if a student's EntryGradeLevel is "EE", "PK", "KG", or "01"-"06", then AsOfStatusFirstFridayOctober must be "X".	F L2, L3		EF	District, Campus, Charter
40100-0276	On the PEIMS Fall Enrollment snapshot date, if EntryGradeLevel is "07", then AsOfStatusFirstFridayOctober must be "B", "C", "D", "E", or "X". A student in EntryGradeLevel "07" must have an AsOfStatusFirstFridayOctober of "B", "C", "D", "E", or "X".	F L2, L3		EF	District, Campus, Charter
40100-0277	On the PEIMS Fall Enrollment snapshot date, if EntryGradeLevel is "08", "09", "10", "11", or "12", then AsOfStatusFirstFridayOctober must be "B", "C", "D", or "E". A student in EntryGradeLevel "08"-"12" must have an AsOfStatusFristFridayOctober of "B", "C", "D", or "E".	F L2, L3		EF	District, Campus, Charter

Revised Business Rules

Existing rules will be added to the PEIMS Fall Enrollment Submission:

- 40100-0001
- 40100-000C
- 40100-0012
- 40100-0013
- 40100-0014
- 40100-0015
- 40100-0035
- 40100-0058
- 40100-0078
- 40100-0079
- 40100-0080
- 40100-0085
- 40100-0086
- 40100-0088
- 40100-0089
- 40100-0091
- 40100-0097
- 40100-0099
- 40100-0100
- 40100-0110
- 40100-0111
- 40100-0114
- 40100-0117
- 40100-0135
- 40100-0136
- 40100-0153

REPORTS

PEIMS FAEN Submission Reports

The PEIMS Fall Enrollment Submission reports are in development.

- Twinned PEIMS Fall reports
  Reports from several categories will be duplicated into PEIMS FAEN.
- Additional new reports
  For clarity into the reported data, a few new reports will be created.

Standard Report Groups

Student

- PDM6-120-001
  - Student Type by Grade, Ethnicity, and Sex
- PDM6-120-002
  - Students by ADA Eligibility and Grade
- PDM6-120-003
  - Student Data Review
- PDM6-120-004
  - Students Not Enrolled on Selected PEIMS Date
- PDM6-120-005
  - Student Roster Report

Special

- PDM6-230-002
  Submission Summary Report
- PDM6-230-003
  Student Summary by Sex and Ethnicity
- PDM6-231-002
  Percentage of Change from Prior Year: Student Demographics, Characteristics, & Programs

Special Report Groups

Student Leaver	Statewide	ESC Level	UID Discrepancies

• PDM6-326-003
  • Underreported Student List
	• PDM6-403-001
	  • Duplicate Student Report for Enrollment and Graduates
		• PDM6-454-001
		  • Students Not Enrolled on PEIMS Snapshot Date Data
		• PDM6-455-001
		  • Validation Error
			• PDM6-600-001
			  • Daily LEA Person Submission Total (Student Discrepancies)
			• PDM6-600-002
			  • Statement of Unique ID Student Discrepancies
			• PDM6-600-003
			  • Student Ethnicity/Race/Gender Submission Total

REPORT MOCK-UPS

PDM6-120-001 - Student Type by Grade, Ethnicity, and Sex

Texas Education Agency
PDM6-120-001
vnn.n.n
LEA: nnnnnn - DistrictName1
Campus: nnnnnnn - CampusName1

TSDS PEIMS STUDENT TYPE BY GRADE, ETHNICITY, AND SEX
Campus-level Data | Program Type: ALL
Campuses: NNN, NNN, NNN
2026-2027 Fall Enrollment Single Submission Instance

Verify counts by Grade, Ethnicity and Sex

	Hispanic/Latino		American Indian or Alaska Native		Asian		Black or Africa American		Hawaiian or Other Pacific Islander		White		Two or More			
Grade	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		%
EE	n	n	n	n	n	n	n	n	n	n	n	n	n	n		n.n%
PK	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n.n%
KG	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n.n%
01	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n.n%
02	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n.n%
03	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n.n%
04	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n.n%
05	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n.n%
06	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n.n%
07	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n.n%
08	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n.n%
09	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n.n%
10	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n.n%
11	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n.n%
12	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n.n%
Total	**n**	**n**	**n**	**n**	**n**	**n**	**n**	**n**	**n**	**n**	**n**	**n**	**n**	**n**	**n**	**n.n%**
Percent	n.n%	n.n%	n.n%	n.n%	n.n%	n.n%	n.n%	n.n%	n.n%	n.n%	n.n%	n.n%	n.n%	n.n%		

	TOTALS		
Grade	Regular	Special Ed	Grade Total
EE	n	n	n

PDM6-120-002 - Students by ADA Eligibility and Grade

Texas Education Agency
PDM6-120-002
vnn.n.n

TSDS PEIMS STUDENT BY ADA ELIGIBILITY AND GRADE
LEA-level Data | All Students
Campuses: All Campuses
2026-2027 Fall Enrollment Single Submission Instance

LEA: nnnnnn - DistrictName1

Verify counts by ADA Eligibility and Grade

ADA Eligibility Code	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total	%
nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn.n
nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn.n
nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn.n
nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn.n
nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn	nn.n
Total	**nn**	**nn**	**nn**	**nn**	**nn**	**nn**	**nn**	**nn**	**nn**	**nn**	**nn**	**nn**	**nn**	**nn**	**nn**	**n,nnn**	**nn.n**
Percent	nn.n	nn.n	nn.n	nn.n	nn.n	nn.n	nn.n	nn.n	nn.n	nn.n	nn.n	nn.n	nn.n	nn.n	nn.n	nn.n	

Note: Detail may not add to 100% due to rounding.

PDM6-120-003 - Student Data Review

Texas Education Agency
PDM6-120-003
vnn.n.n

TSDS PEIMS STUDENT DATA REVIEW
LEA-level Data
Campuses: 002, 007, 009, 016
2026-2027 Fall Enrollment Single Submission Instance

Monday 12/13/2026 2:41PM
Page 1 of 2

LEA: nnnnnn - DistrictName1

Student Information	LEA Count	LEA Percent
Total Enrollment	nn,nnn	N/A
Total Membership	nn,nnn	N/A
Enrollment By Grade:		
GradeDescKG	n,nnn	nn.nn
GradeDesc1	n,nnn	nn.nn
GradeDesc2	n,nnn	nn.nn
GradeDesc3	n,nnn	nn.nn
GradeDesc4	n,nnn	nn.nn
GradeDesc5	n,nnn	nn.nn
GradeDesc6	n,nnn	nn.nn
GradeDesc7	n,nnn	nn.nn
GradeDesc8	n,nnn	nn.nn
GradeDesc9	n,nnn	nn.nn
GradeDesc10	n,nnn	nn.nn
GradeDesc11	n,nnn	nn.nn
GradeDesc12	n,nnn	nn.nn
Ethnicity/Race Distribution:		
White	n,nnn	nn.nn
Hispanic/Latino	n,nnn	nn.nn
Black or African American	n,nnn	nn.nn
Asian	n,nnn	nn.nn
American Indian or Alaska Native	n,nnn	nn.nn
Native Hawaiian/Other Pacific Islander	n,nnn	nn.nn
Two or More	n,nnn	nn.nn

Check for reasonableness

PDM6-120-004 - Students Not Enrolled on Selected PEIMS Date

Texas Education Agency
PDM6-120-004
vnn.n.n
*** **CONFIDENTIAL** ***
LEA: nnnnnn - DistrictName1

TSDS PEIMS STUDENTS NOT ENROLLED ON SELECTED PEIMS DATE
LEA-level Data | ALL
2026-2027 Fall Enrollment Single Submission Instance

Monday 4/5/2027 2:4
Pa

Not Enrolled School-Start Window
Grade: nn

Student Name	Unique ID	Local ID	Student ID	Sex	Ethnicity/ Race	Date of Birth	ADA Eligibility Code	A of
Lname Gen, First MiddleName1	nnnnnn	nnnnnnnnn	nnnnnnnnn	M	A	mm/dd/yyyy	nn	a
Lname Gen, First MiddleName2	nnnnnn		nnnnnnnnn	F	A	mm/dd/yyyy		a
Lname Gen, First MiddleName3	nnnnnn	nnnnnnnnn	nnnnnnnnn	M	A	mm/dd/yyyy		a
Lname Gen, First MiddleName4	nnnnnn		nnnnnnnnn	M	A	mm/dd/yyyy	nn	a
Lname Gen, First MiddleName5	nnnnnn	nnnnnnnnn	nnnnnnnnn	F	A	mm/dd/yyyy		a

Total Students for Grade nn: nn,nnn

Total Students for LEA: nn,nnn

Note: This report only covers students in grades 7-12.

Note 2: This report includes only students with an As of Status of 'D', OR 'E', indicating a student who has been enrolled at some point during the current school year, but was not enrolled during the School-Start Window.

Roster by Grade for:
Not Enrolled School-Start Window
Or
Not Enrolled on first Friday in October

PDM6-120-005 - Student Roster Report

Texas Education Agency
PDM6-120-005
vn.n.n
CONFIDENTIAL
LEA: nnnnnn - DistrictName1
Campus: nnnnnn - CampusName1

TSDS PEIMS STUDENT ROSTER REPORT
Campus-level Data | Parameter
Campuses: 002, 007, 009, 016
2026-2027 Fall Enrollment Single Submission Instance

Grade: nn

Student Name	Unique ID	Local ID	Student ID	Sex	Eth/Race	Date of Birth	As of Status	ADA Elig	Spec Ed	F	Inst Set
Lname Gencode, FirstMName1	nnnnnnnnnn	nnnnnnnnn	nnnnnnnnn	M	W	mm/dd/yyyy	n	n	n		nn
Lname Gencode, FirstMName2	nnnnnnnnnn	nnnnnnnnn	nnnnnnnnn	M	A,B	mm/dd/yyyy	n	n			
Lname Gencode, FirstMName3	nnnnnnnnnn	nnnnnnnnn	nnnnnnnnn	M	A	mm/dd/yyyy	n	n			
Lname Gencode, FirstMName4	nnnnnnnnnn	nnnnnnnnn	nnnnnnnnn	M	A,W,P	mm/dd/yyyy	n	n	n	nn	nn
Lname Gencode, FirstMName5	nnnnnnnnnn	nnnnnnnnn	nnnnnnnnn	M	A	mm/dd/yyyy	n	n			

Total Students for Grade <nn>: nn,nnn

Total Students for Campus: nnn,nnn

Verify reported students and AsOfStatusFirstFriday October

PDM6-230-002 - Submission Summary Report

Texas Education Agency — TSDS PEIMS SUBMISSION SUMMARY REPORT — Monday 1/11/2027 2

PDM6-230-002 — **LEA-level Data**

vnn.n.n — 2026-2027 Fall Enrollment Single Submission Instance

LEA: 020906 - Bugscuffle ISD

Check for reasonableness

EDUCATION ORGANIZATION ROWS			
nnnnn	aaaaaaaaaaaaaaaaaa	23	
nnnnn	aaaaaaaaaaaaaaaaaaaaaaaaaaaaa	18	
nnnnn	aaaaaaaaaaaaaa	38	
	TOTAL ORGANIZATION ROWS:		**79**
STUDENT ROWS:			
nnnnn	aaaaaaaaaaaaaaaaaa	658	
nnnnn	aaaaaaaaaaaaaaaaaaaaaaaaaaaaa	500	
nnnnn	aaaaaaaaaaaaaa	649	
nnnnn	aaaaaaaaaaaaaaaaaaaaaaaaaaaaa	582	
nnnnn	aaaaaaaaaaaaaa	449	
	TOTAL STUDENT ROWS		**2,838**
	TOTAL ROWS		**2,917**

PDM6-230-003 - Student Summary by Sex and Ethnicity

Texas Education Agency
PDM6-230-003
vnn.n.n

TSDS PEIMS STUDENT SUMMARY BY SEX AND ETHNICITY
LEA-level Data
Campuses: NNN, NNN, NNN
2026-2027 Fall Enrollment Single Submission Instance

LEA: nnnnnn - DistrictName1
Campus: nnnnnnn - CampusName1

Verify counts by Ethnicity, Sex and ADA Eligibility

	Hispanic/Latino		Alaska Native		Asian		American		Pacific Islander		White		Races		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	TOTALS
All Students:	n	n	n	n	n	n	n	n	n	n	n	n	n	n	nnn
Percent	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	nnn.n
Special Ed Students:	n	n	n	n	n	n	n	n	n	n	n	n	n	n	nnn
Percent	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	nnn.n
Students by ADA Eligibility Code:															%
0	n	n	n	n	n	n	n	n	n	n	n	n	n	n	nnn	n.n
1	n	n	n	n	n	n	n	n	n	n	n	n	n	n	nnn	n.n
2	n	n	n	n	n	n	n	n	n	n	n	n	n	n	nnn	n.n
3	n	n	n	n	n	n	n	n	n	n	n	n	n	n	nnn	n.n
4	n	n	n	n	n	n	n	n	n	n	n	n	n	n	nnn	n.n
5	n	n	n	n	n	n	n	n	n	n	n	n	n	n	nnn	n.n
6	n	n	n	n	n	n	n	n	n	n	n	n	n	n	nnn	n.n
7	n	n	n	n	n	n	n	n	n	n	n	n	n	n	nnn	n.n
8	n	n	n	n	n	n	n	n	n	n	n	n	n	n	nnn	n.n
9	n	n	n	n	n	n	n	n	n	n	n	n	n	n	nnn	n.n
Total	n	n	n	n	n	n	n	n	n	n	n	n	n	n	nnn	nnn.n
Percent	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	n.n	nnn.n	

PDM6-231-002 - Percentage of Change from Prior Year: Student Demographics, Characteristics & Programs

Texas Education Agency
PDM6-231-002
vnn.n.n

TSDS PEIMS PERCENTAGE OF CHANGE FROM PREVIOUS YEAR: STUDENT DEMOGRAPHICS, CHARACTERISTICS & PROGRAMS
LEA-level Data | All Programs | Alphabetically in Ascending Order
Campuses: All Campuses
2026-2027 Fall Enrollment Single Submission Instance

Monday 12/7/2026 2:41PM
Page n of n

LEA: nnnnnn - DistrictName1

Summary

Student Status	Previous Year	Current Year	% Change	Compared to Prev Year
Enrollment	2,605	2,536	-3%	Decrease

ADA Eligibility

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
0-Enrolled, Not In Membership	139	116	-17%	Decrease
1- Eligible For Full Day Attendance	276	231	-16%	Decrease
2-Eligible For Half Day Attendance	8	11	38%	Increase

Entry Grade Level

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
KG-Kindergarten	472	426	-10%	Decrease
01-Grade 1	40	65	63%	Increase
02-Grade 2	76	83	9%	Increase

Hispanic Latino Ethnicity

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
No Data to Report				

Sex

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
F-Female	76	83	9%	Increase
M-Male	75	75	0%	No Change

Note 1: BOTH the summary and programs section of this report includes only student enrolled with an AsOfStatusFirstFridayOctober of 'B', 'D', or 'X'

Note 2: For the 2026-2027 School year, the Previous Year data columns will be blank because there is no comparable data available.

PDM6-326-003 - Reconciled Underreported Students List

Texas Education Agency
PDM6-326-003
vnn.n.n
*** **CONFIDENTIAL** ***
LEA: nnnnnn - DistrictName1
Campus: nnnnnnnnn - CampusName1

Grade: nn

TSDS PEIMS RECONCILED UNDERREPORTED STUDENTS LIST
Campus-level Data
Campuses: NNN, NNN, NNN
2026-2027 Fall Enrollment Single Submission Instance

Final Leaver Reconciliation for Prior Year

Student Name	Unique ID	Local ID	Student ID	Sex	Eth/Race	DOB	Reported Type	UR	Summertime Mover	School Year Mover	Returned Student	Leaver	Texas G… Recipient Date	Te… C…	…nique ID Error
LName, First MiddleName1	nnnnnn	nnnnnnnn	nnn-nn-nnnn	M	A	mm/dd/yyyy	Attendance Only			Y					
LName, First MiddleName2	nnnnnn	nnnnnnnn	nnn-nn-nnnn	F	A	mm/dd/yyyy	Att + Enr					Y			
LName, First MiddleName3	nnnnnn	nnnnnnnn	nnn-nn-nnnn	F	A	mm/dd/yyyy	Non-Enr							Y	
LName, First MiddleName4	nnnnnn	nnnnnnnn	nnn-nn-nnnn	M	A	mm/dd/yyyy	Flex + Att + Enr	*							Y
LName, First MiddleName4	nnnnnn	nnnnnnnn	nnn-nn-nnnn	M	A	mm/dd/yyyy	Flex + Att + Enr				Y				
LName, First MiddleName5	nnnnnn	nnnnnnnn	nnn-nn-nnnn	M	A	mm/dd/yyyy	Non-Enrollment Only						mm/dd/yyyy		
LName, First MiddleName4	nnnnnn	nnnnnnnn	nnn-nn-nnnn	M	A	mm/dd/yyyy	Flex + Att + Enr		Y						

Total # of students for grade: nn

Total # of students for campus: nn

Total # of students for LEA: nn

NOTE 1: GED Certificate issuance information was last refreshed on ##/##/####
NOTE 2: A red asterisk (*) in the **UR** column indicates an underreported student.
NOTE 3: This report contains the final, reconciled leaver data that an LEA has submitted for the <YYYY-YYYZ> school year.

PDM6-403-001 - Duplicate Student Report for Enrollment

TSDS PEIMS DUPLICATE STUDENT REPORT FOR ENROLLMENT AND GRADUATES

PDM1-403-001 Statewide-level Data

vn.n.n

***** CONFIDENTIAL *****

2013-2014 Fall Collection, First Submission

LEA: nnnnnn - DistrictName1

Student Name	Unique ID	Local ID	Student ID	Date of Birth	Sex	Eth	Grade level	Prev Grad	As of	Dual Enr		
LName, First MiddleNai	nnnnnn	nnnnnn	nnnnnnnnn	mm/dd/yyyy	F	A	aa	Y	n	N	nnnnnn	
							aa	N	n	N	nnnnnnnnn	ISD
LName, First MiddleNai	nnnnnn	nnnnnn	nnnnnnnnn	mm/dd/yyyy	M	A	aa	Y	n	N	nnnnnnnnn	Bugscuffle ISD
LName, First MiddleNai	nnnnnn	nnnnnn	nnnnnnnnn	mm/dd/yyyy	M	A	aa	Y	n	Y	nnnnnnnnn	Bugscuffle ISD
							aa	N	n	Y	nnnnnnnnn	Frognot ISD

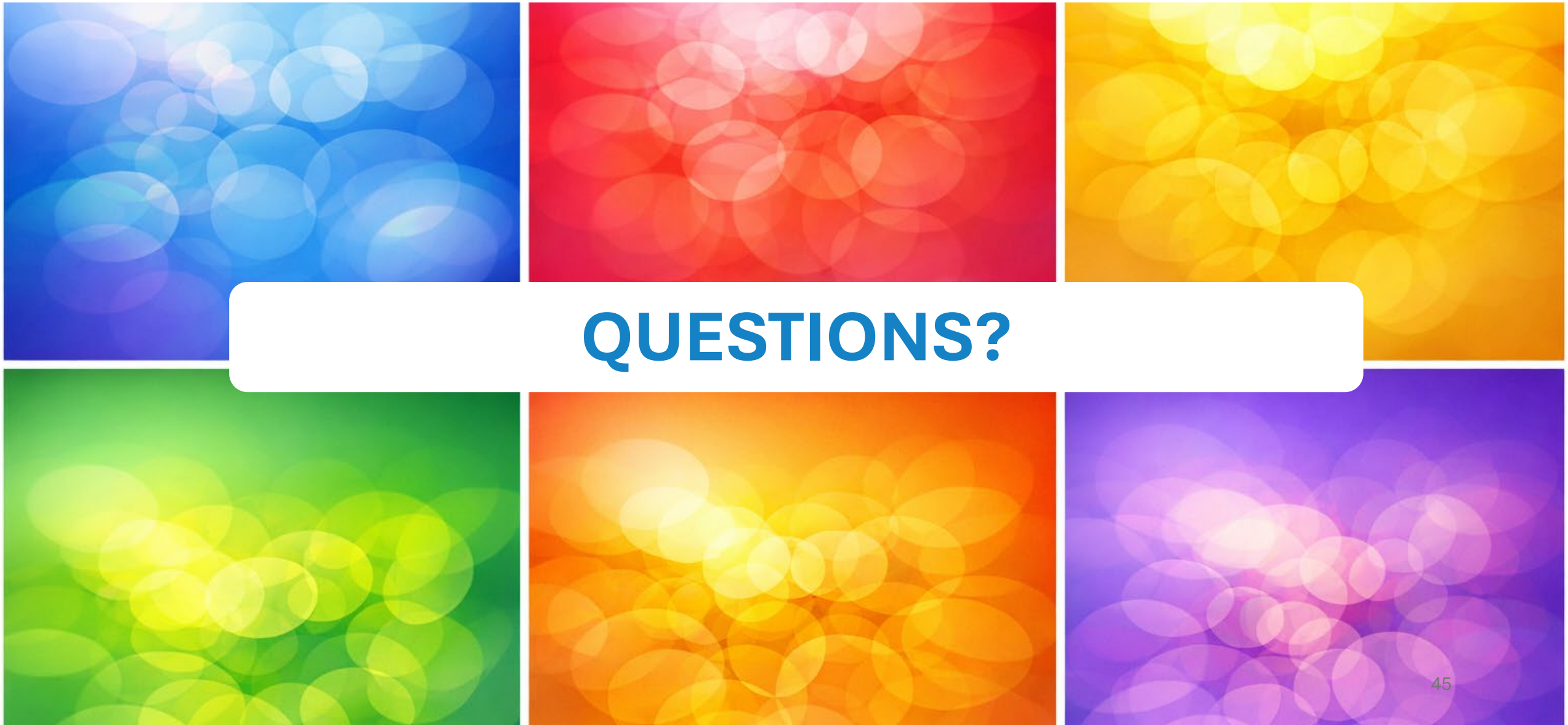
Total Duplicates for <LEA name>: nn

Verify student enrollment to eliminate duplicates

TRAINING DATES

Training Date For PEIMS FAEN





QUESTIONS?

Texas Education Agency



LEAVERS AND GRADUATES

July 21, 2026

AGENDA – LEAVERS AND GRADUATES

- Overview
- Timeline
- Promotion Logic
- Reports
- Business Rules
- Scenarios
- Questions





OVERVIEW

OVERVIEW

- **Effective beginning in the 2025-2026 school year,** current-year leaver and graduation data will be reported in both the:
  - **PEIMS Summer Submission.**
  - **PEIMS Extended Year Submission.**
- TEA **updated both submissions** to include all necessary data for determining leaver and graduate status.
- Additional changes were released on April 13, 2026, for **Extended Year Submission** for reporting **Industry-Based Certifications** and **Associate Degrees**.



TIMELINE

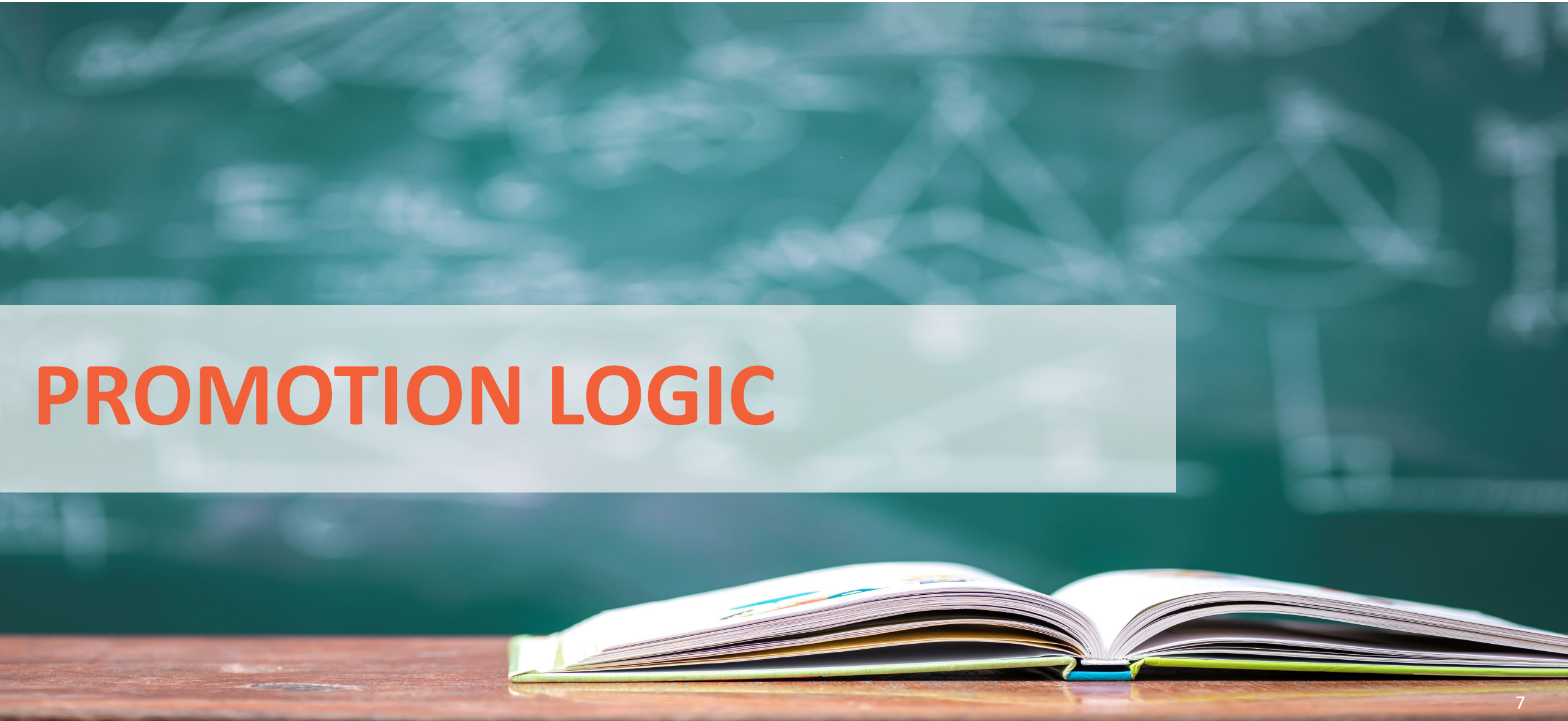
TIMELINE

Submission and Resubmission Timelines

PEIMS Summer Submission (Sub 3)	
TSDS PEIMS ready to load data to IODS	August 4, 2025
TSDS PEIMS Summer ready for users to complete, approve, and accept submissions	May 18, 2026
Requests to retire Unique IDs due at TEA for PEIMS Summer First Submission	June 12, 2026
PEIMS Summer First Submission due date for LEAs	June 18, 2026
Requests to retire Unique IDs due at TEA for PEIMS Summer Resubmission	July 10, 2026
PEIMS Summer Resubmission due date for LEAs LEAs registered with TEA with year-round tracks ending later than **June 18, 2026**, may delay PEIMS Summer Resubmission until two weeks following completion of the latest year-round track or **August 20, 2026**, whichever comes first. However, the initial data delivery for Submission 3 must still be made by **June 18, 2026**, for all LEAs. In no case will any Resubmission be processed after **August 20, 2026**. Data corrections made after **August 20, 2026**, will be processed by State Funding.	July 16, 2026
PEIMS Summer data available to customers	September 17, 2026
PEIMS Extended Year Submission (Sub 4) if applic	
TSDS PEIMS ready to load data to IODS	August 4, 2025
TSDS PEIMS Extended Year ready for users to complete, approve, and accept submissions	July 27, 2026
Requests to retire Unique IDs due at TEA for PEIMS Extended Year First Submission	August 21, 2026
PEIMS Extended Year First Submission due date for LEAs	August 27, 2026
Requests to retire Unique IDs due at TEA for PEIMS Extended Year Resubmission	September 25, 2026
PEIMS Extended Year Resubmission due date for LEAs	October 1, 2026
PEIMS Extended Year data available to customers	October 29, 2026

2025-2026 school year Leavers and Graduates will be reported in the **2025-2026** PEIMS Summer and Extended Year Submissions.

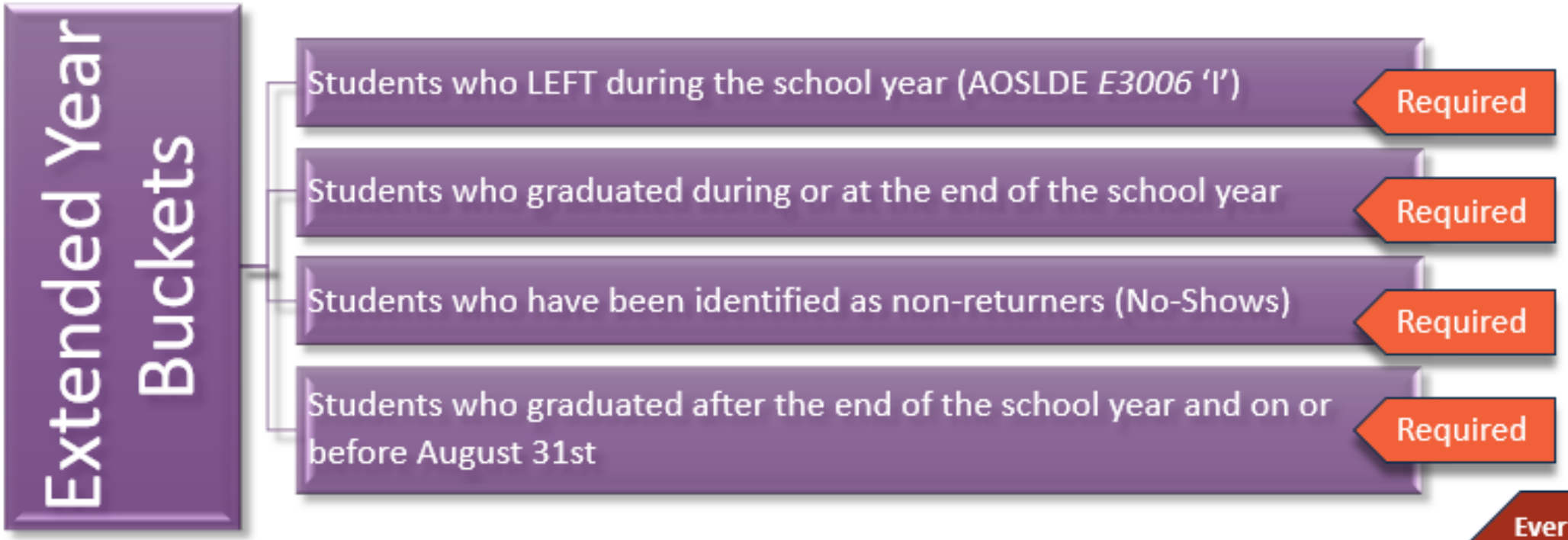
PROMOTION LOGIC



NEW DATA IN PEIMS SUMR & EXYR

- The **Student > School Leaver** subcategory will now be promoted in PEIMS Summer and Extended Year.
- **StudentAcademicRecord.Diploma** data will now be promoted into the **Student > Graduation Program** subcategory.
- No changes to the other Student subcategories:
  - All reported Leavers are enrolled at some point during the school year.
    - Student Basic Information, Enrollment (School Association), and
    - All student attendance entities
  - All expected campus, program, attendance, truancy, etc. data sets will be promoted for Leavers.

PROMOTION LOGIC – PEIMS EXTENDED YEAR



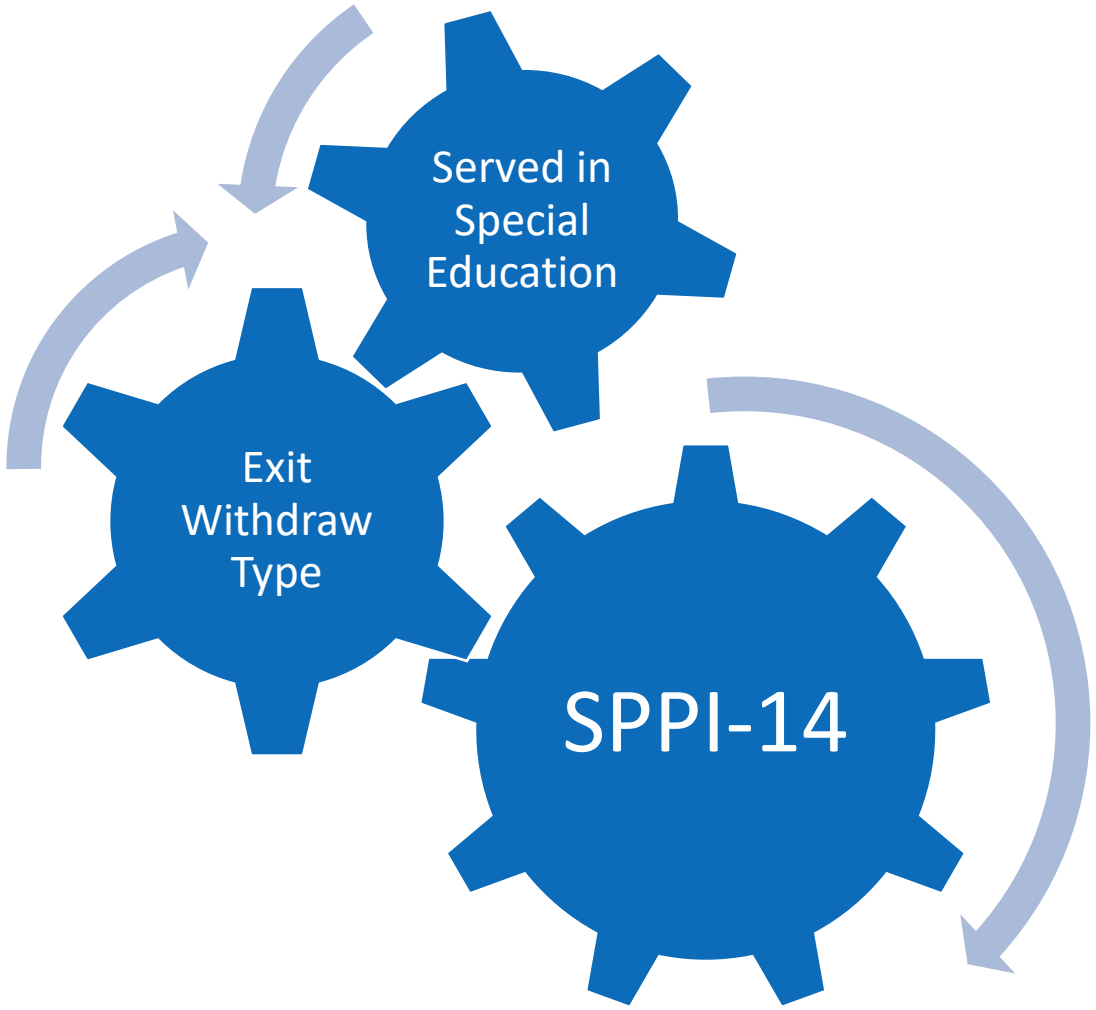
Everyone must submit PEIMS EXYR

All Leavers are promoted every submission, providing additional opportunities for LEAs to verify and validate their Leaver data.

MOVERS

- Students enrolled in the school year must be accounted for through leaver data (leaver, graduate, TxCHSE) or proof of enrollment in anther Texas-public school by the end of the school-start window (**mover**).
- **Mover** Best Practices:
  - Use **TEA reports** and the **Enrollment Tracking** application to locate students who moved.
  - If in doubt report the student with an ExitWithdrawType **98** (Other, reason unknown or not listed).
  - The **TEA Leaver Reconciliation** process will use the **PEIMS Fall Enrollment Submission** and the **PEIMS Summer Submission** attendance data to identify a student as a mover rather than a leaver.

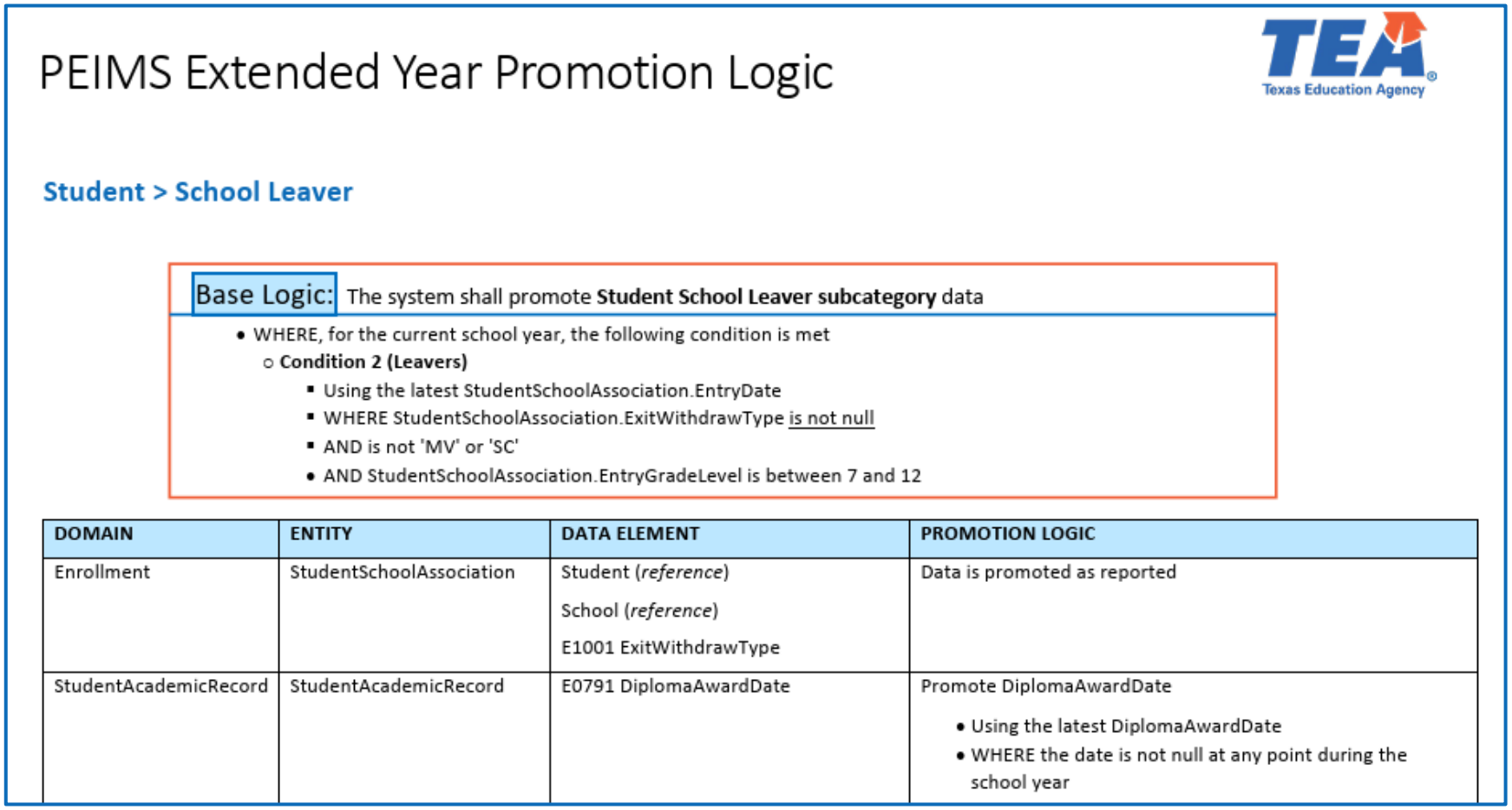
SPPI-14 PREPARATION



SPPI-14

- ExitWithdrawType
  - ‘01’, ‘24’, ‘88’, ‘90’, or ‘98’
- Student served in special education during the school year they exited.
- Confirm any changes that occur between PEIMS SUMR and PEIMS EXYR.
  - For example: A student is initially reported as ’01’ Graduated in PEIMS SUMR. After graduation, the parent requests reenrollment for continued IEP services. Because the student returned to receive services, the student should not be reported as a final leaver in PEIMS EXYR.

SIMPLIFIED PROMOTION LOGIC DOCUMENT



PEIMS Extended Year Promotion Logic

Texas Education Agency

Student > School Leaver

Base Logic: The system shall promote **Student School Leaver subcategory** data

- WHERE, for the current school year, the following condition is met
  - **Condition 2 (Leavers)**
    - Using the latest StudentSchoolAssociation.EntryDate
    - WHERE StudentSchoolAssociation.ExitWithdrawType is not null
    - AND is not 'MV' or 'SC'
    - AND StudentSchoolAssociation.EntryGradeLevel is between 7 and 12

DOMAIN	ENTITY	DATA ELEMENT	PROMOTION LOGIC
Enrollment	StudentSchoolAssociation	Student (*reference*) School (*reference*) E1001 ExitWithdrawType	Data is promoted as reported
StudentAcademicRecord	StudentAcademicRecord	E0791 DiplomaAwardDate	Promote DiplomaAwardDate • Using the latest DiplomaAwardDate • WHERE the date is not null at any point during the school year

- Visit the *Data Collection Documentation* webpage to view all published simplified promotion logic documents.

STUDENT GRADUATION SUBCATEGORY PROMOTIONS

- Promote all data every submission (SUMR and EXYR)
  - Diploma
    - DiplomaAwardDate
    - DiplomaType
    - IndividualGraduationCommitteeGraduateIndicator
    - FinancialAidApplication
    - TexasFirstEarlyHSCompletionProgram
    - DistingLevelAchievementGraduate
  - EndorsementCompletedSet
    - EndorsementCompleted
    - CompletedDate

- Promotes only SUMR or EXYR
  - AssociateDegreeIndicatorSet
    - AssociateDegreeIndicator
    - EarnedDate
      - SUMR: 9/1/2025 – 5/31/2026
      - EXYR: 6/1/2026 – 8/31/2026
  - IndustryBasedCertificationSet
    - DateCertTaken
      - SUMR: 9/1/2025 – 5/31/2026
      - EXYR: 6/1/2026 – 8/31/2026
  - GraduationProgramParticipationSet
    - EndorsementPursuing, FHSPParticipant, and FHSPDistingLevelParticipant
      - SUMR Only

REPORTS



PEIMS EXTENDED YEAR REPORTS UPDATES

Moving from PEIMS Fall
PDM4-124-001
PDM4-124-002
PDM4-124-003
PDM4-124-004
PDM4-124-005
PDM4-124-006
PDM4-124-007
PDM4-220-001

Updated to include Leavers & Grads
PDM4-230-002
PDM4-231-002
New Submission Comparison Report
PDM4-221-001
PDM4-221-002

Available for the 2025-2026 school year!

UPDATED REPORTS FOR EXTENDED YEAR

- PDM4-230-002 – Submission Summary Report
- PDM4-231-002 – Percentage of Change from Previous Year

Leavers and Graduates included on each of these reports.

Comparison to PEIMS Fall 2025-2026 for this year only.

School year 2026-2027 will be compared to PEIMS EXYR 2025-2026 accepted data.

STATEMENT OF APPROVAL (SOA) REPORT

Texas Education Agency
PDM4-231-002
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TSDS PEIMS PERCENTAGE OF CHANGE FROM PREVIOUS YEAR
LEA-level Data
Campuses: All Campuses
2025-2026 Extended Year First Submission Instance

Monday 12/8/2025 2:41PM
Page n of n

LEA: nnnnnn - DistrictName1

Leavers & Graduates
Summary

Student Status	Previous Year	Current Year	% Change	Compared to Prev Year
Graduates	2,605	2,536	-3%	Decrease
Dropouts	1,649	1,714	4%	Increase
All Other Leavers	693	385	-44%	Decrease

Exit Withdraw Type

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
01-Graduated From A Campus In This District Or Charter	774	275	-64%	Decrease
89-Incarcerated in state jail or federal penitentiary as an adult	693	385	-44%	Decrease
98-Other	231	249	8%	Increase

Diploma Type

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
34-Foundation High School Program	472	426	-10%	Decrease
40-Texas First Early High School Completion Program	40	65	63%	Increase

IGC Graduate

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year

No Data to Report

NEW REPORTS FOR EXTENDED YEAR

New Submission Comparison Reports

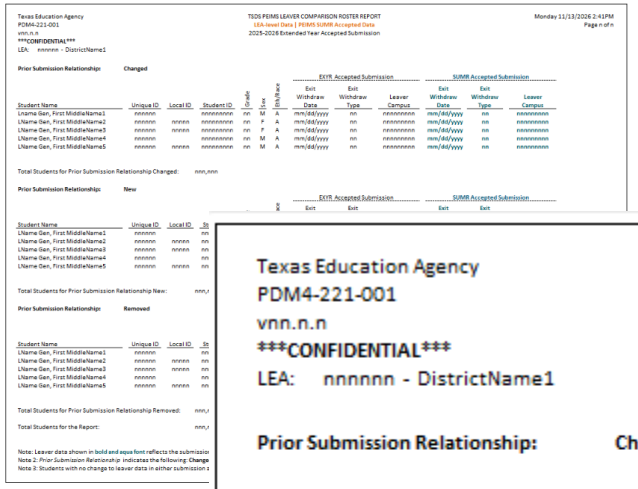
- PDM4-221-001 – Leaver Comparison Roster Report
- PDM4-221-002 – Leaver Comparison Summary Report

These new comparison reports will provide submission-to-submission insight into the reported leavers. It will answer the questions:

- Was the Leaver reported already?
- Was there a change to reported Leaver data?
- Was the Leaver removed from this submission instance?

SUMR version will be available in PEIMS Summer 2026-2027.

PDM4-221-001 LEAVER COMPARISON ROSTER REPORT



Texas Education Agency
PDM4-221-001
vnn.n.n
CONFIDENTIAL
LEA: nnnnnn - DistrictName1

TSDS PEIMS LEAVER COMPARISON ROSTER REPORT
LEA-level Data | PEIMS SUMR Accepted Data
2025-2026 Extended Year Accepted Submission

Monday 11/13/2026 2:41PM
Page n of n

Prior Submission Relationship: **Changed**

							EXYR Accepted Submission			SUMR Accepted Submission		
Student Name	Unique ID	Local ID	Student ID	Grade	Sex	Eth/Race	Exit Withdraw Date	Exit Withdraw Type	Leaver Campus	Exit Withdraw Date	Exit Withdraw Type	Leaver Campus
Lname Gen, First MiddleName1	nnnnnn		nnnnnnnnn	nn	M	A	mm/dd/yyyy	nn	nnnnnnnnn	mm/dd/yyyy	nn	nnnnnnnnn
LName Gen, First MiddleName2	nnnnnn	nnnnn	nnnnnnnnn	nn	F	A	mm/dd/yyyy	nn	nnnnnnnnn	mm/dd/yyyy	nn	nnnnnnnnn
LName Gen, First MiddleName3	nnnnnn	nnnnn	nnnnnnnnn	nn	F	A	mm/dd/yyyy	nn	nnnnnnnnn	mm/dd/yyyy	nn	nnnnnnnnn
LName Gen, First MiddleName4	nnnnnn		nnnnnnnnn	nn	M	A	mm/dd/yyyy	nn	nnnnnnnnn	mm/dd/yyyy	nn	nnnnnnnnn
LName Gen, First MiddleName5	nnnnnn	nnnnn	nnnnnnnnn	nn	M	A	mm/dd/yyyy	nn	nnnnnnnnn	mm/dd/yyyy	nn	nnnnnnnnn

Total Students for Prior Submission Relationship Changed: nnn,nnn

PDM4-221-002 LEAVER COMPARISON SUMMARY REPORT

Texas Education Agency
PDM4-221-002
vnn.n.n
LEA: nnnnnn - DistrictName1

TSDS PEIMS LEAVER COMPARISON SUMMARY REPORT
LEA-level Data | Summer Resubmission Instance
2025-2026 Extended Year Resubmission Instance

Monday 12/10/2026 2:41PM
Page n of n

Leaver Reason	EXYR Resubmission Instance Count	SUMR Resubmission Instance Count	Difference
Dropouts:			
nn aaaaaaaaaa	n,nnn	**n,nnn**	**-n,nnn**
nn aaaaaaaaaa	n,nnn	**n,nnn**	**n,nnn**
nn aaaaaaaa	n,nnn	**n,nnn**	**n,nnn**
Dropout Subtotal	**n,nnn**	**n,nnn**	**n,nnn**
Graduates:			
nn aaaaaaaa	n,nnn	**n,nnn**	**n,nnn**
Graduates Subtotal	**n,nnn**	**n,nnn**	**n,nnn**
Other Leavers:			
nn aaaaaaaaaa	n,nnn	**n,nnn**	**-n,nnn**
nn aaaaaaaaaa	n,nnn	**n,nnn**	**n,nnn**
nn aaaaaaaaaa	n,nnn	**n,nnn**	**n,nnn**
nn aaaaaaaaaa	n,nnn	**n,nnn**	**n,nnn**
Other Leavers Subtotal	**n,nnn**	**n,nnn**	**n,nnn**
Total	**n,nnn**	**n,nnn**	**n,nnn**

Note: Leaver data shown in **bold and aqua font** reflects the submission instance selected in the parameter. Leaver data shown in regular black font reflects the EXYR submission instance for which the report is run.

STUDENT LEAVER SECONDARY ROSTER PROCESS

Who

- Students in grade 7 – 12
- Enrolled in a district or charter school in Year 1 but not in the same in Year 2
- All Texas school systems

What

- Identifies students as leavers (moved, graduated, dropped out, etc.)
- Combines PEIMS data and TXCHSE records
- Assigns a final leaver classification and reports it to school systems
- Impacts school system accountability ratings

When

- Step 1: School systems report leaver information to PEIMS Summer and Extended Year
- Step 2: Use Year 1 data to identify expected leavers
- Step 3: Use Year 2 Fall Enrollment data to confirm and classify leaver status
- Final results are available after Year 2 data is submitted in PEIMS Fall Enrollment.

SECONDARY ROSTER REPORTS

Underreported Leaver Reports	Reported Types	State Leaver Status
• Preliminary • Presumed • Reconciled	• Enrollment • Non-Enrollment • Attendance • Flexible Attendance	• Graduate • GED Recipient • Previous Graduate • School Year Movers • Summer Movers • Underreported (Dropout)

PDM4-326-002 PRESUMED UNDERREPORTED STUDENTS LIST

Texas Education Agency
PDM4-326-002
vnn.n.n
*** **CONFIDENTIAL** ***
LEA: nnnnnn - DistrictName1
Campus: nnnnnnnnn - CampusName1

Grade: nn

TSDS PEIMS PRESUMED UNDERREPORTED STUDENTS LIST
Campus-level Data
Campuses: NNN, NNN, NNN
2025-2026 Extended Year First Submission Instance

Monday 12/10/2032 2:41PM
Page n of n

Student Name	Unique ID	Local ID	Student ID	Sex	Eth/Race	DOB	Reported Type	PU	Presumed Leaver	School Year Mover	Texas GED Recipient Date	Prior Texas Graduate	TSDS Unique ID Error
LName, First MiddleName1	nnnnnn	nnnnnnnn	nnn-nn-nnnn	M	A	mm/dd/yyyy	Attendance Only		Y				
LName, First MiddleName2	nnnnnn	nnnnnnnn	nnn-nn-nnnn	F	A	mm/dd/yyyy	Att + Enr				mm/dd/yyyy		
LName, First MiddleName3	nnnnnn	nnnnnnnn	nnn-nn-nnnn	F	A	mm/dd/yyyy	Enr			Y			
LName, First MiddleName4	nnnnnn	nnnnnnnn	nnn-nn-nnnn	M	A	mm/dd/yyyy	Flex + Att + Non-Enr	*					Y
LName, First MiddleName5	nnnnnn	nnnnnnnn	nnn-nn-nnnn	M	A	mm/dd/yyyy	Non-Enrollment Only					Y	

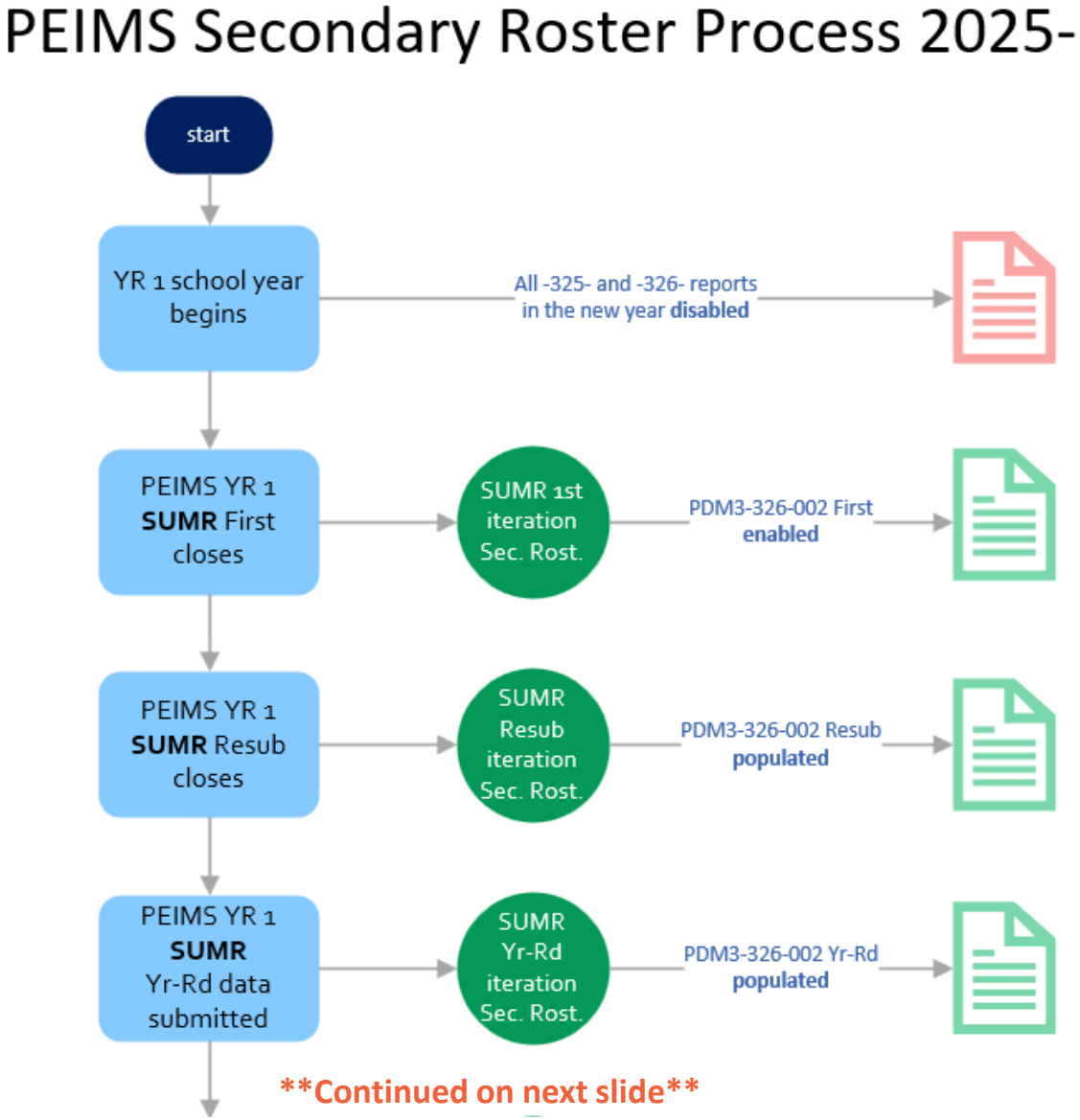
Total # of students for grade: nn

Total # of students for campus: nn

Total # of students for LEA: nn

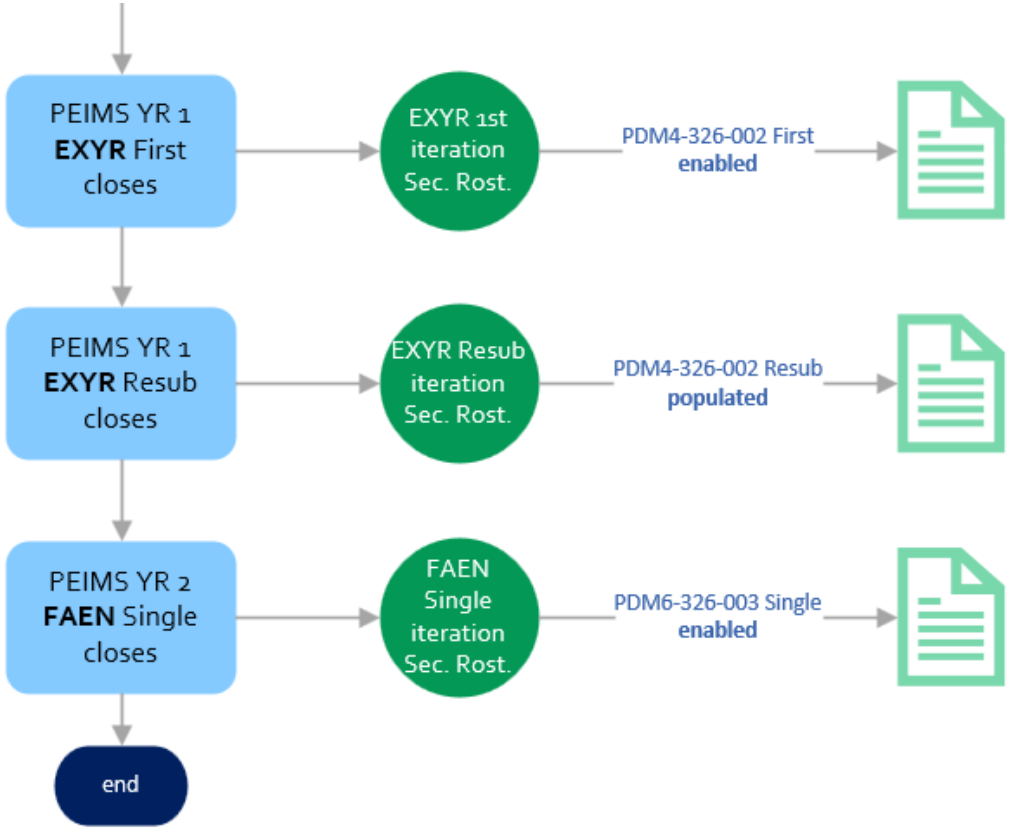
NOTE 1: GED Certificate issuance information was last refreshed on ##/##/####.
NOTE 2: A red asterisk (*) in the **PU** column indicates a presumed underreported student.
NOTE 3: Be aware that some presumed underreported students in the **EXYR** submission will ultimately reenroll and appear in the later **FAEN** submission, and thus will not be underreported in final data.

PEIMS SECONDARY ROSTER PROCESS 2025-2026

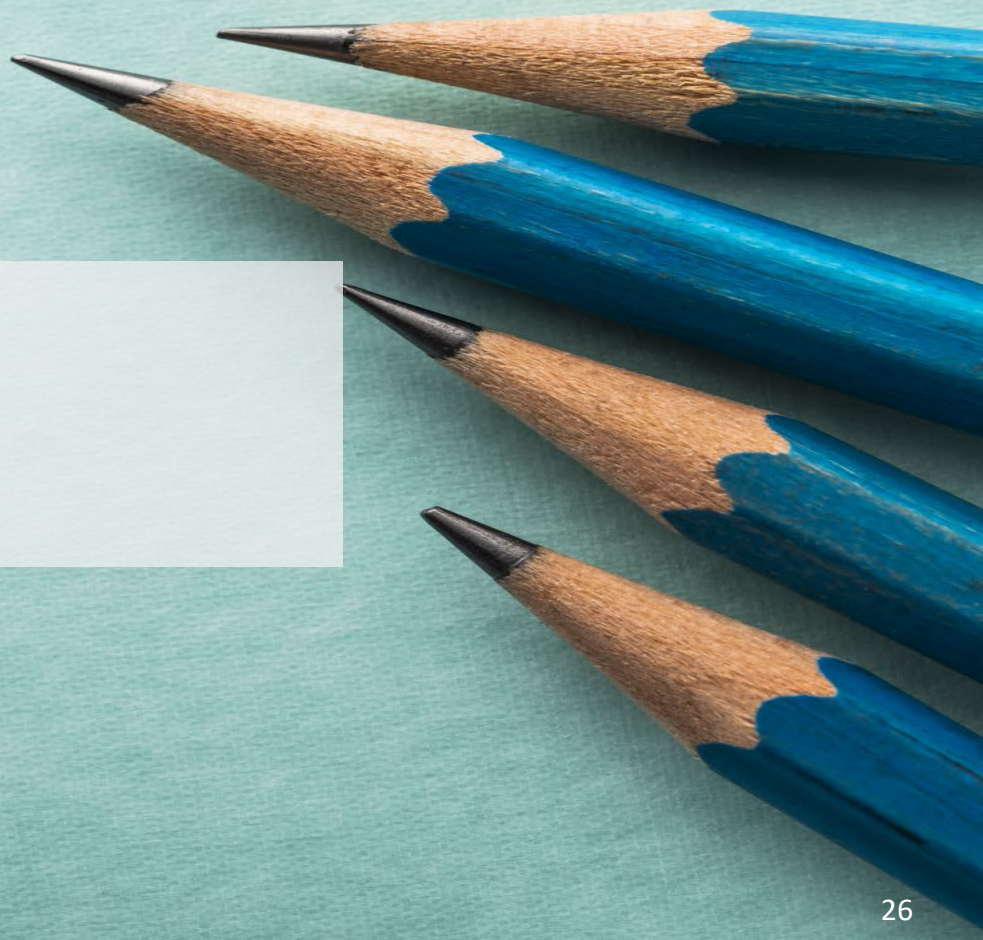


PEIMS SECONDARY ROSTER PROCESS 2025-2026 (Con't)

Continued from previous slide



BUSINESS RULES



BUSINESS RULES MOVING

The following list of rules are added to the PEIMS Summer and Extended Year Submissions.

Student Leaver	Student Graduation Program
40203-0048	48011-0018
40203-0049	48011-0019
40203-0050	48011-0020
40203-0051	48011-0028
40203-0052	48011-0030
40203-0053	48011-0031
	48011-0032
	48011-0033
	48011-0034

STUDENT LEAVER CATEGORY

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
40203-0048	If ExitWithdrawType is "01", then DiplomaAwardDate must be between August 1, 2025 and August 31, 2026. For a graduate leaver reported in the PEIMS Summer or Extended Year Submission, the DiplomaAwardDate must be after the month of July preceding the current school year and before the month of September following the current school year.	F L2, L3		PE, PS	District, Campus, Charter
40203-0049	If ExitWithdrawType is "01", then DiplomaAwardDate, DiplomaType, and IndividualGraduationCommitteeGraduateIndicator must be reported. For a graduate leaver reported in the PEIMS Summer or Extended Year Submission, the DiplomaAwardDate, DiplomaType, and IndividualGraduationCommitteeGraduateIndicator must be reported.	F L2, L3		PE, PS	District, Campus, Charter
40203-0050	If ExitWithdrawType is not "01", then DiplomaAwardDate, DiplomaType, IndividualGraduationCommitteeGraduateIndicator, TexasFirstEarlyHSCompletionProgram, DistingLevelAchievementGraduate, and EndorsementCompleted must not be reported. If a leaver reported in the PEIMS Summer or Extended Year Submission has not graduated, then graduation data (DiplomaAwardDate, DiplomaType, IndividualGraduationCommitteeGraduateIndicator, TexasFirstEarlyHSCompletionProgram, DistingLevelAchievementGraduate, and EndorsementCompleted) must not be reported.	F L2, L3		PE, PS	District, Campus, Charter
40203-0051	If DiplomaType is "07" or "57", then the graduate leaver should be at least 21 years of age as of September 1 of the current school year. For a graduate leaver reported in the PEIMS Summer or Extended Year Submission, if the DiplomaType indicates the student has reached age 22, then the student's September 1 age of the current school year should be at least 21.	F L2, L3		PE, PS	District, Campus, Charter
40203-0052	If SchoolId is in "211901" (Texhoma ISD), then ExitWithdrawType must not be "01" (graduated). Texhoma ISD must not report graduates with ExitWithdrawType "01".	F L2, L3		PE, PS	District, Campus, Charter
40203-0053	If TexasFirstEarlyHSCompletionProgram is reported, then IndividualGraduationCommitteeGraduateIndicator must not be TRUE. If a leaver has graduated under the Texas First Early High School Completion Program, then they must not be reported as having graduated based upon an Individual Graduation Committee (IGC) decision.	F L2, L3		PE, PS	District, Campus, Charter

STUDENT GRADUATION PROGRAM CATEGORY

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
48011-0018	For a particular SchoolId, at least one student should be reported with DistingLevelAchievementGraduate of TRUE. For a particular campus, at least one leaver who has graduated should be reported as having completed the distinguished level of achievement.	S L2, L3		PS PE	District, Campus, Charter
48011-0019	For a particular SchoolId, at least one student should be reported with an EndorsementCompleted. For a particular campus, at least one leaver who has graduated under the Foundation High School Program should be reported as having completed a program to earn an endorsement.	S L2, L3		PS PE	District, Campus, Charter
48011-0020	If DistingLevelAchievementGraduate is TRUE, and TexasFirstEarlyHSCompletionProgram is not reported, then at least one EndorsementCompleted must be reported. If DistingLevelAchievementGraduate indicates the graduate has completed the Distinguished Level of Achievement, and the student is not a graduate of the Texas First Early High School Completion Program, then at least one EndorsementCompleted must indicate the graduate has successfully completed a program to earn an endorsement.	F L2, L3		PS PE	District, Campus, Charter
48011-0028	If DiplomaType is not "34", "35", "54", "55", "56", or "57" (FHSP) or "40" (Texas First Early High School Completion Program), then no EndorsementCompleted may be reported, and DistingLevelAchievementGraduate must not be reported as TRUE. If a leaver has not graduated under the Foundation High School Program or the Texas First Early High School Completion Program, then EndorsementCompleted and DistingLevelAchievementGraduate do not apply.	F L2, L3		PS PE	District, Campus, Charter
48011-0030	If TexasFirstEarlyHSCompletionProgram is reported, then StudentSchoolAssociation ExitWithdrawType must be "01". A student reported as graduating earlier than their high school cohort must be reported as graduated.	F L2, L3		PS PE	District, Campus, Charter
48011-0031	If TexasFirstEarlyHSCompletionProgram is reported, then DistingLevelAchievementGraduate must be TRUE. If a leaver has graduated under the Texas First Early High School Completion Program, then DistingLevelAchievementGraduate must indicate that the student has achieved this distinction.	F L2, L3		PS PE	District, Campus, Charter
48011-0032	If TexasFirstEarlyHSCompletionProgram is reported, then DiplomaType must be "40". If a leaver has graduated under the Texas First Early High School Completion Program, then this student's DiplomaType must indicate that the student graduated early under the Texas First Early High School Completion Program.	F L2, L3		PS PE	District, Campus, Charter
48011-0033	If TexasFirstEarlyHSCompletionProgram is reported, then EndorsementCompleted must not be reported. If a leaver has graduated under the Texas First Early High School Completion Program, then EndorsementCompleted must not be reported.	F L2, L3		PS PE	District, Campus, Charter
48011-0034	If DiplomaType is "40", then this student's TexasFirstEarlyHSCompletionProgram must be reported. If a leaver's DiplomaType indicates that they graduated early under the Texas First Early High School Completion Program, then their TexasFirstEarlyHSCompletionProgram must be reported.	F L2, L3		PS PE	District, Campus, Charter



SCENARIOS

MID-YEAR WITHDRAW

Zach Morris:

Zach withdraws from Bayside High School in March. Zach does not return before the end of the school year and does not enroll elsewhere by year end. Bayside High School receives a records request on August 3rd from Anywhere High School.

MID-YEAR WITHDRAW

Discussion:

How should Zach have been reported in PEIMS Summer?

How should Zach be reported in PEIMS Extended Year?

DOCUMENTATION ARRIVES LATER

Kelly Kapowski

Kelly ends the year at Bayside High School. In late August, the LEA receives documentation to support Kelly attending a private school.

DOCUMENTATION ARRIVES LATER

Discussion:

Can the PEIMS Extended Year Submission record be updated?

What happens when Kelley's leaver information is changed in the LEAs IODS in August, will the leaver information be changed?

SUMMER GRADUATE

Lisa Turtle:

Lisa attended Bayside High School all year. Lisa passes her STAAR test and completes graduation requirements on July 21, 2026.

SUMMER GRADUATE

Discussion:

Will Lisa be on the new PDM4-221-001 Leaver Comparison Report?

TENATIVE MOVER WHO NEVER ATTENDS

Jessie Spano:

Jessie ends the school year at Bayside High School, and a records request is received from Valley High. Jessie never attends Valley High during the school-start window.

TENATIVE MOVER WHO NEVER ATTENDS

Discussion:

How should this be handled initially?

What should be done when the LEA determines Jessie never attends Valley High?

DIPLOMA TYPE CHANGE

Zach Morris:

Zach graduates from Bayside High School in May. While verifying graduation data the school system realizes the PEIMS Summer reported DiplomaType is inaccurate

DIPLOMA TYPE CHANGE

Discussion:

When does the School System change the DiplomaType and report it to PEIMS?

GRADUATE TO CONTINUER

Samuel “Screech” Powers:

Screech completes the year with Bayside High School and participates in graduation. During the summer, the school and family agree he should continue for more educational support. The ARD committee approves his return.

GRADUATE TO CONTINUER

Discussion:

Should the Screech be reported as a leaver?

When is this change made in the SIS and updated for PEIMS Extended Year?



QUESTIONS

Texas Education Agency

Leaver Reporting and Documentation Requirements and Best Practices

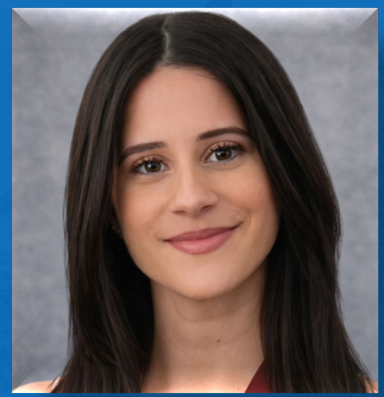
Self-Reported Data Unit
Office of Governance

Today's Presenters



Dr. Brittany Wright

Principal Director
Self-Reported Data Unit



Stephanie Reis

Annual Data Validation Supervisor
Self-Reported Data Unit

TEA®
Texas Education Agency

Mission Statement

Texas Education Agency

Texas Education Agency

Office of Governance

Proactively support school systems, keep students safe, and uphold Texas education law with integrity, objectivity, and excellence

Agenda

- SRDU Overview
- Leaver Reporting Requirements
- Compliance Review Findings
- Leaver Reporting Processing Change
- Recommended Local Actions
- Contact Information

Self-Reported Data Unit (SRDU)



SRDU supports **multiple data-driven systems** and **TEA program areas** by analyzing TSDS PEIMS data as well as reviewing Performance-Based Monitoring (PBM) data validation indicators

We work to **improve the quality** of self-reported data the agency receives from LEAs through:

- **Collaborating with LEAs** to bring them into compliance and/or to establish better local practices for data reporting and any related practices (e.g., program implementation, maintenance of records); and
- **Collaborating with TEA program areas** to ensure LEAs have access to the information and tools necessary to establish better local practices and accurately report data to the agency

Compliance Reviews

- **Compliance reviews** are issued whenever data anomalies or concerns have been identified that necessitate a closer review of an LEA's data reporting and programmatic policies and procedures
- Compliance review letters are sent to the superintendent via email and **request documentation and other information** by a particular deadline
- SRDU reviews response to determine whether the LEA is in compliance with all relevant state and federal laws, rules, and regulations related to the review
- SRDU will work with LEAs to help bring them into compliance, if necessary
- SRDU also issues **local audit requests** to LEAs – encourage them to review agency guidance, evaluate their policies and procedures, and ensure compliance with all statutory requirements

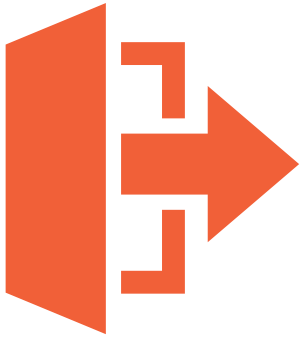
Leaver Records Data Validation & Complaints

- Leaver data concerns are identified through the **Leaver Records Data Validation (LRDV) system**, internal data analyses and monitoring, or external complaints
  - Concerns regarding potential falsification or manipulation of PEIMS data can be submitted using the agency's General Complaint Form

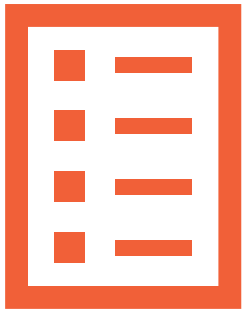
- LRDV system is being refreshed; compliance reviews directly tied to LRDV indicators will resume in 2027 and will apply to 2025–26 school year leavers
  - TAA - Leaver Records Data Validation Updates

Leaver Reporting Requirements

Texas Education Data Standards



Leaver records, which provide information about why a student in attendance in a given school year did not return to school within the school start window the next fall, **are required to be submitted for all leavers** with few exceptions



Furthermore, districts **must document** the withdrawal of students **and maintain** on file the appropriate paperwork associated with student withdrawals. **Documentation is required for all leaver reasons**, except ExitWithdrawType ‘98’

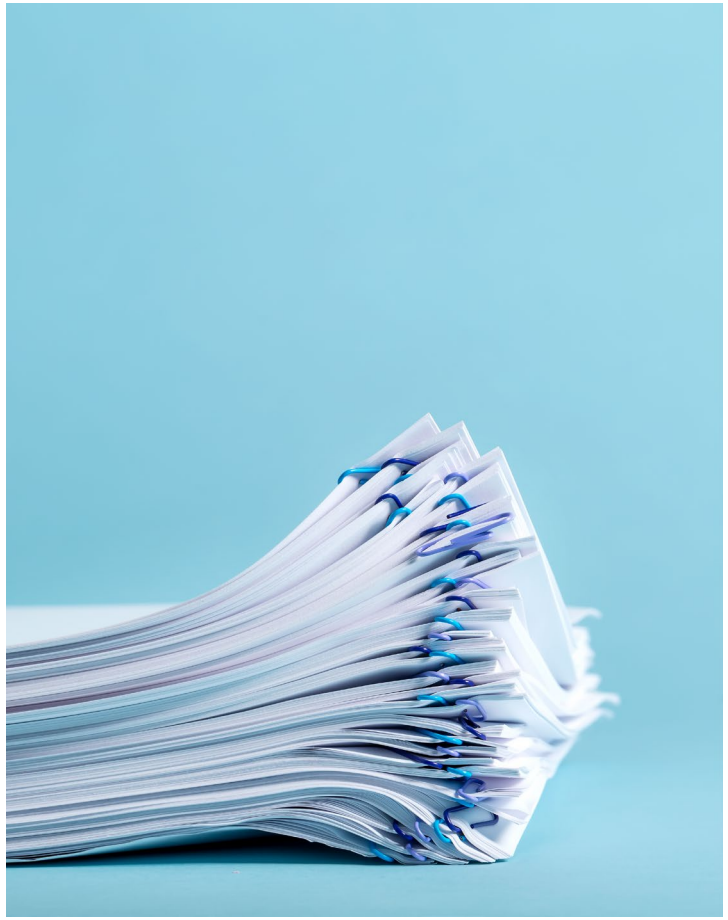
The PEIMS Leaver Data – Documentation Requirements in TWEDS provide:

- General reporting and documentation requirements
- Expanded definitions and uses for each ExitWithdrawType
- Specific documentation requirements for each ExitWithdrawType



Scan QR code to access the 2025-26 TWEDS Leaver Data Documentation Requirements!

Documentation Requirements

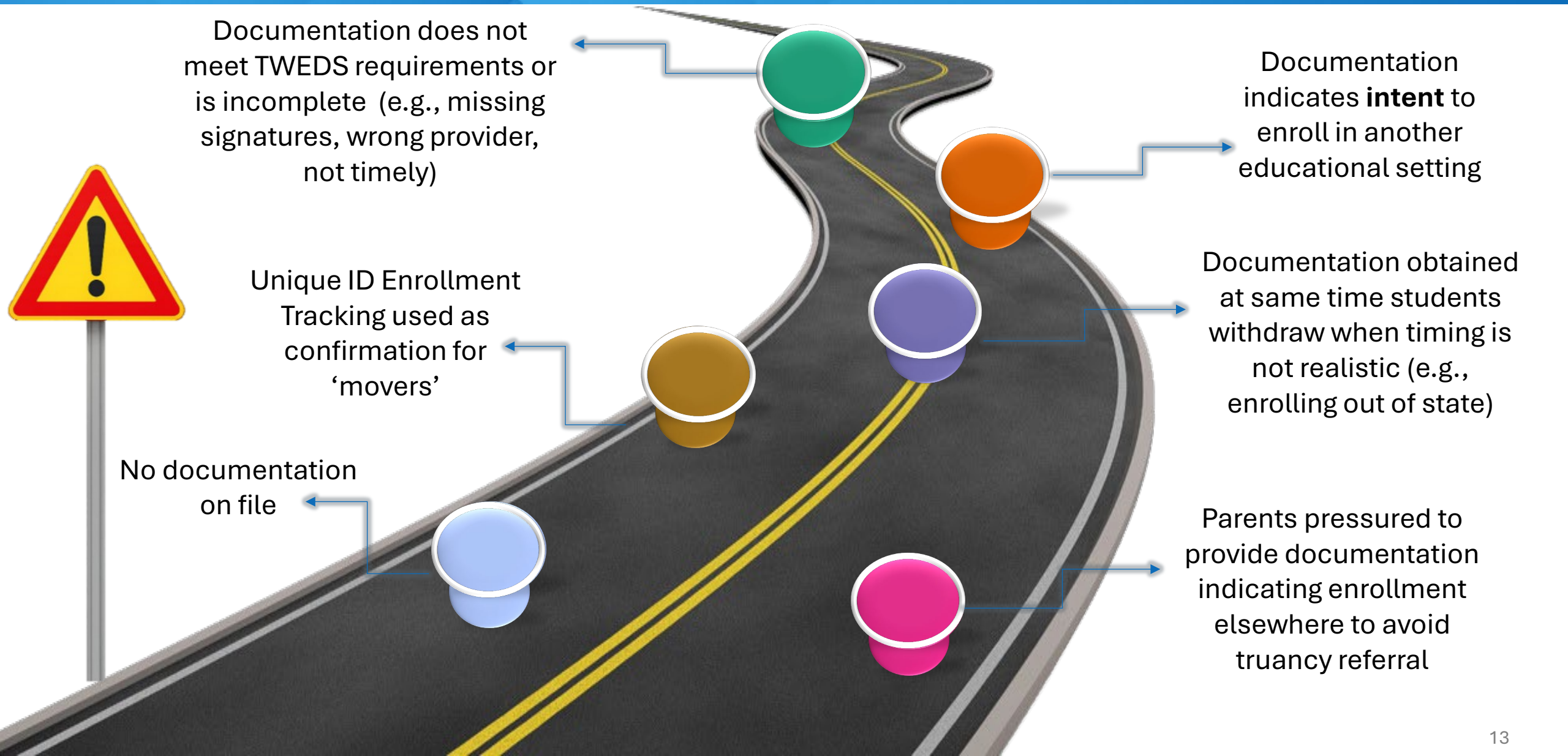


Supporting Documentation must be:

- ✓Reflective of the reported leaver reason
- ✓Timely
- ✓Written (even oral statements)
- ✓Signed and dated
- ✓From an appropriate source
- ✓Maintained on file

Compliance Review Findings

Common Documentation Issues (Roadblocks)



Documentation does not meet TWEDS requirements or is incomplete (e.g., missing signatures, wrong provider, not timely)

Documentation indicates **intent** to enroll in another educational setting

Unique ID Enrollment Tracking used as confirmation for 'movers'

Documentation obtained at same time students withdraw when timing is not realistic (e.g., enrolling out of state)

No documentation on file

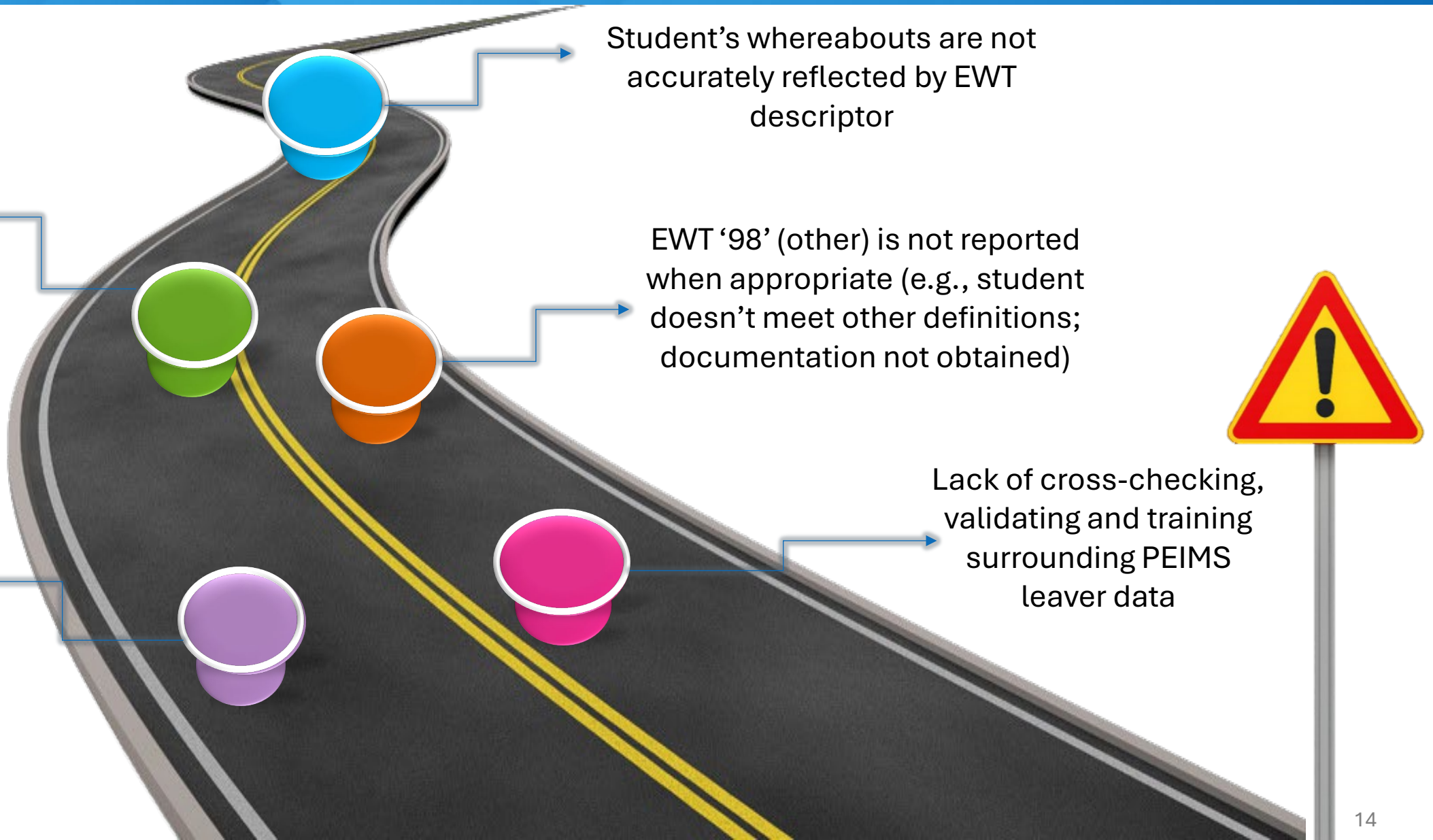
Parents pressured to provide documentation indicating enrollment elsewhere to avoid truancy referral

Common Reporting Issues

Student's whereabouts are not accurately reflected by EWT descriptor

Use of local codes without crosswalk to state-approved codes

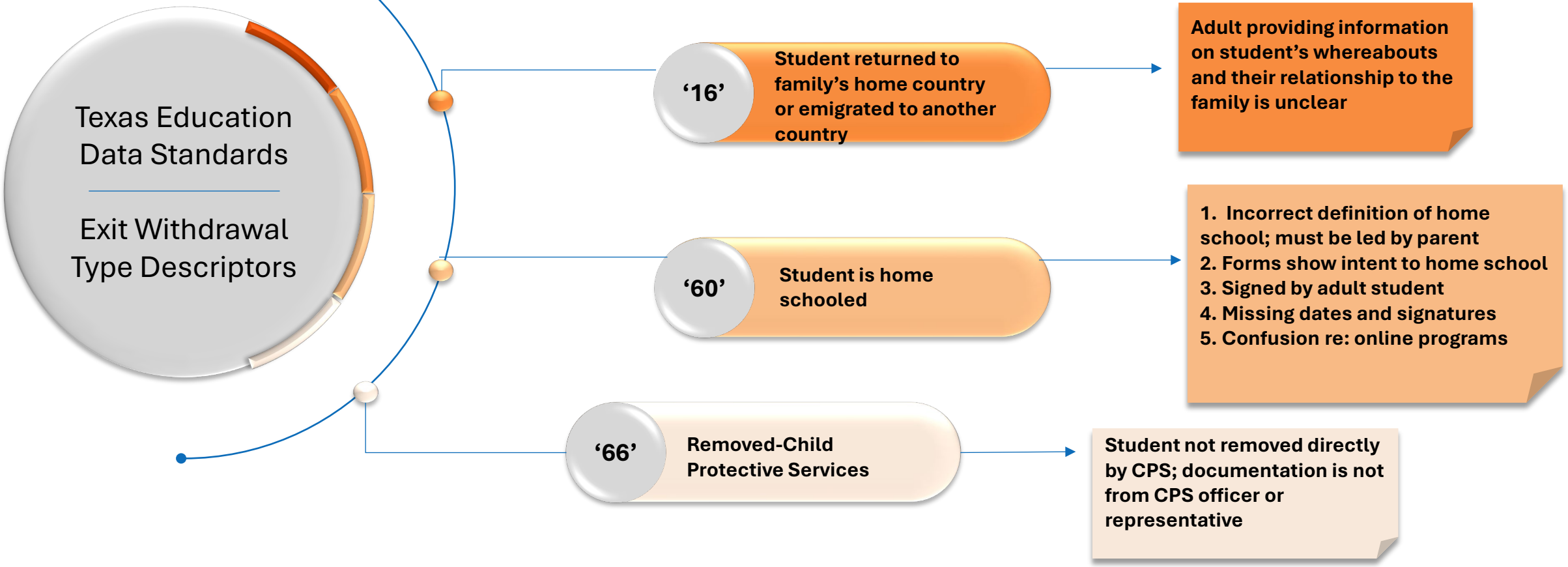
EWT '98' (other) is not reported when appropriate (e.g., student doesn't meet other definitions; documentation not obtained)



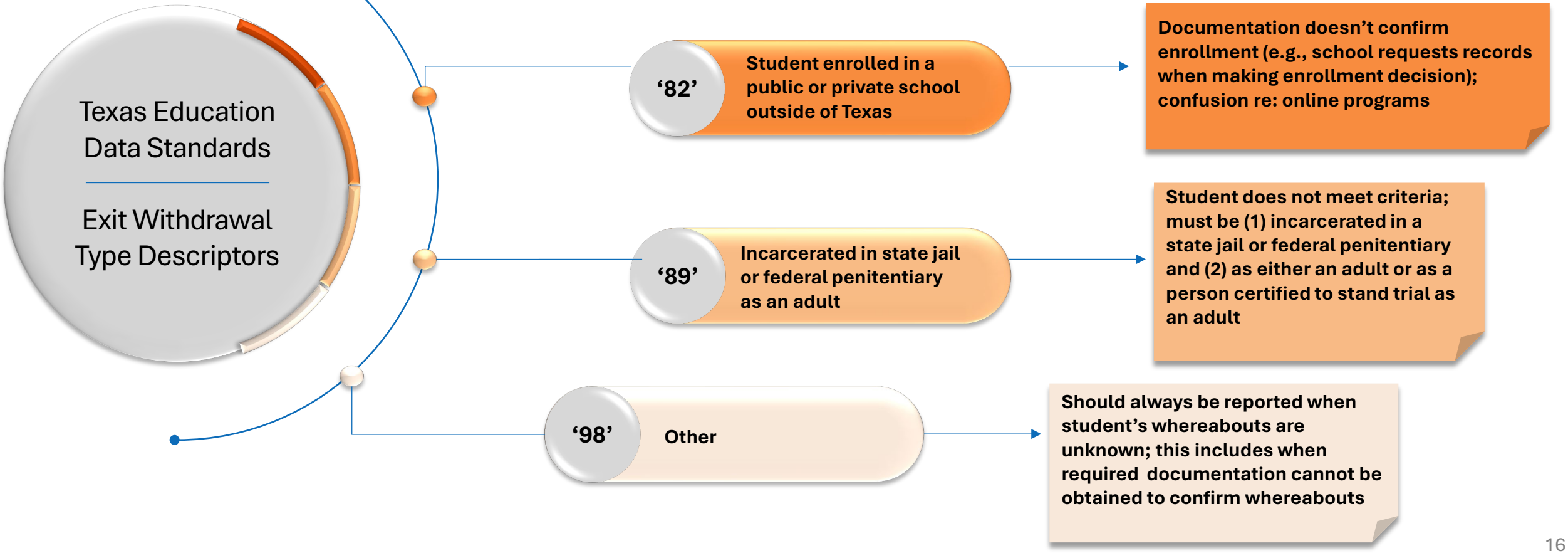
Lack of cross-checking, validating and training surrounding PEIMS leaver data

Failure to report leaver information for all leavers

Other Issues Across Frequently Reported Leaver Reasons



Other Issues Across Frequently Reported Leaver Reasons



Online Programs

When trying to determine whether an online program is a private school vs. home school, review the website to see:

- Does the program have instructors, instructional materials, and an academic calendar? *(likely a private school)*
- Does the program have an established curriculum and/or a required number of credits? *(likely a private school)*
- Does the program mention “homeschool” (not necessarily “school at home”) and/or does it emphasize parental involvement? *(likely a home school)*
- Is the diploma offered by the school similar to one offered by a Texas public school and sufficient to pursue post-secondary education? *(likely a private school)*

Students who enroll in a Texas public school virtual program will be identified by TEA as movers, not leavers

Leaver Reporting Processing Change

Background

- LEAs are required to report the reason for withdrawal for students who leave the Texas public school system
- When students are not reported as required (i.e., underreported), they may not be actively recovered and re-enrolled
- Additionally, there are implications for graduation and dropout rate calculations used in the state accountability system



Policy Change



To address this non-compliance, **TEA will begin defaulting any missing required leaver records to ExitWithdrawType '98'** (*Other – reason unknown or not listed above*) starting with 2026-27 annual leavers

Impact on State Accountability

- This change will be reflected in the **2028 state accountability system** and will be applied to:
  - 2026-27 annual dropouts
  - Class of 2027 four-year cohort
  - Class of 2026 five-year cohort
  - Class of 2025 six-year cohort



This processing change impacts future data submissions *and* data that have already been reported to the agency

Appeals

- Since this change may impact accountability ratings, an LEA will have the opportunity to **submit an appeal**

- When submitting an appeal, an LEA **must be able to provide the required supporting documentation** outlined in TWEDS to validate that these students should not be classified as *ExitWithdrawType* '98'



Next Steps

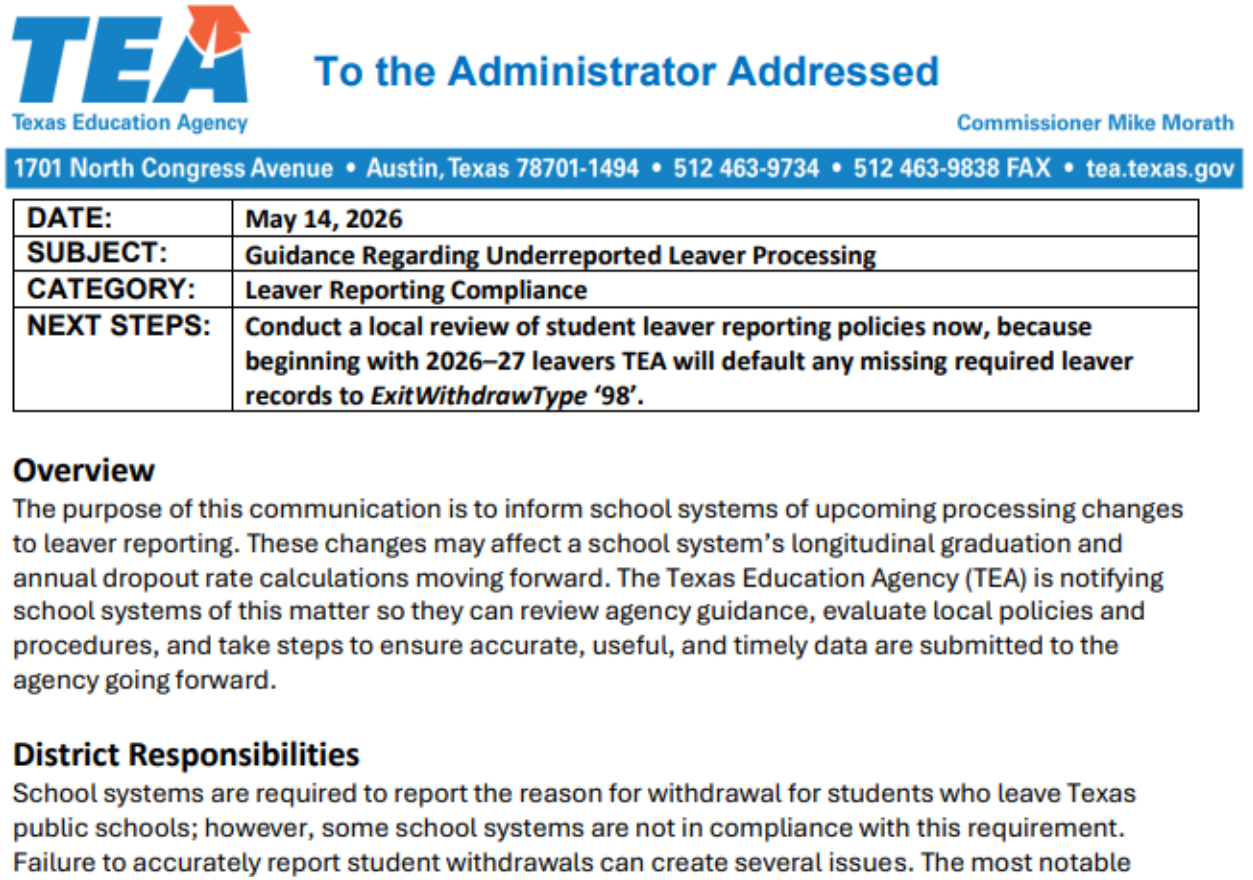
TEA strongly recommends school systems **conduct a local review** their PEIMS data reporting and validation policies and procedures to ensure accurate leaver reporting.

If gaps are identified that may be contributing to underreported leavers, TEA encourages school systems to **take immediate local corrective actions**.

LEAs are **not** expected to share their findings from any local reviews with TEA at this time.

Communications to the Field

- School systems that are most likely to be impacted by this change received letters on March 31st
- A 'To The Administrator Addressed' (TAA) with the same information was published on May 14th
- **All school systems are strongly encouraged to read this TAA!**



Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

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

DATE:	**May 14, 2026**
SUBJECT:	**Guidance Regarding Underreported Leaver Processing**
CATEGORY:	**Leaver Reporting Compliance**
NEXT STEPS:	**Conduct a local review of student leaver reporting policies now, because beginning with 2026–27 leavers TEA will default any missing required leaver records to *ExitWithdrawType* '98'.**

Overview

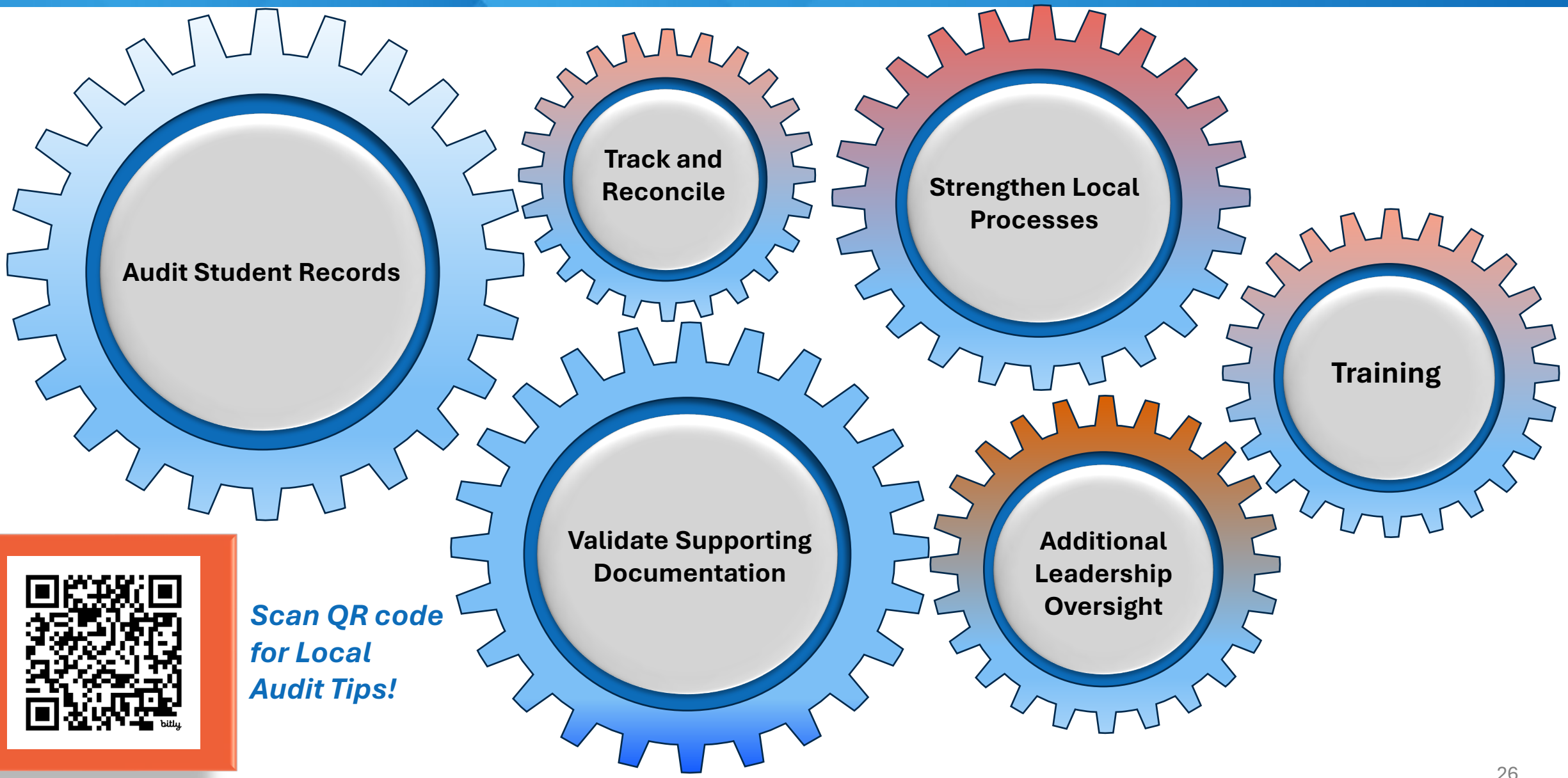
The purpose of this communication is to inform school systems of upcoming processing changes to leaver reporting. These changes may affect a school system's longitudinal graduation and annual dropout rate calculations moving forward. The Texas Education Agency (TEA) is notifying school systems of this matter so they can review agency guidance, evaluate local policies and procedures, and take steps to ensure accurate, useful, and timely data are submitted to the agency going forward.

District Responsibilities

School systems are required to report the reason for withdrawal for students who leave Texas public schools; however, some school systems are not in compliance with this requirement. Failure to accurately report student withdrawals can create several issues. The most notable

Recommended Local Actions

Leaver Reporting Tips



Scan QR code for Local Audit Tips!

Recommended Local Actions

Strengthen Processes & Training

- Submit TIMS tickets promptly for questions about leaver reason definitions or documentation requirements
- Review and update local leaver manuals annually to align with current TEA requirements and agency best practices
- Provide annual training for staff on withdrawals, leaver reasons, documentation, and PEIMS reporting

Recommended Local Actions

Audit & Validate Student Records

- Implement data validation checks to ensure *ExitWithdrawType* is submitted for all leavers (except graduates, TxCHSE earners, or movers)
- Use TSDS Portal data validation reports in TEAL before final submission to identify missing leaver records
- Review local "mover" identification practices; update SIS local codes to state-approved TEDS codes if student doesn't enroll elsewhere
- Report *ExitWithdrawType* '98' when student whereabouts are unknown or required documentation cannot be obtained
- Verify students returning by TEA school-start window are reported with accurate *AsOfStatusFirstFridayOctober* descriptor

Recommended Local Actions

Documentation Requirements & Best Practices

- Ensure documentation meets TWEDS requirements: provider, signatures, dates, written vs. oral statements
- Collect required documentation separately from withdrawal process
- Obtain documentation shortly after withdrawal, do not wait until PEIMS submission window
- Do not pre-refill parent/guardian's name or other related information on the documentation
- Capture contact information for documentation provider for audit purposes

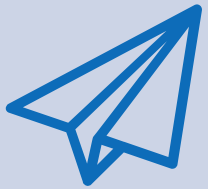
Additional Tips

- To review underreported students, access the **“Final Graduation and Dropout Information” reports in TEAL** through the Accountability application under the Research & Analysis tab
  - Updated reports were released on June 4, 2026
- LEAs are encouraged to reach out to independent parties, such as ESCs, to help with local audits and reviews.
- **ESCs may share common findings and recommended actions** from TEA’s compliance reviews and **assist LEAs in identifying similar issues** when reviewing their data and related policies and procedures
- Regularly check and update **AskTED** to ensure contact information for all district staff is up-to-date.

Contact Us



For questions related to **local audits, corrective actions, or compliance reviews**, email the Self-Reported Data Unit at DataComplaints@tea.texas.gov



For questions related to the **underreported processing change or leaver reporting and documentation requirements**, please contact the Research and Analysis Division at research@tea.texas.gov



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
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- [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
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- [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
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- [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
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- [ ] NP Not Promoted
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- [ ] 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

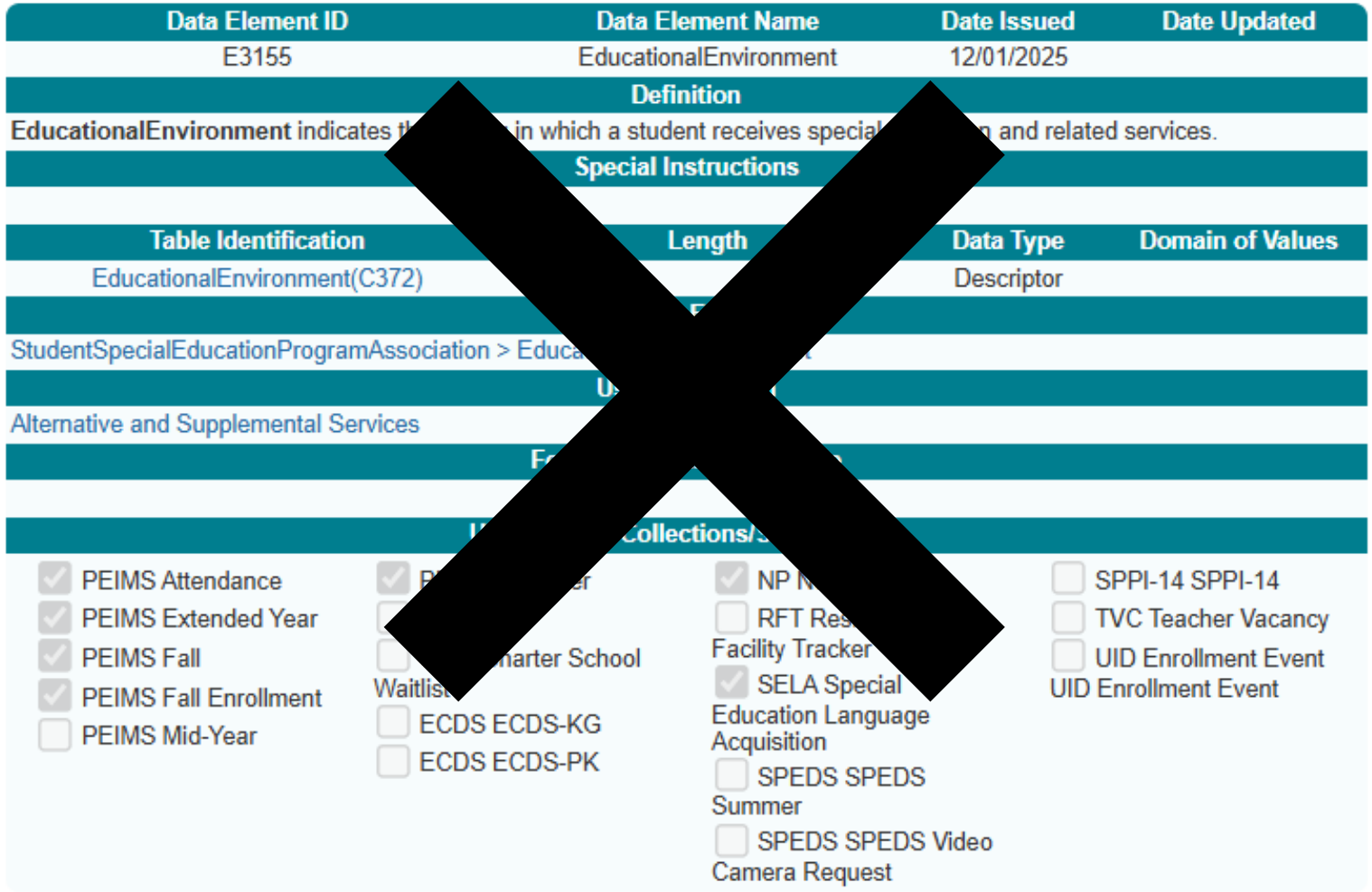
Former Data Element Name

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

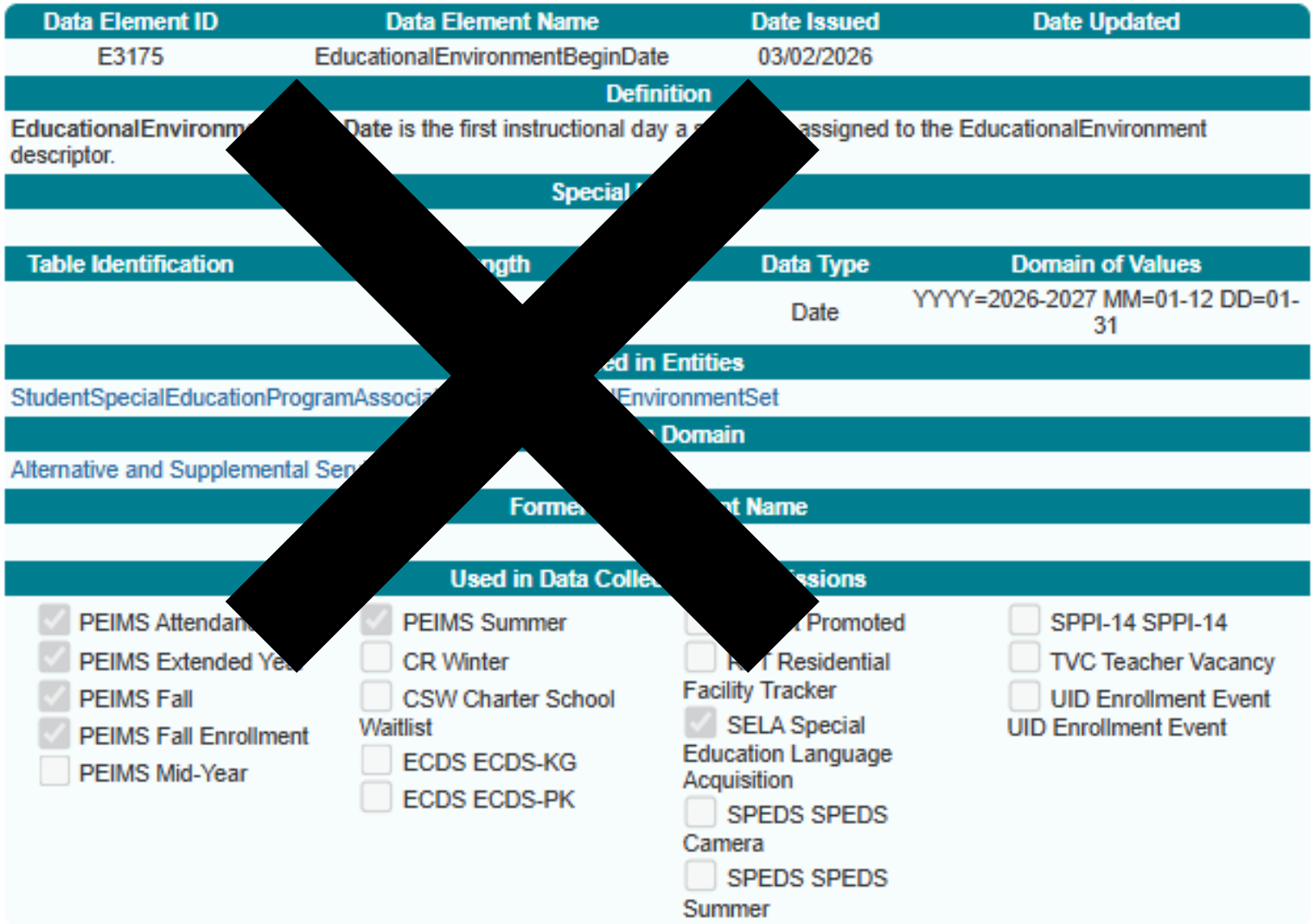
32	18 Plus Community Setting/Fac/Env - Operated By District	Student receiving special education and related services aligned to their transition plan in a community setting, facility or environment operated by the district that prepares the student for postsecondary education or/ training, competitive 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

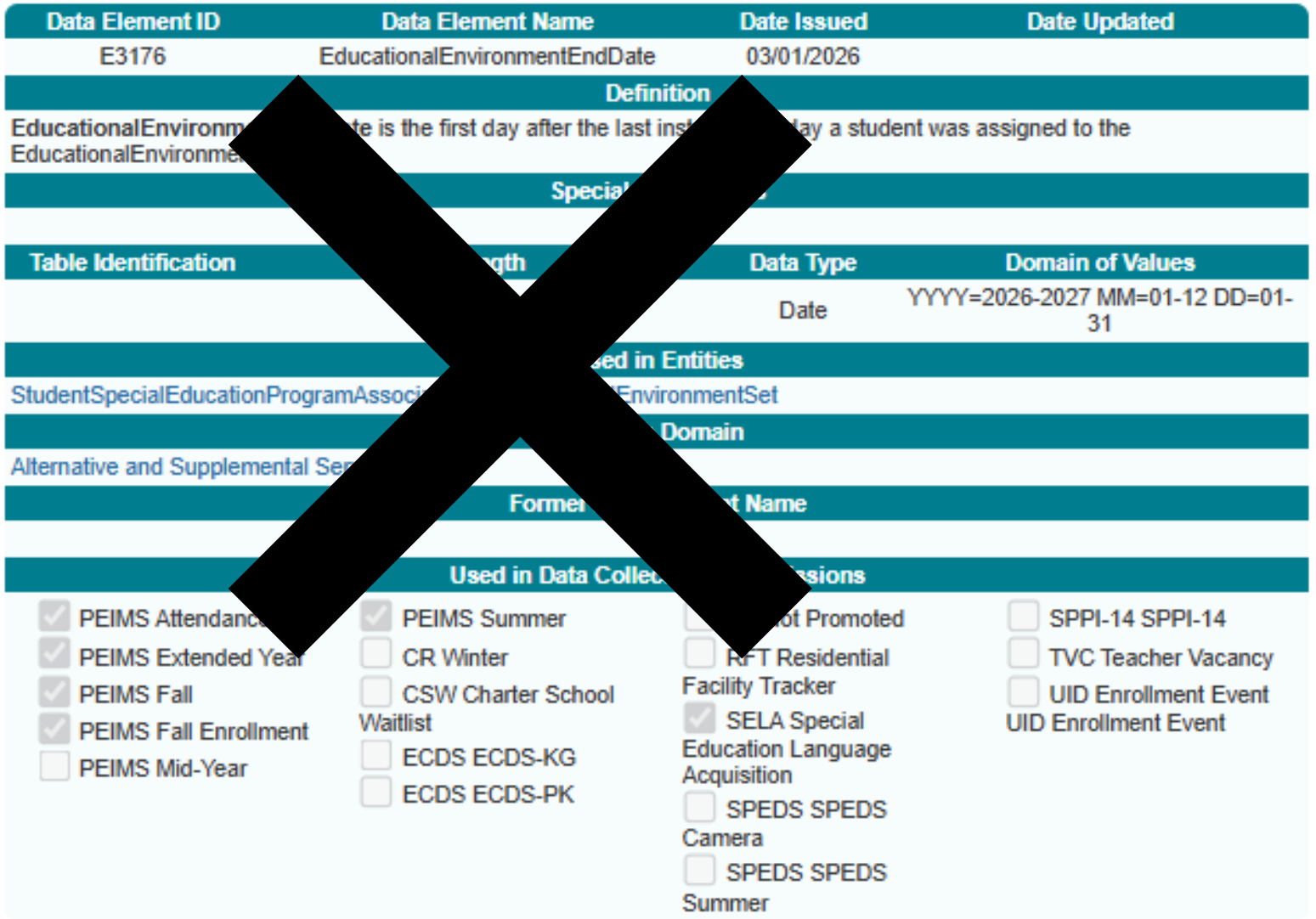
Forme t Name

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

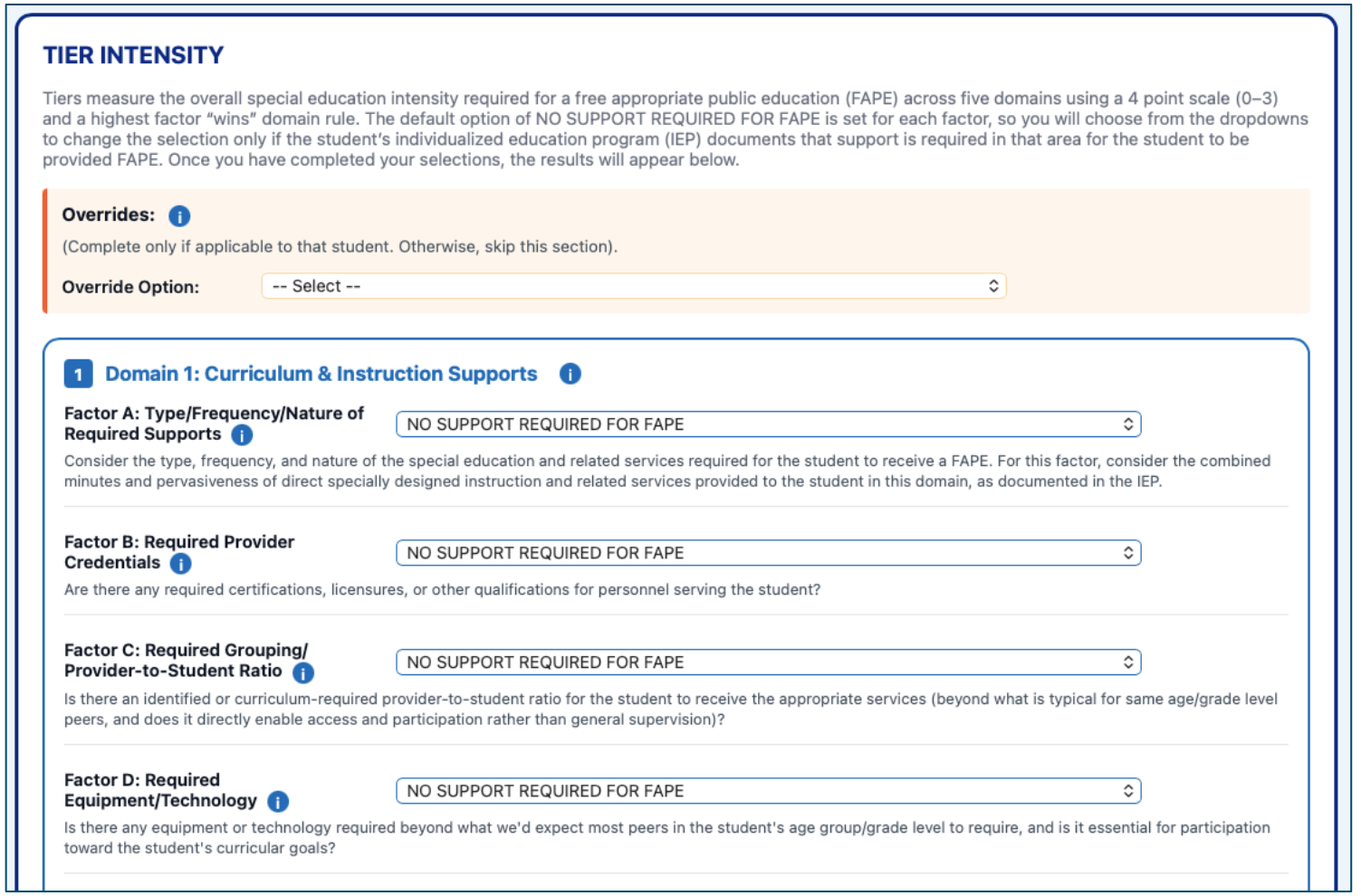
- [x] PEIMS Attendance
- [x] PEIMS Extended Year
- [ ] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [x] PEIMS Summer
- [ ] CR Winter
- [ ] CSW Charter School Waitlist
- [ ] ECDS ECDS-KG
- [ ] ECDS ECDS-PK
- [ ] NP Not Promoted
- [ ] RFT Residential Facility Tracker
- [ ] SELA Special 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

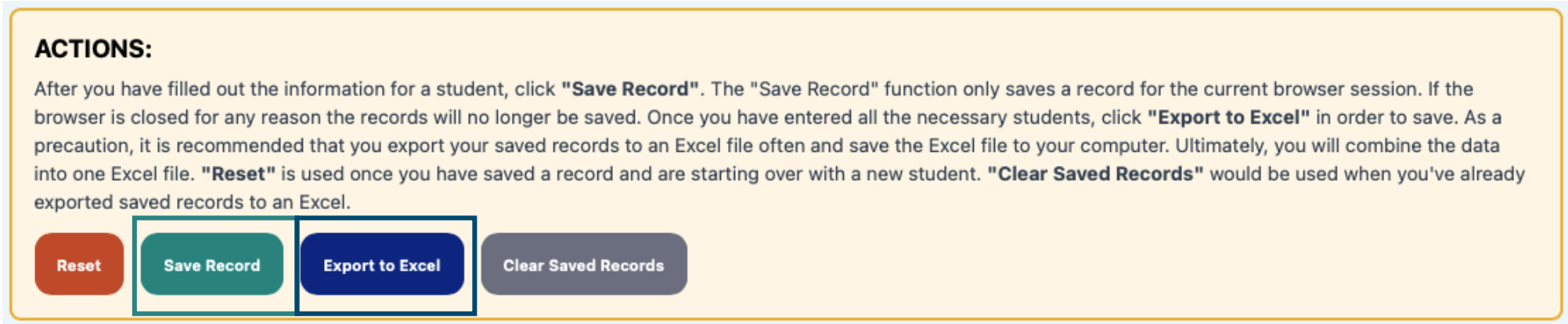
Is there an identified or curriculum-required provider-to-student ratio for the student to receive the appropriate services (beyond what is typical for same age/grade level peers, and does it directly enable access and participation rather than general supervision)?

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)

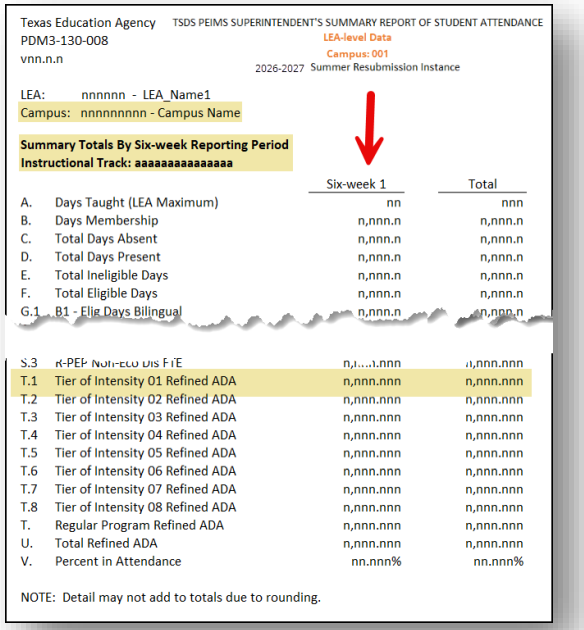
Eligible Days Present In Tier Of Intensity '01'

÷

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.

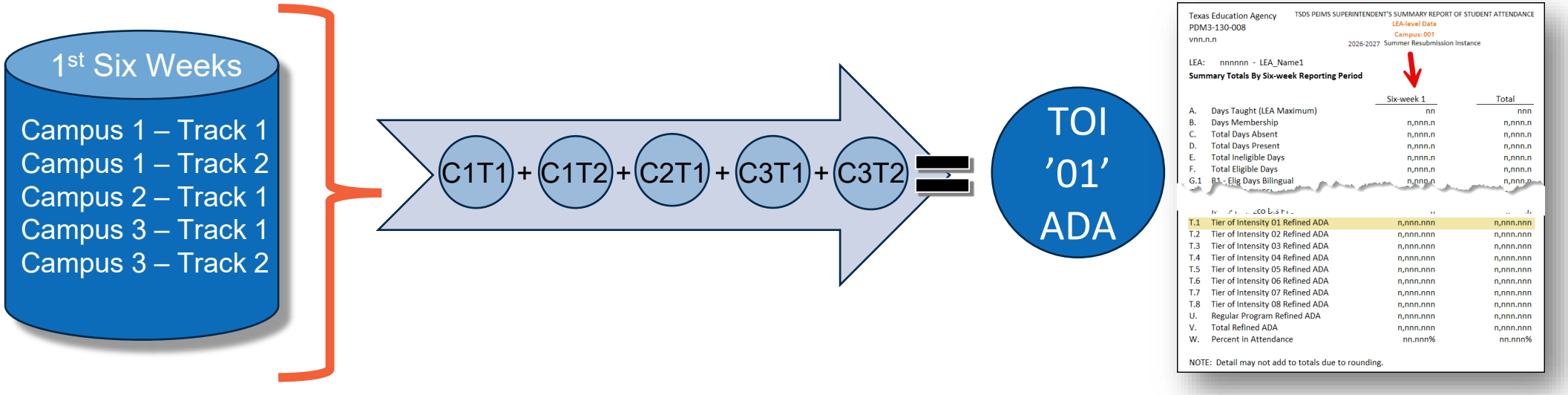
1573.5 / 27 = 58.278

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

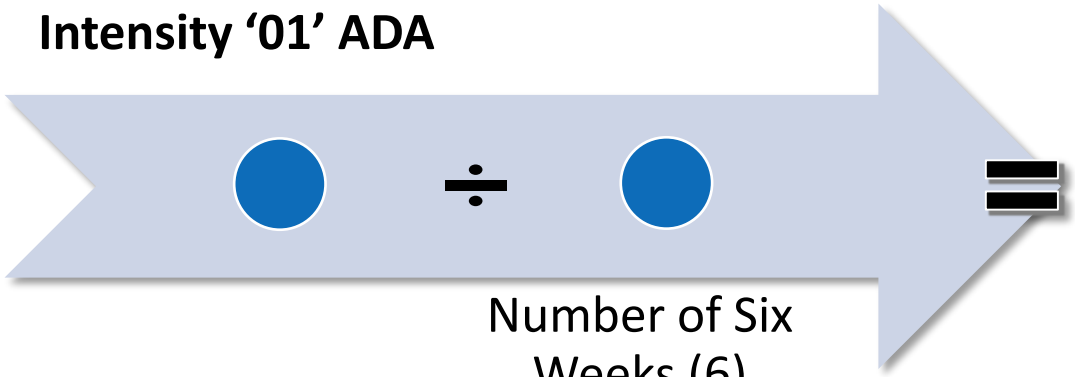
1st Six Weeks

TIERS OF INTENSITY CALCULATIONS 3

Total Tier of Intensity (TOI) Refined ADA Calculation

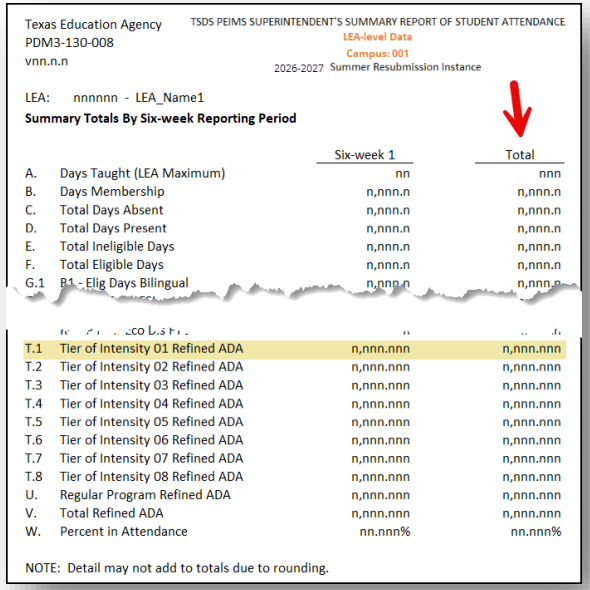
(Six Six Weeks→All Campuses→All Tracks)

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:

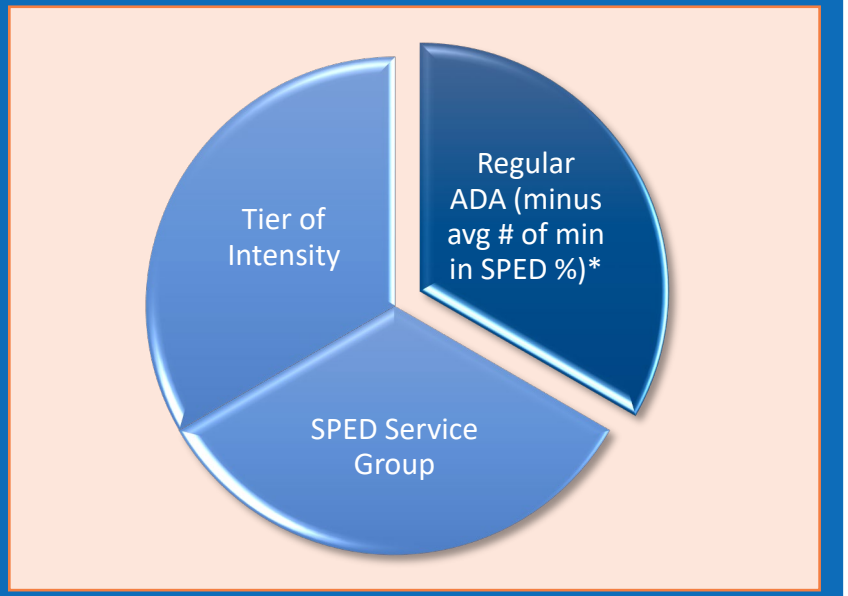
- Two NEW reports
  - PDM3/PDM5-121-002

    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
vnn.n.n
*** 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
Page n of n

							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

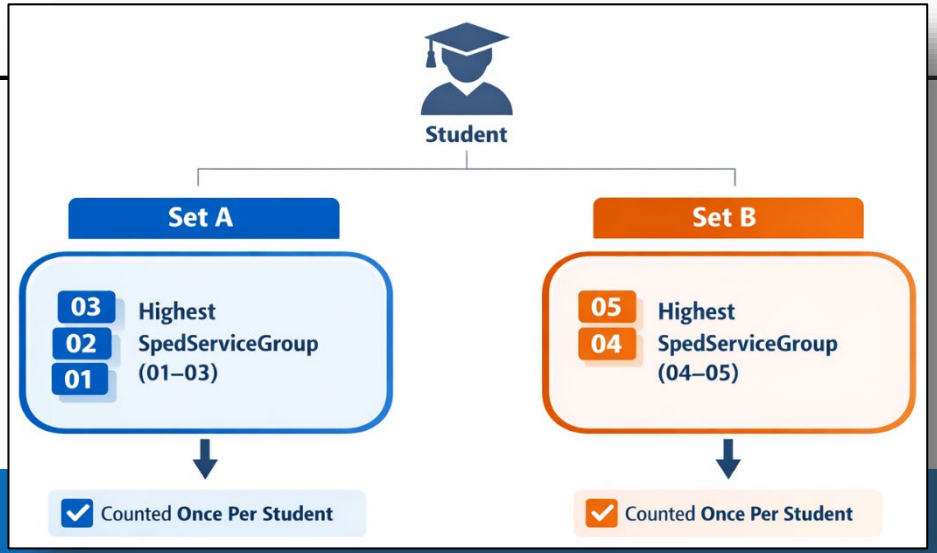
Count of Students in SPED Service Groups

		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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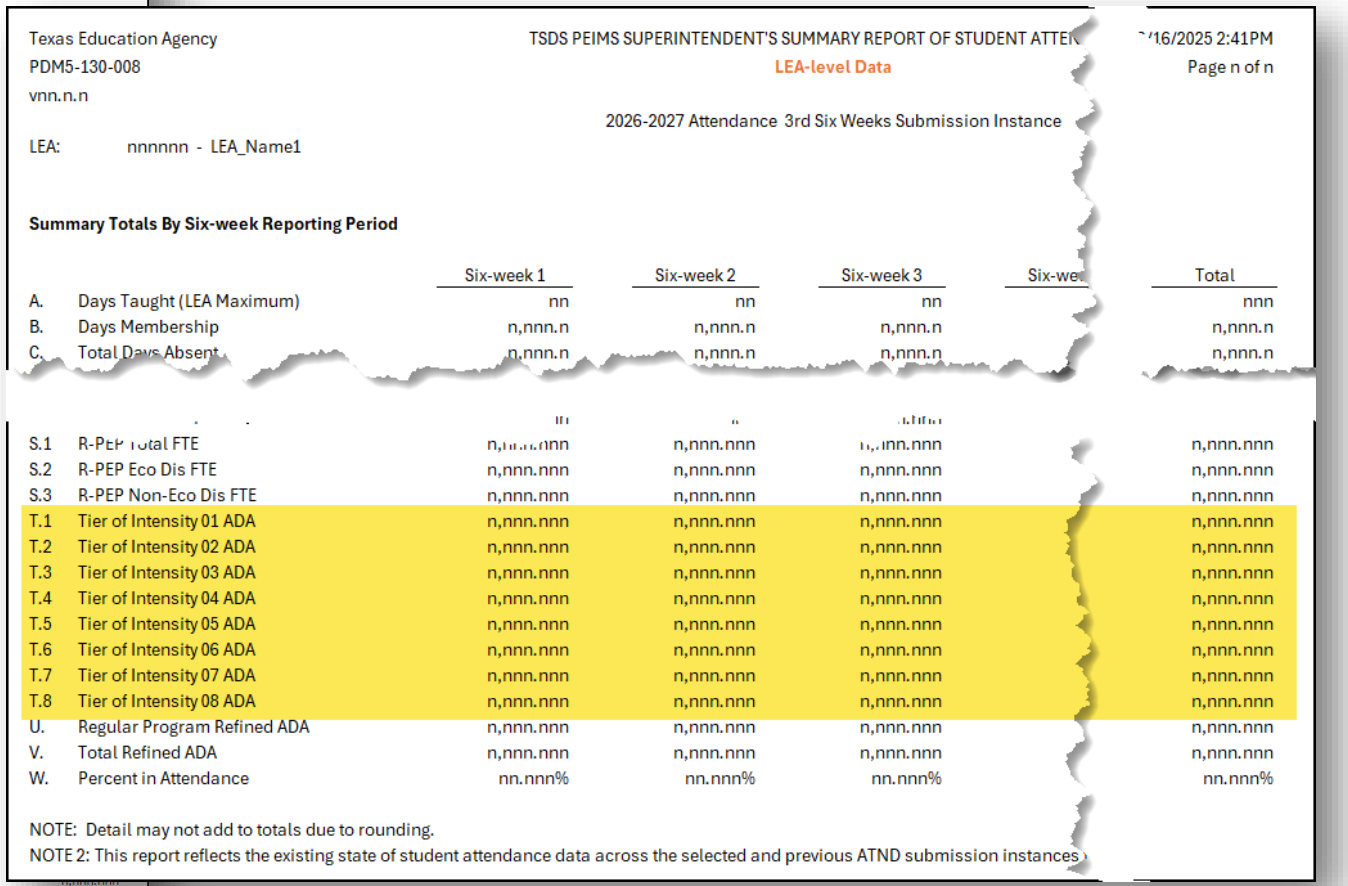
2026-2027 Attendance 3rd Six Weeks Submission Instance

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
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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

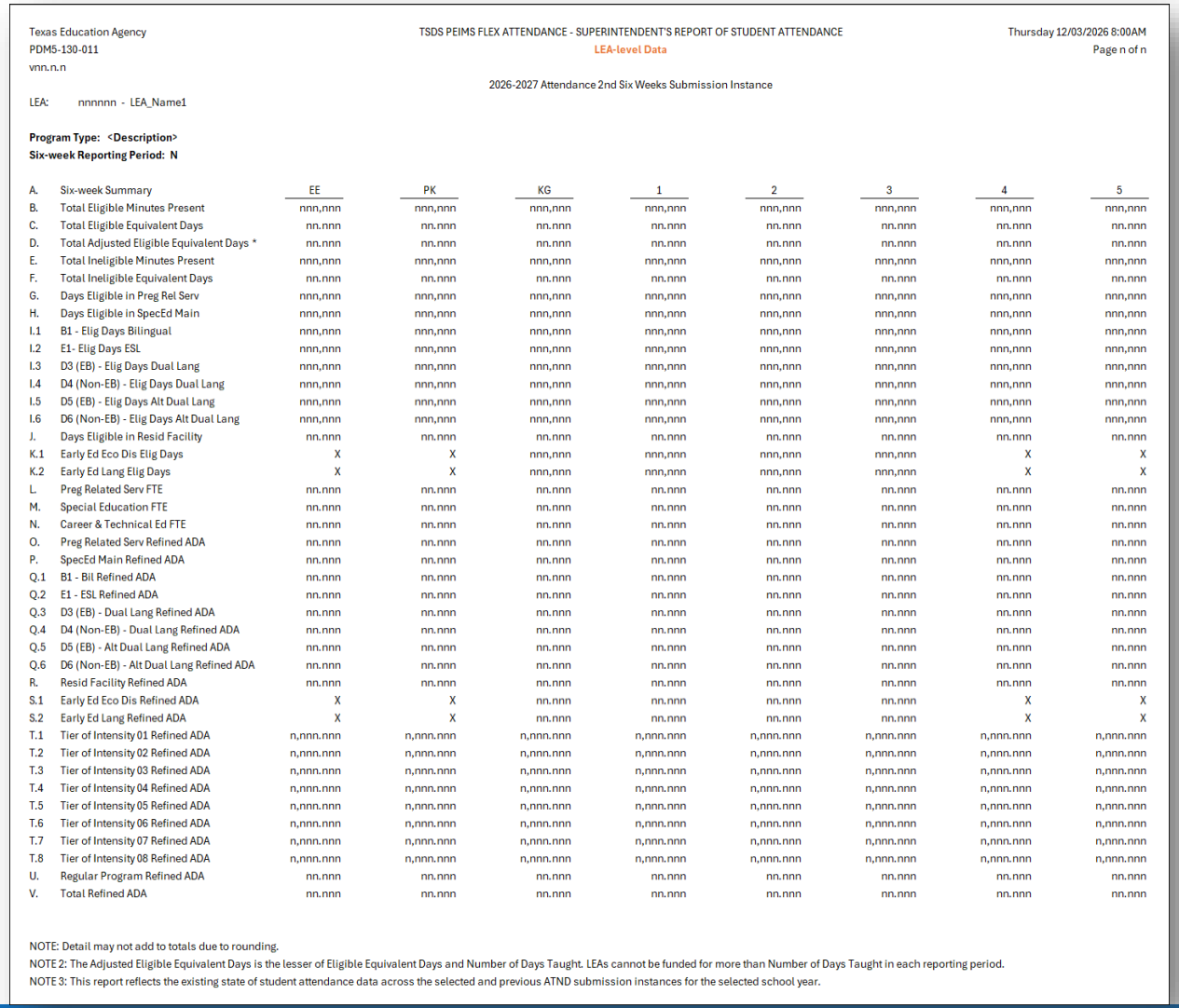
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6	7	8	9	10	11	12	Total
n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n
n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	n,nnn.n	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
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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
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TSDS PEIMS FLEX ATTENDANCE - SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE
LEA-level Data

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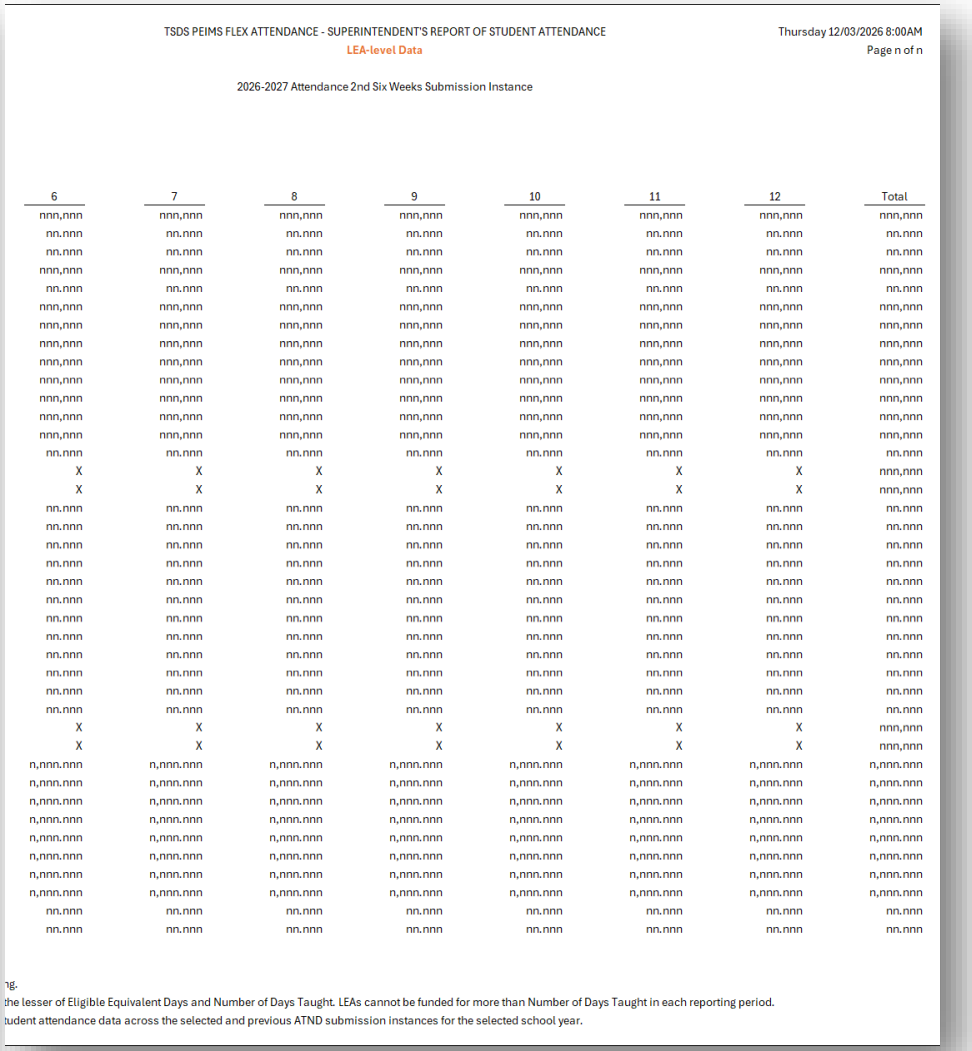
2026-2027 Attendance 2nd Six Weeks Submission Instance

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





Special Education Language Acquisition Collection

Agenda – 2026-2027 Special Education Language Acquisition



- 2026-2027 SELA
  - Overview
  - Timeline
  - Data Collection
  - Business Rules
  - Promotion Logic and Report
  - Questions



Overview

Overview

- In the 2024-2025 school year, the Special Education Language Acquisition (SELA) Collection consisted of data on the language acquisition of children who are eight years of age or younger who are identified as Deaf and Hard of Hearing (03) or Deaf-Blindness (05) from the Disability (C053) table using a commissioner-approved tool.
- HB 2 revised TEC §29.316 to require school districts to regularly assess language acquisition for students age eight or younger who are Deaf or Hard of Hearing (03) from the Disability (C053) table using a commissioner-approved tool.
- TEA paused the collection of the SELA data during the 2025-2026 school year.
- Beginning in 2026–2027, TEA will again collect the SELA Collection with minor changes outlined in this presentation.



Timeline

Timeline

Special Education Language Acquisition (SELA)	
TSDS ready to load data to IODS	August 3, 2026
Special Education Language Acquisition ready for users to complete	May 17, 2027
Special Education Language Acquisition Submission due date for LEAs	June 24, 2027
Special Education Language Acquisition data available to customers	July 8, 2027



Data Collection

SELA Data Collection Entities

- SELA Entities:
  - LocalEducationAgency
  - Program
  - School
  - Student
  - StudentEducationOrganizationAssociation
  - StudentSchoolAssociation
  - StudentSpecialEducationProgramAssociation

LocalEducationAgency

LocalEducationAgency Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
NameOfInstitution		✓		75	String		E3037
LocalEducationAgencyId		✓		6	Number		E0212
LocalEducationAgencyCategory		✓			Descriptor	C337	E3036

Program

Program Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
LocalEducationAgency							
ProgramType		✓			Descriptor	C303	E1337

School

School Entity

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

Student

Student Entity

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

StudentEducationOrganizationAssociation

StudentEducationOrganizationAssociation Entity

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

StudentSchoolAssociation

StudentSchoolAssociation Entity

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

StudentSpecialEducationProgramAssociation

The following changes were made for SELA:

- Existing SPEDProgramSvcSet was added to collect the following descriptors:
  - Early Childhood Special Education Services (19)
  - Early Childhood Intervention Services (20)
  - Receiving Instructional Services from RDSPD (22)
- New TierOfIntensitySet and SPEDServiceGroupSet were added.
- 3 Data Elements were deleted.

StudentSpecialEducationProgramAssociation

StudentSpecialEducationProgramAssociation Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
LocalEducationAgency							
Student							
Program							
BeginDate		✓		10	Date		E3010
PreferredHomeCommunicationMethod		✓			Descriptor	C313	E1661
InstructionalSettingSet *(may have multiple instances)*							
InstructionalSetting		✓			Descriptor	C035	E0173
InstructionalSettingBeginDate		✓		10	Date		E3025
Disability							
Disability *(may have multiple instances)*		✓			Descriptor	C053	E3015
Disability > DisabilitySet *(may have multiple instances)*							
EligibilityDateDisabilities		✓		10	Date		E1723
DisabilitySetBeginDate		✓		10	Date		E3016
SPEDProgramSvcSet *(may have multiple instances)*							
SPEDProgramSvc		✓			Descriptor	C341	E3058
ServiceBeginDate		✓		10	Date		E3055
ServiceEndDate		✓		10	Date		E3056
TierOfIntensitySet *(may have multiple instances)*							
TierOfIntensity		✓			Descriptor	C371	E3153
TierOfIntensityBeginDate		✓		10	Date		E3157
TierOfIntensityEndDate		✓		10	Date		E3158
SPEDServiceGroupSet *(may have multiple instances)*							
SPEDServiceGroup		✓			Descriptor	C373	E3159
SPEDServiceGroupBeginDate		✓		10	Date		E3160
SPEDServiceGroupEndDate		✓		10	Date		E3161
LanguageAcquisition *(may have multiple instances)*							
LangAcqServicesProvided		✓			Descriptor	C314	E1662
FrequencyOfServices		✓			Descriptor	C315	E1663
~~HoursSpentReceivingServices~~		~~✓~~			~~Descriptor~~	~~C316~~	~~E1664~~
HearingAmplification *(may have multiple instances)*							
HearingAmplificationType		✓			Descriptor	C317	E1665
~~HearingAmplificationAccess~~		~~✓~~			~~Descriptor~~	~~C318~~	~~E1666~~
~~HearingAmplificationDailyUse~~		~~✓~~			~~Descriptor~~	~~C319~~	~~E1667~~
Assessment *(may have multiple instances)*							
ToolOrAssessmentUsed		✓			Descriptor	C320	E1668
AssessmentResultsObtained		✓			Descriptor	C321	E1669

SPEDProgramSvc (C341) Descriptor Table Descriptor Updates

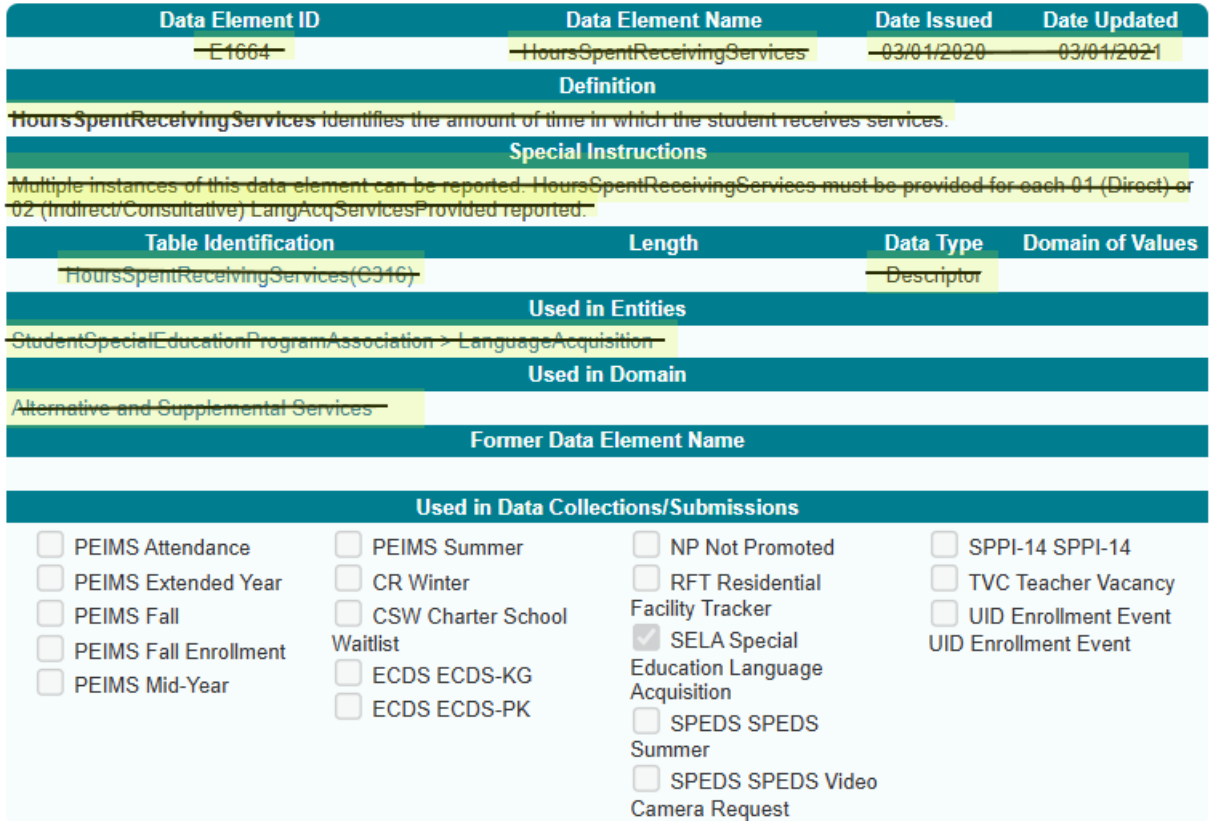
19 – Early Childhood Special Education Services
Definition
The **Early Childhood Special Education Services** special education program service indicates whether the preschool student, age three through five years old and not in kindergarten, is receiving any special education and related services from the school district or charter school in any setting(s) or environment. [See 19 TAC §89.1035, and 34 CFR §300.101(b)]
Special Instructions
Students, three through five years old (not in kindergarten), previously reported with the Early Childhood Special Education Services descriptor, who are six years old as of the PEIMS Fall snapshot date (last Friday in October), should not be reported with the descriptor. The Early Childhood Special Education (ECSE) Services can only be reported for students receiving special education services who are at least three and less than six years of age and not in kindergarten on the PEIMS Fall snapshot date. All students receiving special education services under IDEA Part B who are ages three through five (not in kindergarten), as of the PEIMS Fall snapshot date (last Friday in October), are participating in ECSE program and must be reported as Early Childhood Special Education Services regardless of their disability or instructional setting. ECSE is a Texas term which refers to a federally funded program under IDEA Part B which is targeted specifically for three- through five-year-old (not in kindergarten) students receiving special education and related services. ECSE includes students whose only special education service is speech therapy regardless of where the services are provided. Each LEA shall ensure that a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services. (34CFR §300.115) For three- through five-year-old (not in kindergarten) students receiving ECSE services, the LEA continuum could include but is not limited to: • LEA or Community Childcare Programs • Prekindergarten Programs • Head Start Programs • Home Environment • Special Education Resource Settings • Special Education Self Contained Settings • LEA or Community Therapy Settings (Speech, OT/PT, etc.)
Former Data Element Name and Number
PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD (E0899)
Submission
PEIMS Fall, RF-Tracker, SELA

20 – Early Childhood Intervention Services
Definition
The **Early Childhood Intervention Services** special education program service indicates whether the infant or toddler, from birth through age two, is participating in the early childhood intervention program. (See Texas Human Resources Code §73.001 and §73.021)
Special Instructions
The early childhood intervention (ECI) program is operated through the Health and Human Services Commission (HHSC). If the district does not operate an ECI program, this descriptor is not used to identify infants and toddlers with visual impairments or who are deaf or hard of hearing who receive hearing and vision services from the district under the Memorandum of Understanding between the HHSC and the Texas Education Agency. Refer to Section IV of the Student Attendance Accounting Handbook for information on coding these children. [See 19 TAC §89.63(d).] Early Childhood Intervention Program should be used only for students' from birth through age two, as of the PEIMS Fall snapshot date. When the student turns three, the child may receive early childhood special education (ECSE) services if determined to be eligible.
Former Data Element Name and Number
EARLY-CHILDHOOD-INTERV-IND-CODE (E0900)
Submission
PEIMS Fall, RF-Tracker, SELA

22 – Receiving Instructional Services from RDSPD
Definition
The **Receiving Instructional Services from RDSPD** special education program service indicates the student is receiving instructional services from the regional day school program for the deaf.
Special Instructions
All students in the RDSPD must have a disabling condition of 03 (Deaf and Hard of Hearing) ~~or 05 (Deaf-Blindness)~~ as either their primary, secondary, or tertiary disability. ~~A student can be reported with both disabilities in the appropriate order of disabling condition.~~ The information must reflect exactly what the IEP states. All students who are in the RDSPD may generate average daily attendance (ADA) based on their *ADAEligibility* and their *InstructionalSetting*. These general education funds in regular education and in special education can be used to supplement the costs of the RDSPD. The TEA RDSPD Shared Services Arrangement (SSA) Procedures document requires all SSAs to include two or more LEAs. The fiscal agent for the RDSPD is often the LEA where students attend classes. There are some Education Service Centers (ESC) that serve as RDSPD fiscal agents.
Former Data Element Name and Number
REG-DAY-SCH-PROG-DEAF-CODE (E0833)
Submission
PEIMS Fall, RF-Tracker, SELA

HoursSpentReceivingServices (E1664)

- Deleted HoursSpentReceivingServices (E1664) data element.



Data Element ID	Data Element Name	Date Issued	Date Updated
~~E1664~~	~~HoursSpentReceivingServices~~	~~03/01/2020~~	~~03/01/2021~~

Definition

~~**HoursSpentReceivingServices** identifies the amount of time in which the student receives services.~~

Special Instructions

~~Multiple instances of this data element can be reported. HoursSpentReceivingServices must be provided for each 01 (Direct) or 02 (Indirect/Consultative) LangAcqServicesProvided reported.~~

Table Identification	Length	Data Type	Domain of Values
~~HoursSpentReceivingServices(C316)~~		~~Descriptor~~	

Used in Entities

~~StudentSpecialEducationProgramAssociation > LanguageAcquisition~~

Used in Domain

~~Alternative and Supplemental Services~~

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☐ 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 Summer
- ☐ SPEDS SPEDS Video Camera Request
- ☐ SPPI-14 SPPI-14
- ☐ TVC Teacher Vacancy
- ☐ UID Enrollment Event

UID Enrollment Event

HoursSpentReceivingServices (C316)

Table ID	Name	Date Issued	Date Updated
C316	HoursSpentReceivingServices	03/01/2020	07/01/2022

Descriptor	Short Description	Long Description
01	Less Than 1 Hour	Less Than 1 Hour
02	1 to 3 Hours	1 to 3 Hours
03	More Than 3 Hours up to 5 Hours	More Than 3 Hours up to 5 Hours
04	More Than 5 Hours	More Than 5 Hours

Used in the following data element(s):
HoursSpentReceivingServices

Used in the following entities:
StudentSpecialEducationProgramAssociation

HearingAmplificationAccess (E1666)

- Deleted HearingAmplificationAccess (E1666) data element.

Data Element ID	Data Element Name	Date Issued	Date Updated
~~E1666~~	~~HearingAmplificationAccess~~	~~03/01/2020~~	

Definition

~~HearingAmplificationAccess identifies whether the student has access to the hearing amplification device for the full day or partial day for each HearingAmpplificationType reported.~~

Special Instructions

~~Multiple instances of this data element can be reported. HearingAmplificationAccess must be provided for each HearingAmplificationType reported unless HearingAmplificationType reported is code "00", Not Applicable.~~

Table Identification	Length	Data Type	Domain of Values
~~HearingAmplificationAccess(C318)~~		~~Descriptor~~	

Used in Entities

~~StudentSpecialEducationProgramAssociation > HearingAmplification~~

Used in Domain

~~Alternative and Supplemental Services~~

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☐ 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 Summer
- ☐ SPEDS SPEDS Video Camera Request
- ☐ SPPI-14 SPPI-14
- ☐ TVC Teacher Vacancy
- ☐ UID Enrollment Event UID Enrollment Event

HearingAmplificationAccess (C318)

Table ID	Name	Date Issued	Date Updated
~~C318~~	~~HearingAmplificationAccess~~	~~03/01/2020~~	~~07/01/2022~~

Descriptor	Short Description	Long Description
~~01~~	~~Full Day~~	~~Full Day~~
~~02~~	~~Partial Day~~	~~Partial Day~~

Used in the following data element(s):
HearingAmplificationAccess

Used in the following entities:
StudentSpecialEducationProgramAssociation

HearingAmplificationDailyUse (E1667)

- Deleted HearingAmplificationDailyUse (E1667) data element.

Data Element ID	Data Element Name	Date Issued	Date Updated
~~E1667~~	~~HearingAmplificationDailyUse~~	~~03/01/2020~~	

Definition

~~HearingAmplificationDailyUse identifies the average amount of time the hearing amplification device is used in a day based on the HearingAmplificationAccess reported.~~

Special Instructions

~~Multiple instances of this data element can be reported. HearingAmplificationDailyUse is only reported if HearingAmplificationAccess is 02 (Partial Day).~~

Table Identification	Length	Data Type	Domain of Values
~~HearingAmplificationDailyUse(C319)~~		~~Descriptor~~	

Used in Entities

~~StudentSpecialEducationProgramAssociation > HearingAmplification~~

Used in Domain

~~Alternative and Supplemental Services~~

Former Data Element Name

Used in Data Collections/Submissions

- [ ] PEIMS Attendance
- [ ] PEIMS Extended Year
- [ ] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [ ] 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

HearingAmplificationDailyUse (C319)

Table ID	Name	Date Issued	Date Updated
~~C319~~	~~HearingAmplificationDailyUse~~	~~03/01/2020~~	~~01/12/2023~~

Descriptor	Short Description	Long Description
~~01~~	~~Less Than 1 Hour~~	~~Less Than 1 Hour~~
~~02~~	~~1 to 3 Hours~~	~~1 to 3 Hours~~
~~03~~	~~More Than 3 Hours~~	~~More Than 3 Hours~~

Used in the following data element(s):
HearingAmplificationDailyUse

Used in the following entities:
StudentSpecialEducationProgramAssociation

ToolOrAssessmentUsed (C320)

Table ID	Name	Date Issued	Date Updated
C320	ToolOrAssessmentUsed	03/01/2020	07/01/2026

Descriptor	Short Description	Long Description
00	Not Assessed	Not Assessed
OW	OWLS II (Diagnostic)	Oral And Written Language Scales (OWLS), Second Edition (Proficiency)
CA	CASLLS (Proficiency)	Cottage Acquisition Scales For Listening, Language, And Speech (CASLLS) (Proficiency)
CM	Communication Matrix (Proficiency)	Communication Matrix (Proficiency)
VC	VCSL (Proficiency)	Visual Communication And Sign Language (Proficiency)
RS	ASL-RST (Diagnostic)	American Sign Language Receptive Skills Test (Diagnostic)
ES	ASL-EST (Diagnostic)	American Sign Language Expressive Skills Test (Diagnostic)
SK	SKI-HI Language Development Scale (LDS) (Diagnostic)	SKI-HI Language Development Scale (LDS) (Diagnostic)

Used in the following data element(s):
ToolOrAssessmentUsed

Used in the following entities:
StudentSpecialEducationProgramAssociation



Business Rules

Business Rules – Student Basic Information

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
40100-0099	StudentUniqueId must match an entry in the TSDS Unique ID system. A student's StudentUniqueId must match an entry in the TSDS Unique ID system.	F L1.5, L2, L3	✓		District, Charter
40100-0204	On the submission date for the Special Education Language Acquisition (SELA) collection, if Disability is Deaf or Hard of Hearing ("03"), and the students age is less than 9 on September 1, then InstructionalSetting, LangAcqServicesProvided, and PreferredHomeCommunicationMethod must not be blank. Students less than nine years of age with the disability of Deaf or Hard of Hearing ("03") must be reported with Special Education program association Language Acquisition information, including InstructionalSetting, LangAcqServicesProvided, and PreferredHomeCommunicationMethod.	F L2, L3	✓		District, Charter
40100-0205	On the submission date for the Special Education Language Acquisition (SELA) collection, if Disability is Deaf or Hard of Hearing ("03"), and the students age is less than 9 on September 1, then EligibilityDateDisabilities must not be blank. Students less than nine years of age with the disability of Deaf or Hard of Hearing ("03") must be reported with EligibilityDateDisabilities.	F L2, L3	✓		District, Charter
40110-0001	For a student enrollment (StudentSchoolAssociation), there must be a corresponding Student with the same StudentUniqueId. For each student reported with enrollment data, there must be corresponding student data reported.	F L2, L3	✓		District, Charter

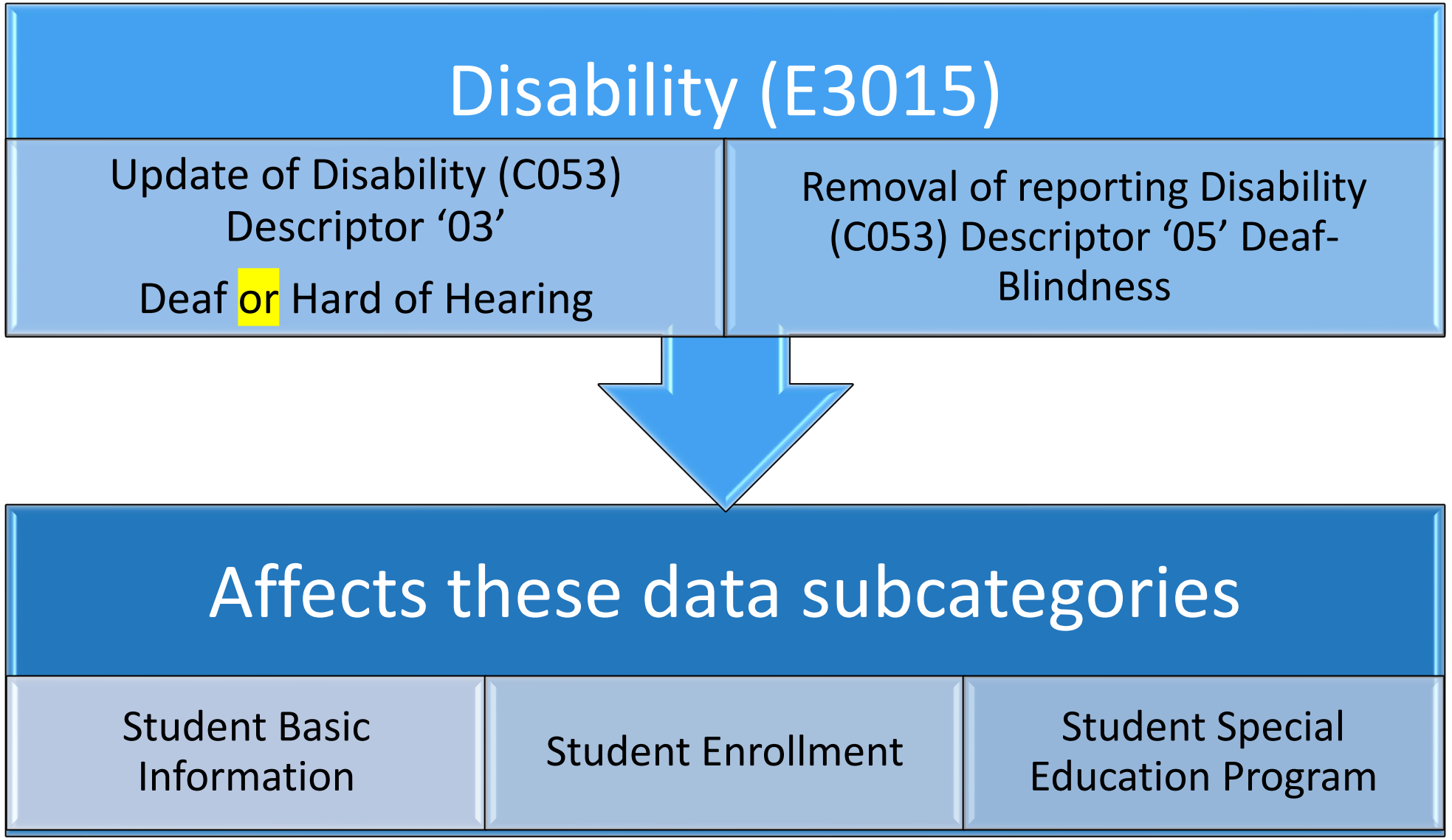
Business Rules – Special Education Program

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
41163-0061	If ToolOrAssessmentUsed is a value other than blank or "00" (Not Assessed), then AssessmentResultsObtained must not be blank. AssessmentResultsObtained must be reported if ToolOrAssessmentUsed is reported as a value other than blank or Not Assessed ("00").	F L2, L3	✓		District, Charter
41163-0062	If LangAcqServicesProvided is "00" (Services not Provided), then FrequencyOfServices must not be reported. FrequencyOfServices must not be reported when LangAcqServicesProvided is reported as Services not Provided ("00").	F L2, L3	✓		District, Charter
41163-0065	If LangAcqServicesProvided is "00" (Services not Provided), then this student must not be reported with any other LangAcqServicesProvided value. When a student is reported with Services not Provided ("00") for LangAcqServicesProvided, indicating that the student did not receive any language acquisition services, then no other LangAcqServicesProvided may be reported for the student.	F L2, L3	✓		District, Charter
41163-0066	If HearingAmplificationType is "00" (Not Applicable), then this student must not be reported with any other HearingAmplificationType value. When a student is reported with Not Applicable ("00") for HearingAmplificationType, indicating that the student does not use a hearing amplification device, then no other HearingAmplificationType may be reported for the student.	F L2, L3	✓		District, Charter
41163-0067	If ToolOrAssessmentUsed is "00" (Not Assessed), then this student must not be reported with any other ToolOrAssessmentUsed value. When a student is reported with Not Assessed ("00") for ToolOrAssessmentUsed, then no other ToolOrAssessmentUsed may be reported for the student.	F L2, L3	✓		District, Charter
41163-0069	If ToolOrAssessmentUsed is "00" (Not Assessed), then AssessmentResultsObtained must be blank/not reported. AssessmentResultsObtained must be blank/not reported if ToolOrAssessmentUsed is Not Assessed ("00").	F L2, L3	✓		District, Charter
41163-0072	If LangAcqServicesProvided is "01" (Direct) or "02" (Indirect/Consultative), then FrequencyOfServices must be reported. FrequencyOfServices must be reported if LangAcqServicesProvided is Direct ("01") or Indirect/Consultative ("02").	F L2, L3	✓		District, Charter
41163-0102	If a student's EligibilityDateDisabilities is not blank, then it must be after their BirthDate. A student's EligibilityDateDisabilities must be after their BirthDate.	F L2, L3	✓		District, Charter



Promotion Logic & Report

Descriptor Changes Impact to SELA Promotion Logic



New Data Elements for Student Special Education Program

SPEDProgramSvc (E3058)

SPEDServiceGroup (E3159)

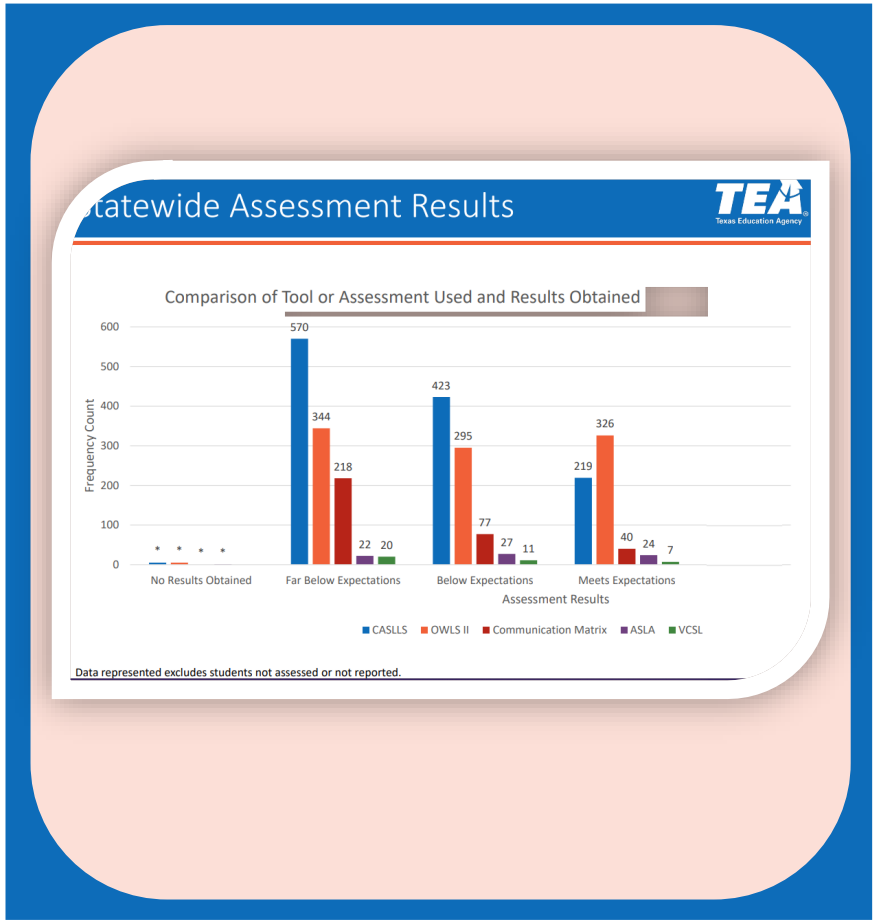
TierOfIntensity (E3153)

Deleted Data Elements for Student Special Education Program

- HoursSpentReceivingServices (E1664)
- HearingAmplificationAccess (E1666)
- HearingAmplificationDailyUse (E1667)

Report Impact

- New data elements on the SELA report:
  - SPED Svc Group
  - TOI
  - SPED Prg Svc
- Deleted data elements on the SELA report:
  - HoursSpentReceivingServices
  - HearingAmplificationAccess
  - HearingAmplificationDailyUse



SEL0-100-001 Special Education Language Acquisition Roster

Texas Education Agency
SEL0-100-001
vnn.n.n
*** **CONFIDENTIAL** ***

TSDS SPECIAL EDUCATION LANGUAGE ACQUISITION ROSTER
LEA-level Data
Campuses: 001, 002, 006
2026-2027 Yearly Submission

Tuesday 12/08/2026 11:49 AM
Page 1 of n

LEA: nnnnnn - DistrictName1

Campus1 Name (nnnnnnnnn)

							Disability		Language Acq Services		Hearing Ampl	Asssesment Info		SPED Services		
Student Name	Unique ID *Local ID*	Student ID *Date of Birth*	Sex *Age on 9/1*	Eth/Race *Emerg Biling*	Prog Type *Instru Set*	Pref Home Comm	Disab	Elig Effv Date	LAS Prvd	Freq of Svcs	HA Type	Tool/ Assessmt	Assessmt Results	TOI	SPED Srv Group	SPED Program Srvc
Lastname Gen, Firstname Midname1	nnnnnnnnnn *nnnnnnnnn*	nnnnnnnnn *MM/DD/YYYY*	M *n*	A A A A Aaaaa	33 *nn*	Aaa	AA	MM/DD/YYYY	Aaaaa	Aaaa	Aaaaa	Aaaaaa	Aaaaa	nn	nn	nn
Lastname Gen, Firstname Midname2	nnnnnnnnnn *nnnnnnnnn*	nnnnnnnnn *MM/DD/YYYY*	F *n*	A A Aaaaa Aaaaa	 *nn* *nn*	Aaa	AA	MM/DD/YYYY	Aaaaa Aaaaa	Aaaa Aaaa	Aaaaa	Aaaaaa	Aaaaa	nn	nn nn	nn nn
Lastname Gen, Firstname Midname3	nnnnnnnnnn *nnnnnnnnn*	nnnnnnnnn *MM/DD/YYYY*	F *n*	A A A Aaaaa	33 *nn*	Aaa	AA AA AA	MM/DD/YYYY MM/DD/YYYY MM/DD/YYYY	Aaaaa	Aaaa	N/A	Aaaaaa	Aaaaa	nn nn nn	nn nn nn	nn nn nn
Lastname Gen, Firstname Midname4	nnnnnnnnnn *nnnnnnnnn*	nnnnnnnnn *MM/DD/YYYY*	M *n*	A A A A A Aaaaa	33 *nn*	Aaa	AA AA	MM/DD/YYYY MM/DD/YYYY	Aaaaa	Aaaa	N/A	Aaaaaa	Aaaaa	nn	nn	nn
Lastname Gen, Firstname Midname5	nnnnnnnnnn *nnnnnnnnn*	nnnnnnnnn *MM/DD/YYYY*	M *n*	A Aaaaa	33 *nn*	 Aaa	AA	MM/DD/YYYY	Aaaaa	Aaaa	Aaaaa	Aaaaaa	Aaaaa	nn nn	nn	nn nn



Questions



Special Education Language Acquisition Collection

Agenda – 2026-2027 Special Education Language Acquisition



- 2026-2027 SELA
  - Overview
  - Timeline
  - Data Collection
  - Business Rules
  - Promotion Logic and Report
  - Questions



Overview

Overview

- In the 2024-2025 school year, the Special Education Language Acquisition (SELA) Collection consisted of data on the language acquisition of children who are eight years of age or younger who are identified as Deaf and Hard of Hearing (03) or Deaf-Blindness (05) from the Disability (C053) table using a commissioner-approved tool.
- HB 2 revised TEC §29.316 to require school districts to regularly assess language acquisition for students age eight or younger who are Deaf or Hard of Hearing (03) from the Disability (C053) table using a commissioner-approved tool.
- TEA paused the collection of the SELA data during the 2025-2026 school year.
- Beginning in 2026–2027, TEA will again collect the SELA Collection with minor changes outlined in this presentation.



Timeline

Timeline

Special Education Language Acquisition (SELA)	
TSDS ready to load data to IODS	August 3, 2026
Special Education Language Acquisition ready for users to complete	May 17, 2027
Special Education Language Acquisition Submission due date for LEAs	June 24, 2027
Special Education Language Acquisition data available to customers	July 8, 2027



Data Collection

SELA Data Collection Entities

- SELA Entities:
  - LocalEducationAgency
  - Program
  - School
  - Student
  - StudentEducationOrganizationAssociation
  - StudentSchoolAssociation
  - StudentSpecialEducationProgramAssociation

LocalEducationAgency

LocalEducationAgency Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
NameOfInstitution		✓		75	String		E3037
LocalEducationAgencyId		✓		6	Number		E0212
LocalEducationAgencyCategory		✓			Descriptor	C337	E3036

Program

Program Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
LocalEducationAgency							
ProgramType		✓			Descriptor	C303	E1337

School

School Entity

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

Student

Student Entity

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

StudentEducationOrganizationAssociation

StudentEducationOrganizationAssociation Entity

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

StudentSchoolAssociation

StudentSchoolAssociation Entity

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

StudentSpecialEducationProgramAssociation

The following changes were made for SELA:

- Existing SPEDProgramSvcSet was added to collect the following descriptors:
  - Early Childhood Special Education Services (19)
  - Early Childhood Intervention Services (20)
  - Receiving Instructional Services from RDSPD (22)
- New TierOfIntensitySet and SPEDServiceGroupSet were added.
- 3 Data Elements were deleted.

StudentSpecialEducationProgramAssociation

StudentSpecialEducationProgramAssociation Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
LocalEducationAgency							
Student							
Program							
BeginDate		✓		10	Date		E3010
PreferredHomeCommunicationMethod		✓			Descriptor	C313	E1661
InstructionalSettingSet *(may have multiple instances)*							
InstructionalSetting		✓			Descriptor	C035	E0173
InstructionalSettingBeginDate		✓		10	Date		E3025
Disability							
Disability *(may have multiple instances)*		✓			Descriptor	C053	E3015
Disability > DisabilitySet *(may have multiple instances)*							
EligibilityDateDisabilities		✓		10	Date		E1723
DisabilitySetBeginDate		✓		10	Date		E3016
SPEDProgramSvcSet *(may have multiple instances)*							
SPEDProgramSvc		✓			Descriptor	C341	E3058
ServiceBeginDate		✓		10	Date		E3055
ServiceEndDate		✓		10	Date		E3056
TierOfIntensitySet *(may have multiple instances)*							
TierOfIntensity		✓			Descriptor	C371	E3153
TierOfIntensityBeginDate		✓		10	Date		E3157
TierOfIntensityEndDate		✓		10	Date		E3158
SPEDServiceGroupSet *(may have multiple instances)*							
SPEDServiceGroup		✓			Descriptor	C373	E3159
SPEDServiceGroupBeginDate		✓		10	Date		E3160
SPEDServiceGroupEndDate		✓		10	Date		E3161
LanguageAcquisition *(may have multiple instances)*							
LangAcqServicesProvided		✓			Descriptor	C314	E1662
FrequencyOfServices		✓			Descriptor	C315	E1663
~~HoursSpentReceivingServices~~		~~✓~~			~~Descriptor~~	~~C316~~	~~E1664~~
HearingAmplification *(may have multiple instances)*							
HearingAmplificationType		✓			Descriptor	C317	E1665
~~HearingAmplificationAccess~~		~~✓~~			~~Descriptor~~	~~C318~~	~~E1666~~
~~HearingAmplificationDailyUse~~		~~✓~~			~~Descriptor~~	~~C319~~	~~E1667~~
Assessment *(may have multiple instances)*							
ToolOrAssessmentUsed		✓			Descriptor	C320	E1668
AssessmentResultsObtained		✓			Descriptor	C321	E1669

SPEDProgramSvc (C341) Descriptor Table Descriptor Updates

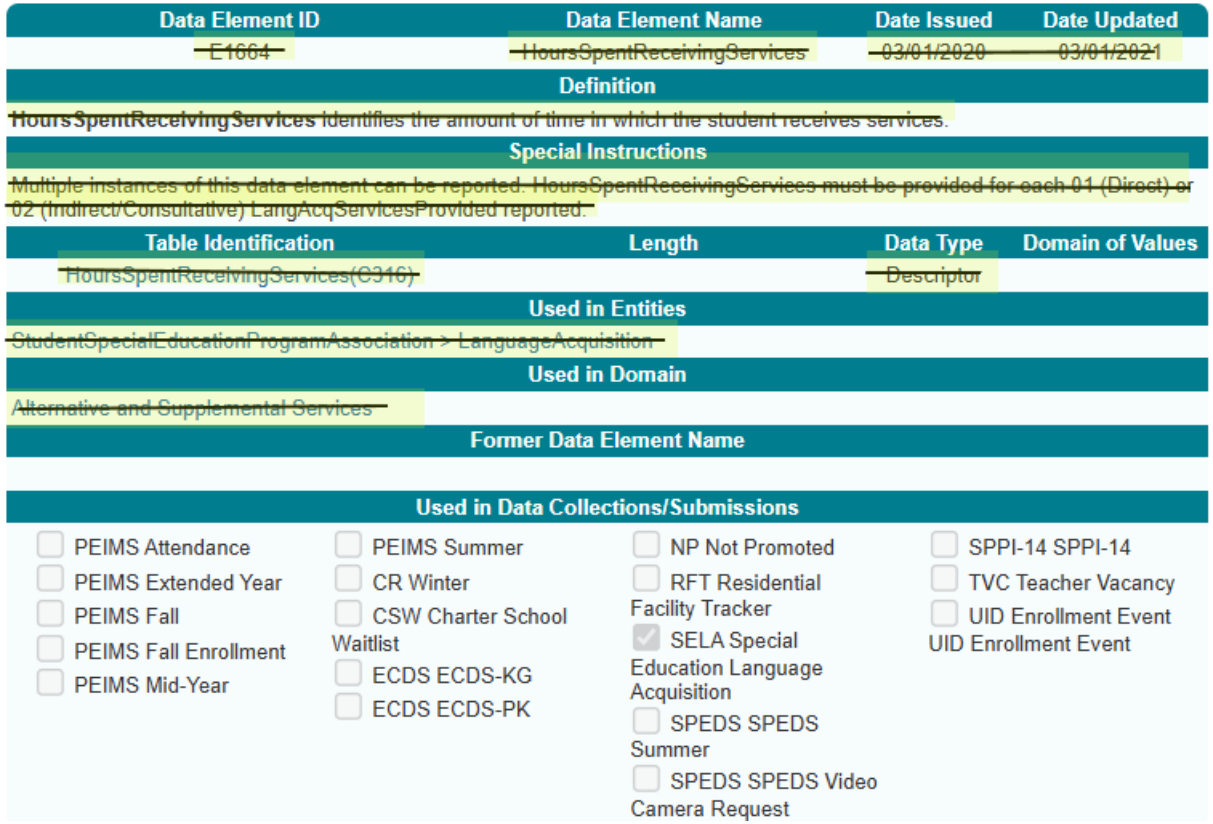
19 – Early Childhood Special Education Services
Definition
The **Early Childhood Special Education Services** special education program service indicates whether the preschool student, age three through five years old and not in kindergarten, is receiving any special education and related services from the school district or charter school in any setting(s) or environment. [See 19 TAC §89.1035, and 34 CFR §300.101(b)]
Special Instructions
Students, three through five years old (not in kindergarten), previously reported with the Early Childhood Special Education Services descriptor, who are six years old as of the PEIMS Fall snapshot date (last Friday in October), should not be reported with the descriptor. The Early Childhood Special Education (ECSE) Services can only be reported for students receiving special education services who are at least three and less than six years of age and not in kindergarten on the PEIMS Fall snapshot date. All students receiving special education services under IDEA Part B who are ages three through five (not in kindergarten), as of the PEIMS Fall snapshot date (last Friday in October), are participating in ECSE program and must be reported as Early Childhood Special Education Services regardless of their disability or instructional setting. ECSE is a Texas term which refers to a federally funded program under IDEA Part B which is targeted specifically for three- through five-year-old (not in kindergarten) students receiving special education and related services. ECSE includes students whose only special education service is speech therapy regardless of where the services are provided. Each LEA shall ensure that a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services. (34CFR §300.115) For three- through five-year-old (not in kindergarten) students receiving ECSE services, the LEA continuum could include but is not limited to: • LEA or Community Childcare Programs • Prekindergarten Programs • Head Start Programs • Home Environment • Special Education Resource Settings • Special Education Self Contained Settings • LEA or Community Therapy Settings (Speech, OT/PT, etc.)
Former Data Element Name and Number
PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD (E0899)
Submission
PEIMS Fall, RF-Tracker, SELA

20 – Early Childhood Intervention Services
Definition
The **Early Childhood Intervention Services** special education program service indicates whether the infant or toddler, from birth through age two, is participating in the early childhood intervention program. (See Texas Human Resources Code §73.001 and §73.021)
Special Instructions
The early childhood intervention (ECI) program is operated through the Health and Human Services Commission (HHSC). If the district does not operate an ECI program, this descriptor is not used to identify infants and toddlers with visual impairments or who are deaf or hard of hearing who receive hearing and vision services from the district under the Memorandum of Understanding between the HHSC and the Texas Education Agency. Refer to Section IV of the Student Attendance Accounting Handbook for information on coding these children. [See 19 TAC §89.63(d).] Early Childhood Intervention Program should be used only for students' from birth through age two, as of the PEIMS Fall snapshot date. When the student turns three, the child may receive early childhood special education (ECSE) services if determined to be eligible.
Former Data Element Name and Number
EARLY-CHILDHOOD-INTERV-IND-CODE (E0900)
Submission
PEIMS Fall, RF-Tracker, SELA

22 – Receiving Instructional Services from RDSPD
Definition
The **Receiving Instructional Services from RDSPD** special education program service indicates the student is receiving instructional services from the regional day school program for the deaf.
Special Instructions
All students in the RDSPD must have a disabling condition of 03 (Deaf and Hard of Hearing) ~~or 05 (Deaf-Blindness)~~ as either their primary, secondary, or tertiary disability. ~~A student can be reported with both disabilities in the appropriate order of disabling condition.~~ The information must reflect exactly what the IEP states. All students who are in the RDSPD may generate average daily attendance (ADA) based on their *ADAEligibility* and their *InstructionalSetting*. These general education funds in regular education and in special education can be used to supplement the costs of the RDSPD. The TEA RDSPD Shared Services Arrangement (SSA) Procedures document requires all SSAs to include two or more LEAs. The fiscal agent for the RDSPD is often the LEA where students attend classes. There are some Education Service Centers (ESC) that serve as RDSPD fiscal agents.
Former Data Element Name and Number
REG-DAY-SCH-PROG-DEAF-CODE (E0833)
Submission
PEIMS Fall, RF-Tracker, SELA

HoursSpentReceivingServices (E1664)

- Deleted HoursSpentReceivingServices (E1664) data element.



Data Element ID	Data Element Name	Date Issued	Date Updated
~~E1664~~	~~HoursSpentReceivingServices~~	~~03/01/2020~~	~~03/01/2021~~

Definition

~~**HoursSpentReceivingServices** identifies the amount of time in which the student receives services.~~

Special Instructions

~~Multiple instances of this data element can be reported. HoursSpentReceivingServices must be provided for each 01 (Direct) or 02 (Indirect/Consultative) LangAcqServicesProvided reported.~~

Table Identification	Length	Data Type	Domain of Values
~~HoursSpentReceivingServices(C316)~~		~~Descriptor~~	

Used in Entities

~~StudentSpecialEducationProgramAssociation > LanguageAcquisition~~

Used in Domain

~~Alternative and Supplemental Services~~

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☐ 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 Summer
- ☐ SPEDS SPEDS Video Camera Request
- ☐ SPPI-14 SPPI-14
- ☐ TVC Teacher Vacancy
- ☐ UID Enrollment Event

UID Enrollment Event

HoursSpentReceivingServices (C316)

Table ID	Name	Date Issued	Date Updated
C316	HoursSpentReceivingServices	03/01/2020	07/01/2022

Descriptor	Short Description	Long Description
01	Less Than 1 Hour	Less Than 1 Hour
02	1 to 3 Hours	1 to 3 Hours
03	More Than 3 Hours up to 5 Hours	More Than 3 Hours up to 5 Hours
04	More Than 5 Hours	More Than 5 Hours

Used in the following data element(s):
HoursSpentReceivingServices

Used in the following entities:
StudentSpecialEducationProgramAssociation

HearingAmplificationAccess (E1666)

- Deleted HearingAmplificationAccess (E1666) data element.

Data Element ID	Data Element Name	Date Issued	Date Updated
~~E1666~~	~~HearingAmplificationAccess~~	~~03/01/2020~~	

Definition

~~HearingAmplificationAccess identifies whether the student has access to the hearing amplification device for the full day or partial day for each HearingAmpplificationType reported.~~

Special Instructions

~~Multiple instances of this data element can be reported. HearingAmplificationAccess must be provided for each HearingAmplificationType reported unless HearingAmplificationType reported is code "00", Not Applicable.~~

Table Identification	Length	Data Type	Domain of Values
~~HearingAmplificationAccess(C318)~~		~~Descriptor~~	

Used in Entities

~~StudentSpecialEducationProgramAssociation > HearingAmplification~~

Used in Domain

~~Alternative and Supplemental Services~~

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☐ 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 Summer
- ☐ SPEDS SPEDS Video Camera Request
- ☐ SPPI-14 SPPI-14
- ☐ TVC Teacher Vacancy
- ☐ UID Enrollment Event UID Enrollment Event

HearingAmplificationAccess (C318)

Table ID	Name	Date Issued	Date Updated
~~C318~~	~~HearingAmplificationAccess~~	~~03/01/2020~~	~~07/01/2022~~

Descriptor	Short Description	Long Description
~~01~~	~~Full Day~~	~~Full Day~~
~~02~~	~~Partial Day~~	~~Partial Day~~

Used in the following data element(s):
HearingAmplificationAccess

Used in the following entities:
StudentSpecialEducationProgramAssociation

HearingAmplificationDailyUse (E1667)

- Deleted HearingAmplificationDailyUse (E1667) data element.

Data Element ID	Data Element Name	Date Issued	Date Updated
~~E1667~~	~~HearingAmplificationDailyUse~~	~~03/01/2020~~	

Definition

~~HearingAmplificationDailyUse identifies the average amount of time the hearing amplification device is used in a day based on the HearingAmplificationAccess reported.~~

Special Instructions

~~Multiple instances of this data element can be reported. HearingAmplificationDailyUse is only reported if HearingAmplificationAccess is 02 (Partial Day).~~

Table Identification	Length	Data Type	Domain of Values
~~HearingAmplificationDailyUse(C319)~~		~~Descriptor~~	

Used in Entities

~~StudentSpecialEducationProgramAssociation > HearingAmplification~~

Used in Domain

~~Alternative and Supplemental Services~~

Former Data Element Name

Used in Data Collections/Submissions

- [ ] PEIMS Attendance
- [ ] PEIMS Extended Year
- [ ] PEIMS Fall
- [ ] PEIMS Fall Enrollment
- [ ] PEIMS Mid-Year
- [ ] 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

HearingAmplificationDailyUse (C319)

Table ID	Name	Date Issued	Date Updated
~~C319~~	~~HearingAmplificationDailyUse~~	~~03/01/2020~~	~~01/12/2023~~

Descriptor	Short Description	Long Description
~~01~~	~~Less Than 1 Hour~~	~~Less Than 1 Hour~~
~~02~~	~~1 to 3 Hours~~	~~1 to 3 Hours~~
~~03~~	~~More Than 3 Hours~~	~~More Than 3 Hours~~

Used in the following data element(s):
HearingAmplificationDailyUse

Used in the following entities:
StudentSpecialEducationProgramAssociation

ToolOrAssessmentUsed (C320)

Table ID	Name	Date Issued	Date Updated
C320	ToolOrAssessmentUsed	03/01/2020	07/01/2026

Descriptor	Short Description	Long Description
00	Not Assessed	Not Assessed
OW	OWLS II (Diagnostic)	Oral And Written Language Scales (OWLS), Second Edition (Proficiency)
CA	CASLLS (Proficiency)	Cottage Acquisition Scales For Listening, Language, And Speech (CASLLS) (Proficiency)
CM	Communication Matrix (Proficiency)	Communication Matrix (Proficiency)
VC	VCSL (Proficiency)	Visual Communication And Sign Language (Proficiency)
RS	ASL-RST (Diagnostic)	American Sign Language Receptive Skills Test (Diagnostic)
ES	ASL-EST (Diagnostic)	American Sign Language Expressive Skills Test (Diagnostic)
SK	SKI-HI Language Development Scale (LDS) (Diagnostic)	SKI-HI Language Development Scale (LDS) (Diagnostic)

Used in the following data element(s):
ToolOrAssessmentUsed

Used in the following entities:
StudentSpecialEducationProgramAssociation



Business Rules

Business Rules – Student Basic Information

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
40100-0099	StudentUniqueId must match an entry in the TSDS Unique ID system. A student's StudentUniqueId must match an entry in the TSDS Unique ID system.	F L1.5, L2, L3	✓		District, Charter
40100-0204	On the submission date for the Special Education Language Acquisition (SELA) collection, if Disability is Deaf or Hard of Hearing ("03"), and the students age is less than 9 on September 1, then InstructionalSetting, LangAcqServicesProvided, and PreferredHomeCommunicationMethod must not be blank. Students less than nine years of age with the disability of Deaf or Hard of Hearing ("03") must be reported with Special Education program association Language Acquisition information, including InstructionalSetting, LangAcqServicesProvided, and PreferredHomeCommunicationMethod.	F L2, L3	✓		District, Charter
40100-0205	On the submission date for the Special Education Language Acquisition (SELA) collection, if Disability is Deaf or Hard of Hearing ("03"), and the students age is less than 9 on September 1, then EligibilityDateDisabilities must not be blank. Students less than nine years of age with the disability of Deaf or Hard of Hearing ("03") must be reported with EligibilityDateDisabilities.	F L2, L3	✓		District, Charter
40110-0001	For a student enrollment (StudentSchoolAssociation), there must be a corresponding Student with the same StudentUniqueId. For each student reported with enrollment data, there must be corresponding student data reported.	F L2, L3	✓		District, Charter

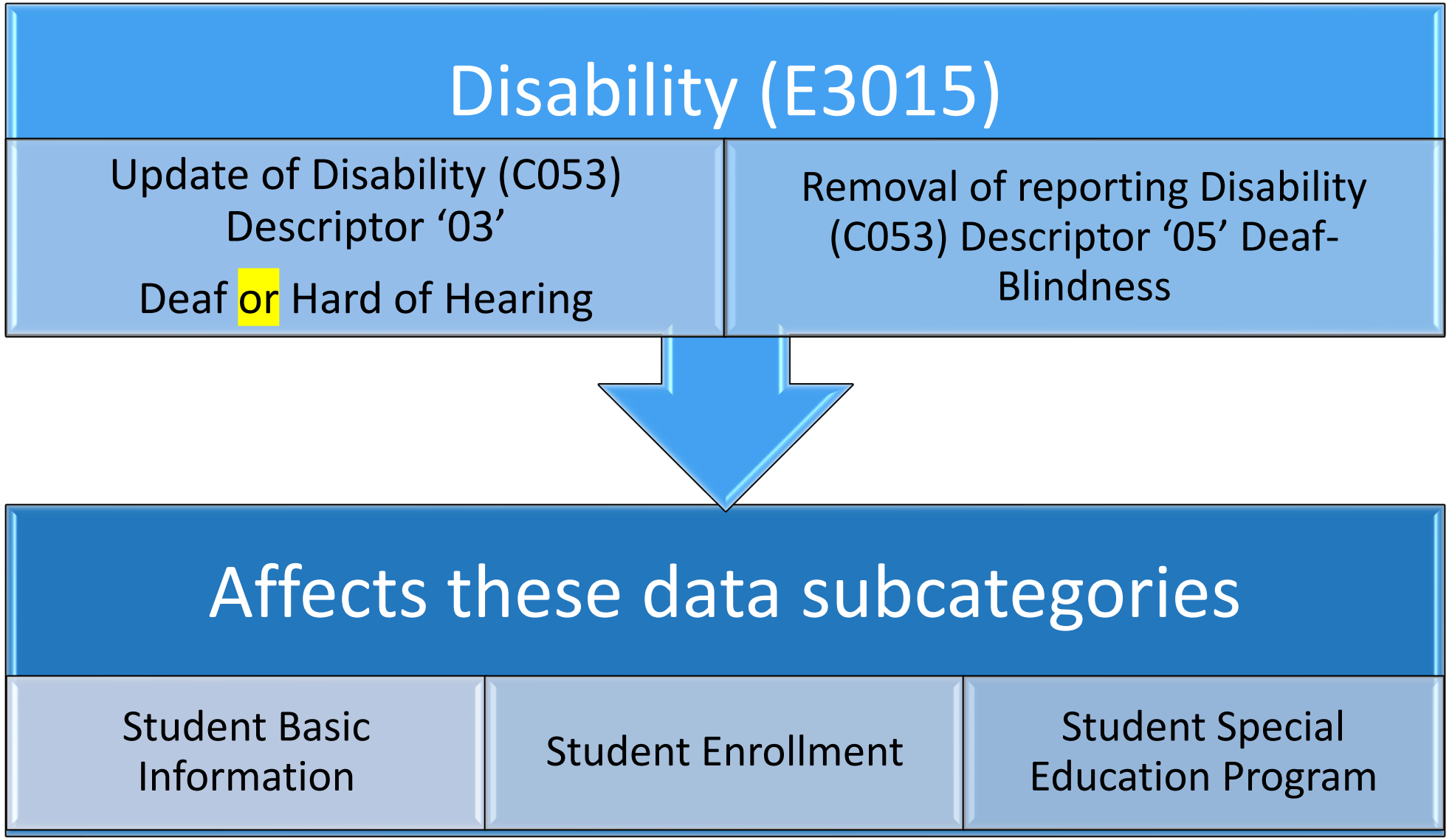
Business Rules – Special Education Program

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
41163-0061	If ToolOrAssessmentUsed is a value other than blank or "00" (Not Assessed), then AssessmentResultsObtained must not be blank. AssessmentResultsObtained must be reported if ToolOrAssessmentUsed is reported as a value other than blank or Not Assessed ("00").	F L2, L3	✓		District, Charter
41163-0062	If LangAcqServicesProvided is "00" (Services not Provided), then FrequencyOfServices must not be reported. FrequencyOfServices must not be reported when LangAcqServicesProvided is reported as Services not Provided ("00").	F L2, L3	✓		District, Charter
41163-0065	If LangAcqServicesProvided is "00" (Services not Provided), then this student must not be reported with any other LangAcqServicesProvided value. When a student is reported with Services not Provided ("00") for LangAcqServicesProvided, indicating that the student did not receive any language acquisition services, then no other LangAcqServicesProvided may be reported for the student.	F L2, L3	✓		District, Charter
41163-0066	If HearingAmplificationType is "00" (Not Applicable), then this student must not be reported with any other HearingAmplificationType value. When a student is reported with Not Applicable ("00") for HearingAmplificationType, indicating that the student does not use a hearing amplification device, then no other HearingAmplificationType may be reported for the student.	F L2, L3	✓		District, Charter
41163-0067	If ToolOrAssessmentUsed is "00" (Not Assessed), then this student must not be reported with any other ToolOrAssessmentUsed value. When a student is reported with Not Assessed ("00") for ToolOrAssessmentUsed, then no other ToolOrAssessmentUsed may be reported for the student.	F L2, L3	✓		District, Charter
41163-0069	If ToolOrAssessmentUsed is "00" (Not Assessed), then AssessmentResultsObtained must be blank/not reported. AssessmentResultsObtained must be blank/not reported if ToolOrAssessmentUsed is Not Assessed ("00").	F L2, L3	✓		District, Charter
41163-0072	If LangAcqServicesProvided is "01" (Direct) or "02" (Indirect/Consultative), then FrequencyOfServices must be reported. FrequencyOfServices must be reported if LangAcqServicesProvided is Direct ("01") or Indirect/Consultative ("02").	F L2, L3	✓		District, Charter
41163-0102	If a student's EligibilityDateDisabilities is not blank, then it must be after their BirthDate. A student's EligibilityDateDisabilities must be after their BirthDate.	F L2, L3	✓		District, Charter



Promotion Logic & Report

Descriptor Changes Impact to SELA Promotion Logic



New Data Elements for Student Special Education Program

SPEDProgramSvc (E3058)

SPEDServiceGroup (E3159)

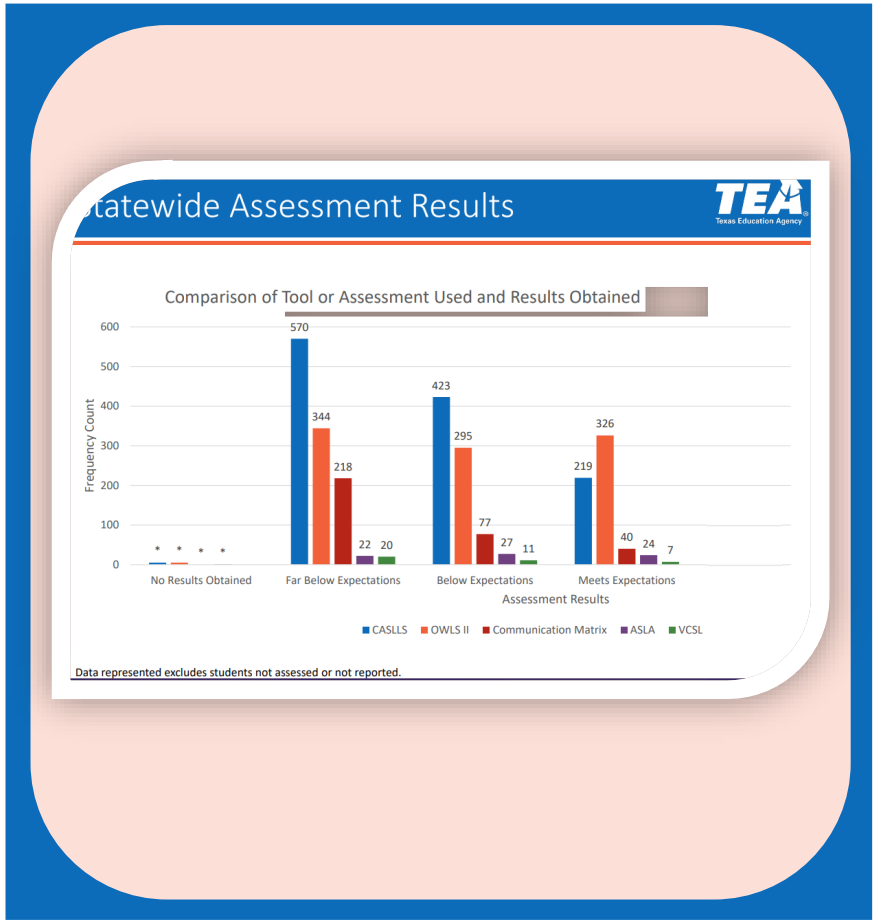
TierOfIntensity (E3153)

Deleted Data Elements for Student Special Education Program

- HoursSpentReceivingServices (E1664)
- HearingAmplificationAccess (E1666)
- HearingAmplificationDailyUse (E1667)

Report Impact

- New data elements on the SELA report:
  - SPED Svc Group
  - TOI
  - SPED Prg Svc
- Deleted data elements on the SELA report:
  - HoursSpentReceivingServices
  - HearingAmplificationAccess
  - HearingAmplificationDailyUse



SEL0-100-001 Special Education Language Acquisition Roster

Texas Education Agency
SEL0-100-001
vnn.n.n
*** **CONFIDENTIAL** ***

TSDS SPECIAL EDUCATION LANGUAGE ACQUISITION ROSTER
LEA-level Data
Campuses: 001, 002, 006
2026-2027 Yearly Submission

Tuesday 12/08/2026 11:49 AM
Page 1 of n

LEA: nnnnnn - DistrictName1

Campus1 Name (nnnnnnnnn)

							Disability		Language Acq Services		Hearing Ampl	Asssesment Info		SPED Services		
Student Name	Unique ID *Local ID*	Student ID *Date of Birth*	Sex *Age on 9/1*	Eth/Race *Emerg Biling*	Prog Type *Instru Set*	Pref Home Comm	Disab	Elig Effv Date	LAS Prvd	Freq of Svcs	HA Type	Tool/ Assessmt	Assessmt Results	TOI	SPED Srv Group	SPED Program Srvc
Lastname Gen, Firstname Midname1	nnnnnnnnnn *nnnnnnnnn*	nnnnnnnnn *MM/DD/YYYY*	M *n*	A A A A Aaaaa	33 *nn*	Aaa	AA	MM/DD/YYYY	Aaaaa	Aaaa	Aaaaa	Aaaaaa	Aaaaa	nn	nn	nn
Lastname Gen, Firstname Midname2	nnnnnnnnnn *nnnnnnnnn*	nnnnnnnnn *MM/DD/YYYY*	F *n*	A A Aaaaa Aaaaa	 *nn* *nn*	Aaa	AA	MM/DD/YYYY	Aaaaa Aaaaa	Aaaa Aaaa	Aaaaa	Aaaaaa	Aaaaa	nn	nn nn	nn nn
Lastname Gen, Firstname Midname3	nnnnnnnnnn *nnnnnnnnn*	nnnnnnnnn *MM/DD/YYYY*	F *n*	A A A Aaaaa	33 *nn*	Aaa	AA AA AA	MM/DD/YYYY MM/DD/YYYY MM/DD/YYYY	Aaaaa	Aaaa	N/A	Aaaaaa	Aaaaa	nn nn nn	nn nn nn	nn nn nn
Lastname Gen, Firstname Midname4	nnnnnnnnnn *nnnnnnnnn*	nnnnnnnnn *MM/DD/YYYY*	M *n*	A A A A A Aaaaa	33 *nn*	Aaa	AA AA	MM/DD/YYYY MM/DD/YYYY	Aaaaa	Aaaa	N/A	Aaaaaa	Aaaaa	nn	nn	nn
Lastname Gen, Firstname Midname5	nnnnnnnnnn *nnnnnnnnn*	nnnnnnnnn *MM/DD/YYYY*	M *n*	A Aaaaa	33 *nn*	 Aaa	AA	MM/DD/YYYY	Aaaaa	Aaaa	Aaaaa	Aaaaaa	Aaaaa	nn nn	nn	nn nn



Questions

Texas Education Agency



Collection of Grievance Data

July 21, 2026

Agenda 2026-2027 Collection of Grievance Data

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



Texas Education Agency



Overview

Background

SB 12 Section 20 amends Subtitle E, Title 2, Education Code, by adding Chapter 26A.

TEC §26A.001(a) The board of trustees of a school district shall adopt a grievance policy to address grievances received by the district.

TEC §26A.001(g) Each school district shall annually submit to the agency a report on grievances filed in the district during the preceding year. The report must include, for each grievance, the resolution of the grievance and any corrective action taken.

TEC § 26A.003(c) A school district shall submit and make accessible to the agency the location on the district's Internet website at which the information described by Subsection (a) is available.

https://tea.texas.gov/about-tea/contact-us/general-education-complaints/raising-concerns-with-your-school-local-grievance-process

TEA has added a new entity to the PEIMS Summer Submission:

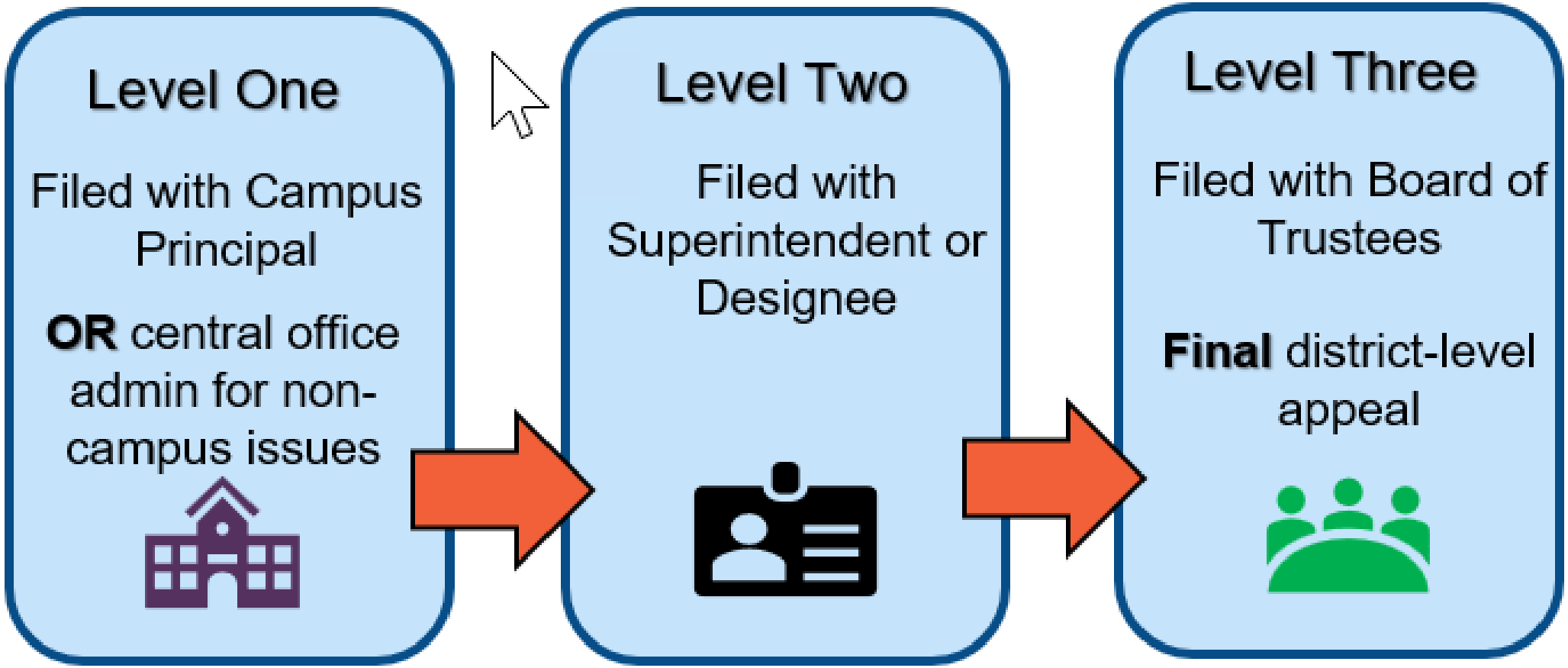
New – GrievanceExt

Grievance Levels Vary by School District Structure

- Grievance levels are not the same in every school district.
- A school district may have 3 or 4 levels in its grievance process.
- The number of levels depends on:
  - The **size** of the school district, and
  - Whether the school district's **local policy** adds an extra level of review
- For those school districts where an additional level of review is added, the definitions for Levels 2-4 will differ from those of school districts with only 3 grievance levels.

Overview of Grievance Levels and Examples

Generally



Overview of Grievance Levels and Examples

LEVEL ONE: Campus Level

Grievance Handling

- Filed with campus principal or administrator
- Focus on early resolution

Common Grievance Scenarios

- Academic or classroom concerns
- Access to programs or activities
- Health, safety, or wellness issues
- General school policy concerns

Resolution and Documentation

- Principals review cases, meet involved parties, propose corrections, and keep formal records if issues persist.

Goal of Level One Resolution

- Aim to resolve concerns promptly to maintain trust, minimize disruption, and support student well-being.

Option to Appeal

- The grievance policy must allow an opportunity to appeal to the next level of review.

Overview of Grievance Levels and Examples

LEVEL TWO: Superintendent or Designee

Grievance Handling

- Filed with district administrator or designee
- Review of documentation and campus response
- Formal written decision issued

Common Grievance Scenarios

- Grievances move to school district administrative level when unresolved at campus.

Resolution and Documentation

- District reviews documentation, interviews staff, meets with complainant and ensures legal and policy compliance during grievance evaluation.
- Level Two decisions are formal, detailed, and often serve as the final resolution for grievances.

Fairness and Policy Alignment

- School district ensures fairness, consistency, and policy alignment to protect rights of all parties involved.

Option to Appeal

- The grievance policy must allow an opportunity to appeal to the next level of review.

Overview of Grievance Levels and Examples

LEVEL THREE: School Board Level

Grievance Handling

- Final local appeal
- Review limited to policy and procedure
- Decision made in open session

Common Grievance Scenarios

- Appeals may include denied student transfer requests or challenges to performance evaluations based on procedural errors.

Governance and Accountability

- This level ensures district adherence to policies, legal requirements, and reinforces transparency and public trust.

Appeal to the Commissioner

- Individuals may appeal a school board's final grievance decision to the Commissioner of Education.

Overview of Grievance Levels and Examples

Level One

Filed with Campus Principal



Level Two

Filed with Central Office Admin

IF established by policy



Level Three

Filed with Superintendent or Designee



Level Four

Filed with Board of Trustees

Final district-level appeal



Overview of Grievance Levels and Examples

LEVEL ONE: Campus Level

Grievance Handling

- Filed with campus principal or administrator
- Focus on early resolution

Common Grievance Scenarios

- Academic or classroom concerns
- Access to programs or activities
- Health, safety, or wellness issues
- General school policy concerns

Resolution and Documentation

- Principals review cases, meet involved parties, propose corrections, and keep formal records if issues persist.

Goal of Level One Resolution

- Aim to resolve concerns promptly to maintain trust, minimize disruption, and support student well-being.

Option to Appeal

- The grievance policy must allow an opportunity to appeal to the next level of review.

Overview of Grievance Levels and Examples

LEVEL TWO: Central Office Administration | Established by Policy

Grievance Handling

- Provides an additional administrative review before escalation to the superintendent.
- Ensures procedural compliance before escalation.

Common Grievance Scenarios

- Procedural review of campus decisions
- Parental Rights Concerns (e.g., denial of access to student records)
- Record development (e.g., additional documentation submitted by the complainant)
- Recusal-related escalations (e.g., when a campus reviewer is subject of the grievance)

Resolution and Documentation

- District reviews documentation, interviews staff, meets with complainant and ensures legal and policy compliance during grievance evaluation.
- A formal written decision is issued explaining the basis for the determination and identifying supporting documentation.
- When needed, the matter may be remanded to a lower level to further develop the record or clarify issues before final resolution.
- Level Two decisions may serve as the final resolution under local policy or support escalation to the next level of review.

Option to Appeal

- The grievance policy must allow an opportunity to appeal to the next level of review.

Overview of Grievance Levels and Examples

LEVEL THREE: Superintendent or Designee

Grievance Handling

- Filed with district administrator or designee
- Review of documentation and campus response
- Formal written decision issued

Common Grievance Scenarios

- Grievances move to school district administrative level when unresolved at campus.

Resolution and Documentation

- District reviews documentation, interviews staff, meets with complainant and ensures legal and policy compliance during grievance evaluation.
- Level Two decisions are formal, detailed, and often serve as the final resolution for grievances.

Fairness and Policy Alignment

- School district ensures fairness, consistency, and policy alignment to protect rights of all parties involved.

Option to Appeal

- The grievance policy must allow an opportunity to appeal to the next level of review.

Overview of Grievance Levels and Examples

LEVEL FOUR: School Board Level

Grievance Handling

- Final local appeal
- Review limited to policy and procedure
- Decision made in open session

Common Grievance Scenarios

- Appeals may include denied student transfer requests or challenges to performance evaluations based on procedural errors.

Governance and Accountability

- This level ensures district adherence to policies, legal requirements, and reinforces transparency and public trust.

Appeal to the Commissioner

- Individuals may appeal a school board's final grievance decision to the Commissioner of Education.

Timeline

2026-2027 Timeline

2026-2027 School Year

2026-2027 school year Grievance data will be reported in the 2026-2027 PEIMS Summer Submission.

PEIMS Summer Submission (Sub 3)	
TSDS ready to load data to IODS	August 3, 2026
TSDS PEIMS Summer ready for users to complete, approve, and accept submissions	May 17, 2027
Requests to retire Unique IDs due at TEA for PEIMS Summer First Submission	June 11, 2027
PEIMS Summer First Submission due date for LEAs	June 17, 2027
Requests to retire Unique IDs due at TEA for PEIMS Summer Resubmission	July 9, 2027
PEIMS Summer Resubmission due date for LEAs LEAs registered with TEA with year-round tracks ending later than **June 17, 2027**, may delay PEIMS Summer Resubmission until two weeks following completion of the latest year-round track or **August 19, 2027**, whichever comes first. However, the initial data delivery for Submission 3 must still be made by **June 17, 2027**, for all LEAs. In no case will any Resubmission be processed after **August 19, 2027**. Data corrections made after **August 19, 2027**, will be processed by State Funding.	July 15, 2027
PEIMS Summer data available to customers	September 16, 2027

Districts shall submit grievances filed in the district during the school year. Grievances unresolved within the school year must be included in subsequent PEIMS Summer Submissions until final resolution is achieved.

Program Area Resources and Supports



- Raising Concerns with Your School: Local Grievance Process | Texas Education Agency
- Parent Complaint Navigator
- ParentSupportProgram@tea.texas.gov
- GeneralInquiry@tea.texas.gov
- Sign up for the Governance Local Grievance Newsletter

Data Collection Changes

GrievanceExt Entity (New)

- In the PEIMS Summer Submission, TEA has added one new entity, GrievanceExt, to collect information regarding the formal written complaint submitted to a school district by a parent, student, employee, or any other individual, including vendors and taxpayers. This entity includes the following new elements:
  - GrievanceIdentifier (E3136)
  - GrievanceFiledDate (E3137)
  - GrievanceResolvedDate (E3138)
  - GrievanceCorrectiveAction (E3139)

GrievanceExt Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
LocalEducationAgency							
GrievanceIdentifier			PS	4	Number		E3136
GrievanceFiledDate			PS	10	Date		E3137
GrievanceResolvedDate			PS	10	Date		E3138
GrievanceCorrectiveAction *(may have multiple instances)*			PS		Descriptor	C364	E3139
GrievanceLevelResolutionSet *(may have multiple instances)*							
GrievanceLevelResolvedDate			PS	10	Date		E3140
ResolutionOfGrievance			PS		Descriptor	C365	E3141
GrievanceLevel			PS		Descriptor	C378	E3142

  - New common type: GrievanceLevelResolutionSet
    - GrievanceLevelResolvedDate (E3140)
    - ResolutionOfGrievance (E3141)
    - GrievanceLevel (E3142)

GrievanceIdentifier (E3136)

- New GrievanceIdentifier (E3136) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3136	GrievanceIdentifier	12/01/2025	

Definition

GrievanceIdentifier indicates a unique number associated to a particular grievance filed.

Special Instructions

The *GrievanceIdentifier* should remain unique if a grievance is filed in one year and resolved in a future school year.

Table Identification	Length	Data Type	Domain of Values
	4	Number	0000-9999

Used in Entities

GrievanceExt

Used in Domain

Education Organization

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☑ 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

GrievanceFiledDate (E3137)

- New GrievanceFiledDate (E3137) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3137	GrievanceFiledDate	12/01/2025	

Definition

GrievanceFiledDate indicates the date the overall grievance was filed.

Special Instructions

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

Used in Entities

GrievanceExt

Used in Domain

Education Organization

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☑ 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

GrievanceResolvedDate (E3138)

- New GrievanceResolvedDate (E3138) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3138	GrievanceResolvedDate	12/01/2025	

Definition

GrievanceResolvedDate indicates the date the overall grievance was resolved.

Special Instructions

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

Used in Entities

GrievanceExt

Used in Domain

Education Organization

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☑ 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

GrievanceCorrectiveAction (E3139)

- New GrievanceCorrectiveAction (E3139) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3139	GrievanceCorrectiveAction	12/01/2025	

Definition

GrievanceCorrectiveAction indicates corrective action taken by the district based on the grievance filed.

Special Instructions

Table Identification	Length	Data Type	Domain of Values
GrievanceCorrectiveAction(C364)		Descriptor	

Used in Entities

GrievanceExt

Used in Domain

Education Organization

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☑ 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 Summer
- ☐ SPEDS SPEDS Video Camera Request
- ☐ SPPI-14 SPPI-14
- ☐ TVC Teacher Vacancy
- ☐ UID Enrollment Event
- UID Enrollment Event

GrievanceCorrectiveAction (C364)

- New GrievanceCorrectiveAction (C364) descriptor table:

CSV

Table ID	Name	Date Issued	Date Updated
C364	GrievanceCorrectiveAction	12/01/2025	

Descriptor	Short Description	Long Description
01	Administrative Remedies	Administrative Remedies - Reversal or modification of decisions related to student discipline, grading policies, attendance records, campus transfers or classroom assignments
02	Personnel-Related Actions	Personnel-Related Actions - Reassignment of staff, changes to job responsibilities, evaluation or retraining of staff
03	Policy Adjustments	Policy Adjustments - Amendments to local policies or procedures, clarification or reinterpretation of existing local policies (e.g., dress code, homework practices)
04	Communication And Transparency	Communication and Transparency - Issuance of written decisions with explanations and supporting documentation
05	Procedural Corrections	Procedural Corrections - Remanding grievance for further review
06	Non-Retaliation Enforcement	Non-Retaliation Enforcement - Investigation and disciplinary action against staff who retaliate against the complainant. Reporting educators to the State Board of Certification as applicable by law and rule.

Used in the following data element(s):
GrievanceCorrectiveAction

Used in the following entities:
GrievanceExt

GrievanceLevelResolvedDate (E3140)

- New GrievanceLevelResolvedDate (E3140) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3140	GrievanceLevelResolvedDate	12/01/2025	

Definition

GrievanceLevelResolvedDate indicates the date the level (1,2,3,4) of the grievance was resolved.

Special Instructions

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

Used in Entities

GrievanceExt > GrievanceLevelResolutionSet

Used in Domain

Education Organization

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☑ 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 Summer
- ☐ SPEDS SPEDS Video Camera Request
- ☐ SPPI-14 SPPI-14
- ☐ TVC Teacher Vacancy
- ☐ UID Enrollment Event UID Enrollment Event

ResolutionOfGrievance (E3141)

- New ResolutionOfGrievance (E3141) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3141	ResolutionOfGrievance	12/01/2025	

Definition

ResolutionOfGrievance indicates the specific resolution of the grievance at any given level.

Special Instructions

Table Identification	Length	Data Type	Domain of Values
ResolutionOfGrievance(C365)		Descriptor	

Used in Entities

GrievanceExt > GrievanceLevelResolutionSet

Used in Domain

Education Organization

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☑ 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 Summer
- ☐ SPEDS SPEDS Video Camera Request
- ☐ SPPI-14 SPPI-14
- ☐ TVC Teacher Vacancy
- ☐ UID Enrollment Event UID Enrollment Event

ResolutionOfGrievance (C365)

- New ResolutionOfGrievance (C365) descriptor table:

Table ID	Name	Date Issued	Date Updated
C365	ResolutionOfGrievance	12/01/2025	

Descriptor	Short Description	Long Description
01	Grievance Relief Granted	Grievance Relief Granted - District granted all requested remedies
02	Grievance Relief Denied	Grievance Relief Denied - All remedies prior to a board of trustees' hearing were denied
03	Grievance Relief Granted In Part	Grievance Relief Granted In Part - District granted some requested remedies
04	Remanded The Administration's Decision	Remanded the Administration's Decision - Decision was sent back to the prior grievance level for review
05	Denied Grievance And Upheld Administration's Decision	Denied Grievance and Upheld Administration's Decision - Board of Trustees upheld the prior decision

Used in the following data element(s):
ResolutionOfGrievance

Used in the following entities:
GrievanceExt

GrievanceLevel (E3142)

- New GrievanceLevel (E3142) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3142	GrievanceLevel	12/01/2025	03/02/2026

Definition

GrievanceLevel indicates the level of grievance.

Special Instructions

Table Identification	Length	Data Type	Domain of Values
GrievanceLevel(C378)		Descriptor	

Used in Entities

GrievanceExt > GrievanceLevelResolutionSet

Used in Domain

Education Organization

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☑ 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 Summer
- ☐ SPEDS SPEDS Video Camera Request
- ☐ SPPI-14 SPPI-14
- ☐ TVC Teacher Vacancy
- ☐ UID Enrollment Event UID Enrollment Event

GrievanceLevel (C378)

- New GrievanceLevel (C378) descriptor table:

Table ID	Name	Date Issued	Date Updated
C378	GrievanceLevel	03/03/2026	

Descriptor	Short Description	Long Description
01	Grievance Filed With Campus Principal/Administrator	Grievance filed with the campus principal or campus administrator
02	Grievance Filed With Central Office Administration If Est By Policy	Grievance filed with the central office administration if established by local policy
03	Grievance Filed With Superintendent or Designee	Grievance filed with the Superintendent or designee
04	Grievance Filed With Board Of Trustees	Grievance filed with the Board of Trustees

Used in the following data element(s):
GrievanceLevel

Used in the following entities:
GrievanceExt

Texas Education Agency



Business Rules

New Business Rules

- The following new rules will be added to the PEIMS Summer Submission:
  - 1 Fatal
    - 11000-0001
  - 1 Special Warning
    - 11000-0002

Business Rule - Fatal

- 11000-0001

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
11000-0001	If GrievanceResolvedDate is reported, then GrievanceLevelResolutionSet (GrievanceLevelResolvedDate, ResolutionOfGrievance, and GrievanceLevel) must be reported. If a GrievanceResolvedDate is reported indicating that the overall grievance was resolved, then the GrievanceLevelResolutionSet common type must be reported along with GrievanceLevelResolvedDate, ResolutionOfGrievance, and GrievanceLevel.	F L2, L3		PS	District

Business Rule – Special Warning

- 11000-0002

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
11000-0002	GrievanceResolvedDate date should be reported. Most grievances are resolved within the school year. Please verify that this grievance does not have a GrievanceResolvedDate.	S L2, L3		PS	District

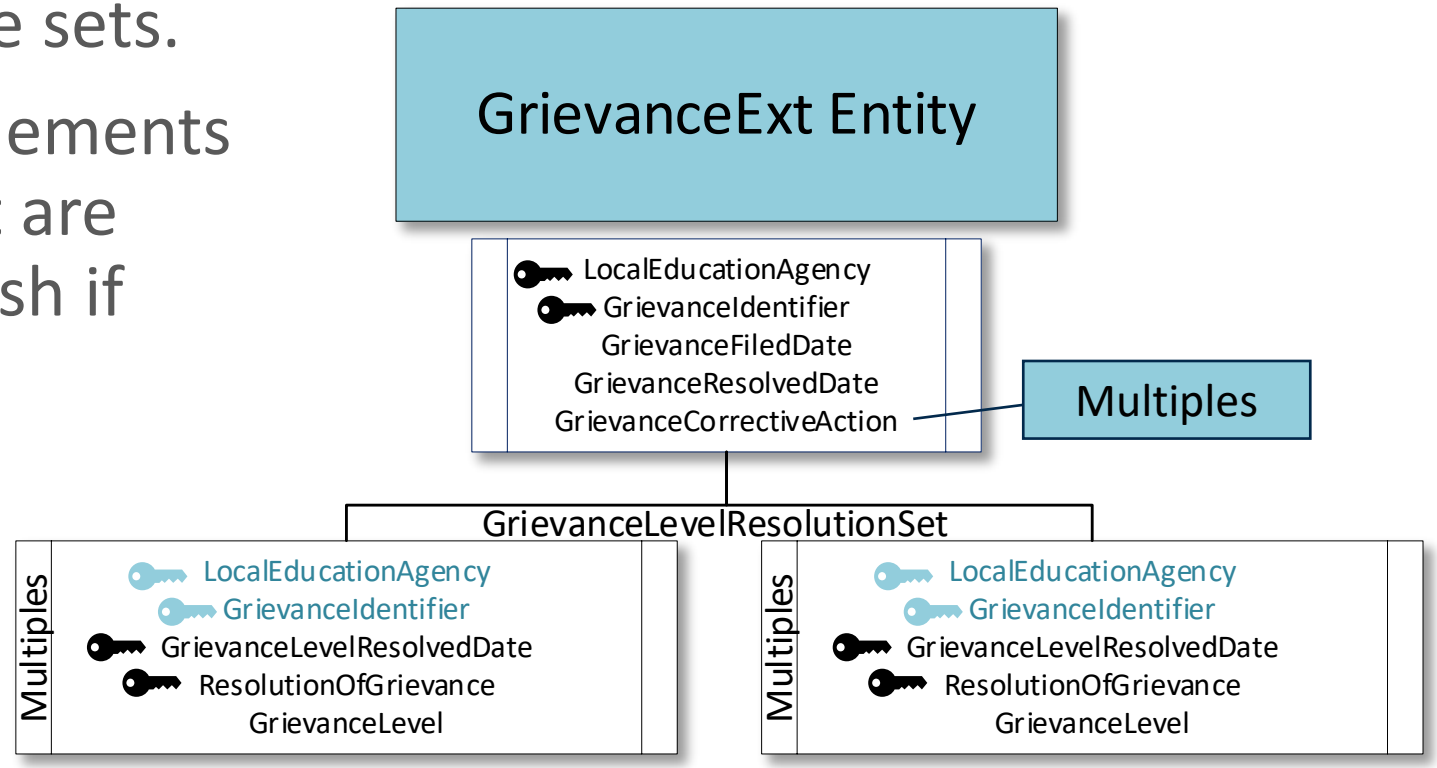
Texas Education Agency



Promotion Logic & Report

Grievance Promotion Logic

- All data is promoted as reported.
- GrievanceCorrectiveAction (E3139) allows for multiples.
- Data in the GrievanceLevelResolutionSet is dependent on the information provided in the GrievanceExt Entity and can have multiple sets.
- The three data elements as part of the set are required to publish if included.



Indicates a Primary Key to promote data into the data mart

Grievance Data Report PDM3-116-011

Texas Education Agency | TSDS PEIMS LEA GRIEVANCE REPORT | Monday 3/24/2027 2:41PM

PDM3-116-011 | LEA-level Data | Page n of n

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* * * **CONFIDENTIAL** * * * | 2026-2027 Summer First Submission Instance

LEA: nnnnnn - DistrictName1

Campus: nnnnnnnnn - CampusName1

Grievance Identifier	Grievance Filed Date	Grievance Resolved Date	Grievance Corrective Action	Grievance Level	Grievance Level Resolve Date	Resolution of Grievance
nnnn	MM/DD/YYYY	MM/DD/YYYY	nn, nn, nn, nn, nn, nn	nn	MM/DD/YYYY	nn - aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa
nnnn	MM/DD/YYYY	MM/DD/YYYY	nn, nn, nn	nn	MM/DD/YYYY	nn - aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa
				nn	MM/DD/YYYY	nn - aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa
nnnn	MM/DD/YYYY	MM/DD/YYYY	nn, nn			
nnnn	MM/DD/YYYY	MM/DD/YYYY	nn	nn	MM/DD/YYYY	nn - aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa
				nn	MM/DD/YYYY	nn - aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa
				nn	MM/DD/YYYY	nn - aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa
nnnn	MM/DD/YYYY	MM/DD/YYYY	nn, nn, nn, nn	nn	MM/DD/YYYY	nn - aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa
				nn	MM/DD/YYYY	nn - aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa
nnnn	MM/DD/YYYY	MM/DD/YYYY	nn			

Total Grievance Identifiers: n,nnn

Texas Education Agency



Closeout

FAQ – Start Date For Grievance Reporting

When does grievance reporting begin?

Grievances from the 2026–2027 school year will be reported in the 2026–2027 PEIMS Summer Submission.

FAQ – Start Date For Grievance Reporting

Will grievance data be reported through the SIS or the HR system?

School districts will need to work with their vendors to determine which system will store the data.

FAQ – Systems Used for Grievance Reporting

What if a school district uses two different vendors?

School districts must coordinate with their vendors to ensure the data is submitted accurately and without duplication.

FAQ – Grievances Across School Years

Should a grievance be closed at the end of a school year and then reopened the next year using the same identifier?

No. A grievance remains open until it is fully resolved, even if it spans multiple school years. Once the grievance is resolved, the GrievanceResolvedDate (E3138) should be entered.

FAQ – Definition of a Grievance Under SB 12

What qualifies as a grievance?

Under Senate Bill (SB) 12, a grievance is a *formal complaint* filed by a parent, either in writing or online. Informal attempts to resolve an issue are not counted unless they escalate into a formal grievance. SB 12 also allows extended timelines for parents who begin with informal resolution attempts.

FAQ - Whether This Data Is New for School Districts

Is this grievance data new, or have school districts already been collecting it?

School districts already have grievance processes in place, and each school district has its own policies and procedures. What is new under SB 12 is the requirement to formally collect and report this data through PEIMS.

FAQ – Grievance Data Validations

Will there be a business rule preventing a school district from leaving the GrievanceResolvedDate (E3138) blank?

A special warning has been implemented to alert users when the GrievanceResolvedDate (E3138) is missing.

FAQ – Grievance Data Validations

Is there a data validation preventing a school system from reporting a Level 2 grievance without first reporting a Level 1 grievance?

No. There is no data validation that requires a school system to report a Level 1 grievance before reporting a Level 2 grievance. A Level 2 grievance may be filed directly if the grievance is against the Level 1 principal or administrator.

FAQ – Grievance Element Differences

What is the difference between ResolutionOfGrievance (E3141) and GrievanceCorrectiveAction (E3139)?

ResolutionOfGrievance describes the outcome of the grievance itself, indicating whether the school system or Board of Trustees agreed with the complainant's request and the extent to which relief was granted, denied, or otherwise addressed.

GrievanceCorrectiveAction describes the specific remedial or corrective actions taken in response to the grievance when relief is granted or when other action is required.

FAQ – Who Must Report

Is grievance reporting required for charter schools?

No. Charter schools are not required to report grievance information under Texas Education Code, Chapter 26A.

FAQ – Who Must Report

Do special purpose school systems and state agencies (Texas School for the Deaf, Texas School for the Blind and Visually Impaired, and Lone Star School) need to report grievance information?

No. Texas Education Code Chapter 26A does not require special purpose school systems or state agencies such as the Texas School for the Deaf (TSD), Texas School for the Blind and Visually Impaired (TSBVI), or Lone Star School to report grievance information.

FAQ – When To Report A Grievance

Should school systems report the grievance level at initial filing or at final escalation?

School systems shall report a grievance at each level for that school year. Grievances must continue to be reported until final resolution is reached.

Key Takeaways

What Matters Most For Successful Grievance Data Reporting

Why It Matters

- Ensure statewide transparency in how districts handle formal grievances
- Supports compliance with SB 12 requirements for grievance reporting
- Provides TEA with consistent, annual data on resolutions and corrective actions

How It Fits

- New GrievanceExt entity added to the PEIMS Summer Submission
- Captures all formal grievances filed at any level – Campus, Central Office, Superintendent, or Board
- Uses new data elements and descriptor tables, including GrievanceLevel, Resolution, and CorrectiveAction

Key Dates

- Reporting begins with the 2026-2027 school year grievances
- All grievances from that school year are included in the 2026-2027 PEIMS Summer Submission

What To Report

- Every formal grievance filed, regardless of level
- Dates filed and resolved, resolution description, corrective actions, and grievance level
- Grievances remain open until fully resolved, even across school years

Avoid Errors

- Do not leave GrievanceResolvedDate (E3138) blank once resolved. A special warning will flag missing dates.
- Ensure all descriptor based elements (GrievanceLevel, Resolution, GradeLevel) use valid descriptor codes
- Avoid duplicate reporting when grievances move through multiple levels

Bottom Line

- Capture every formal grievance
- Report a complete set of data for each one
- Align all data with the new elements, descriptors and data validation rules

Technical Resources

- Technical Specifications:
  - Texas Education Data Standards (TEDS)
- Technical Support:
  - TSDSCustomerSupport@tea.texas.gov
- Program Area:
  - See slide 17 for contact information and resources

QUESTIONS





Working Submission Overview

July 21, 2026

Texas Education Agency

tsds

AGENDA

- By the Numbers
- Teacher Retention Allotment
- Graduation Program
- College Prep Course Completions
- Dual Credit Course Completions, College Credit Hours, CTE Course Completions
- Industry Based Certifications
- Pulling It All Together
- HB 8 – Future Working Submissions




By The Numbers

By the Numbers – Teacher Retention Allotment

- TRA Working Submissions received beginning March 9, 2026.
  - Completed: 93
  - In Process: 17

By the Numbers - CCMR

	2023-2024			2024-2025			2025-2026	
October 28, 2025 - June 26, 2026	**FALL**	**SUMR**	**EXYR**	**FALL**	**SUMR**	**EXYR**	**FALL**	**Total**
Diploma, DLA, Endorsement	1	0	N/A	5	1	N/A	37	44
IEP Continuer	1	N/A	N/A	2	N/A	N/A	4	7
Associate Degree	0	1	N/A	1	3	N/A	0	5
College Prep Course Completion	N/A	22	0	N/A	93	1	N/A	116
Dual Credit/College Credit Hours	N/A	10	0	N/A	34	0	N/A	44
CTE Course Completion (CTE Indicator)	N/A	8	0	N/A	26	1	N/A	35
IBC	0	22	N/A	1	64	N/A	9	96
Graduate, Leaver	0	N/A	N/A	4	N/A	N/A	12	16
Total	**2**	**63**	**0**	**13**	**221**	**2**	**62**	**363**

June 25, 2025 – September 19, 2025 CCMR Working Submission Total: 58

CCMR 2025-2026 Timeline

Distinct School System Requests: 213

October 28, 2025 - June 26, 2026	Total
October	8
November	3
December	1
January	1
February*	3
March	4
April	25
May	35
June	283
CCMR Total	**363**

* February 19, 2026

To the Administrator Addressed Letter Guidance on PEIMS Working Submissions for CCMR Data Released

June 4, 2026

To the Administrator Addressed Letter College, Career, and Military Readiness (CCMR) Verifier

June	Total
June 1-7	13
June 8-14	95
June 15-21	44
June 22-26	131
Total	**283**

By the Numbers – CCMR Reason



Teacher Retention Allotment



Teacher Retention Allotment

- Teacher Retention Allotment was new in the 2025-2026 school year.
- Issues corrected in the working submission:
  - YearsTRATeachingExperience (E3129) reported as 0 for all teachers.
  - LEADeterminedTRAEligibility (E3130) reported as 0 for all teachers.
  - Missing teachers

Teacher Retention Allotment New Rules

TEA will add new business validation rules for the 2026-2027 school year:

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
30040-0061	For a particular StaffUniqueId, if at least one StaffEducationOrganizationAssignmentAssociation with StaffClassification of "087" is reported, or at least one StaffSectionAssociation with ClassroomPosition of "01", "02", or "03" is reported, then YearsTRATeachingExperience and LEADeterminedTRAEligibility must be reported. YearsTRATeachingExperience and LEADeterminedTRAEligibility must be reported for all staff reported as a teacher for PEIMS Submission 1 (Fall).	F L2, L3		PF	ESC, District, Charter
30040-NEW1	For a particular StaffUniqueId, on the PEIMS Fall Snapshot date, if no StaffEducationOrganizationAssignmentAssociation with StaffClassification of "087" is reported, and no StaffSectionAssociation with ClassroomPosition of "01", "02", or "03" is reported, then YearsTRATeachingExperience and LEADeterminedTRAEligibility should not be reported. YearsTRATeachingExperience and LEADeterminedTRAEligibility should not be reported unless the staff person is reported as a teacher on the PEIMS Fall Snapshot date.	S L2, L3		PF	ESC, District, Charter
30040-NEW2	If at least one staff person is reported by a Local Education Agency, then at least one staff person must be reported with YearsTRATeachingExperience greater than 0. Each school system that reports staff should report at least one with YearsTRATeacherExperience greater than 0 that indicates they are eligible for the Teacher Retention Allotment.	F L2, L3		PF	ESC, District, Charter

Teacher Retention Allotment New Rules

TEA will add new business validation rules for the 2026-2027 school year:

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
30040-NEW3	If at least one staff person is reported by a Local Education Agency, then at least one staff person must be reported with LEADeterminedTRAEligibility of true. Each school system that reports staff should report at least one that is determined by the LEA to be eligible for the Teacher Retention Allotment (LEADeterminedTRAEligibility of true).	F L2, L3		PF	ESC, District, Charter
30040-NEW4	If all staff reported by a Local Education Agency have LEADeterminedTRAEligibility of true, then a warning message will display for verification. Verify that this school system has ALL staff determined by the LEA to be eligible for the Teacher Retention Allotment (LEADeterminedTRAEligibility of true).	S L2, L3		PF	ESC, District, Charter
30040-NEW5	YearsTRATeachingExperience should not be greater than 55. Verify that this staff person has YearsTRATeachingExperience more than 55 years.	S L2, L3		PF	ESC, District, Charter
30040-NEW6	If LEADeterminedTRAEligibility is true, then YearsTRATeachingExperience must be a least 3. YearsTRATeachingExperience must be at least 3 years if the LEA has determined the staff person is eligible for the Teacher Retention Allotment (LEADeterminedTRAEligibility of true).	F L2, L3		PF	ESC, District, Charter

Teacher Retention Allotment New Rules

TEA will add new business validation rules for the 2026-2027 school year:

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
30040-NEW7	If YearsTRATeachingExperience is greater than 2, then LEADeterminedTRAEligibility should be true. A staff person should be reported as eligible for the Teacher Retention Allotment (LEADeterminedTRAEligibility of true) when they are reported with at least 3 YearsTRATeachingExperience. An exception is when a staff person teaches less than an average of four hours each day.	S L2, L3		PF	ESC, District, Charter
30040-NEW8	If at least one staff person is reported by a Local Education Agency, then at least 35% of all staff at that LEA should have LEADeterminedTRAEligilbility of true. Each school system that reports staff should generally report at least 35% of their staff as being eligible for the Teacher Retention Allotment (LEADeterminedTRAEligibility of true).	S L2, L3		PF	District, Charter

Teacher Retention Allotment Report

- Which reports should school systems run:
  - PDM1-111-002

Texas Education Agency
PDM1-111-002
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*** **CONFIDENTIAL** ***
LEA: nnnnnn - DistrictName1
Campus: nnnnnn - CampusName1

TSDS PEIMS STAFF ROSTER
LEA level Data
2026-2027 Fall First Submission Instance

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Category: aaaaaaaaa

Staff Name	Unique ID	Staff ID	Sex	Ethnicity/Race	Date of Birth	Staff Type	High Degree	Years Total	Experience LEA	# Days Employed	% Day Employed	Years TRA	LEA TRA Elig
Role/Aux Role ID: nnn RoleID or Aux RoleID Desc													
Lname Gen, First MiddleName1	nnnnnn	nnnnnnnnn	M	aaaaaa	mm/dd/yyyy	N	N	NN	N	NNN	NNN	NN	N
Lname Gen, First MiddleName2	nnnnnn	nnnnnnnnn	F	aaaaaa	mm/dd/yyyy	N	N	NN	N	NNN	NNN		
Lname Gen, First MiddleName3	nnnnnn	nnnnnnnnn	F	aaaaaa	mm/dd/yyyy	N	N	NN	N	NNN	NNN	NN	N

Total for Role/Aux Role ID nnn : nnn



Graduation Program

Includes Diploma Type, Distinguished Level of Achievement, Associate Degree, IEP Continuer, and Endorsements

Graduate Program

- Issues corrected in the working submission:
  - Missing AssociateDegreeIndicator (E1596/C235)
  - Incorrect DiplomaType (E0806/C062)
  - Missing EndorsementCompleted (E3021/C332)
  - Missing DistingLevelAchievementGraduate (E3089)
  - Incorrect IEPContinuer (E3063/C344)

Graduate Summer Report

- Which reports should school systems run:
  - PDM3-124-007

Texas Education Agency
PDM3-124-007
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LEA: nnnnnn - DistrictName1
Campus: nnnnnnnnn - CampusName1

Grad Type: nn

TSDS PEIMS GRADUATE ROSTER BY GRADUATION TYPE
Campus-level Data
Campuses: NNN, NNN, NNN
2025-2026 Summer First Submission Instance

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																				FALL ACCEPTED DATA				
Student Name	Unique ID	Local ID	Student ID	Grade	Sex	Ethnicity	As of Status	Date of Grad	IGC Grad	Associate Degree	Financial Aid Application Code	TX 1st Early HS Completion	Disting Level Achieve Grad	Endorsements Completed	Post-Sec Cert Lic Code	Post-Sec Cert Lic Result	Certification Eff Date	Mig	Emerg Biling	Spec Ed	GT	Bil	ESL	Alt Lang	AT Risk	ADA Elig
LName Gen, FName MiddleName1	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	nn	M	A	nn	mm/yyyy	nn		nn	nn	n	A,M,S	nnn	nn	mm/dd/yyyy	n	n	n	n		n	nnn	n	n
															nnnn	nn	mm/dd/yyyy									
LName, FName MiddleName2	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	nn	F	A	nn	mm/yyyy		n	nn	nn	n	B,P	nnn	nn	mm/dd/yyyy		n		n	n	n	nnn		n
LName Gen, FName MiddleName3	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	nn	M	A	nn	mm/yyyy	nn		nn			M				n		n		n	n		n	n
LName Gen, FName MiddleName4	nnnnnnnnnn		xxxxxnnnn	nn	M	A	nn	mm/yyyy	nn	n	nn	nn	n		nnnn	nn	mm/dd/yyyy	n	n	n	n	n		nnn	n	n

Total Students for Graduation Type nn: n,nnn

Total Students for Campus ###: n,nnn

Total Students for LEA: n,nnn

Graduate Extended Year Report

- Which reports should school systems run:
  - PDM4-124-007

Texas Education Agency
PDM4-124-007
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CONFIDENTIAL
LEA: nnnnnn - DistrictName1
Campus: nnnnnnnnn - CampusName1

Grad Type: nn

TSDS PEIMS GRADUATE ROSTER BY GRADUATION TYPE
Campus-level Data
Campuses: NNN, NNN, NNN
2025-2026 Extended Year First Submission Instance

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																SUMR RESUBMISSION INSTANCE DATA				FALL ACCEPTED DATA				
Student Name	Unique ID	Local ID	Student ID	Grade	Sex	Ethnicity	Date of Grad	IGC Grad	**Associate Degree**	Financial Aid Application Code	**TX 1st Early HS Completion**	Disting Level Achieve Grad	**Endorsements Completed**	Post-Sec Cert Lic Code	**Post-Sec Cert Lic Result**	Certification Eff Date	Mig	**Emerg Billing**	Spec Ed	**GT**	Bil	**ESL**	Alt Lang	**AT Risk**	Immigrant
LName Gen, FName MiddleName1	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	nn	M	A	mm/yyyy	nn		nn	nn	n	A,M,S	nnn	nn	mm/dd/yyyy	n	n	n	n		n	nnn	n	n
														nnnn	nn	mm/dd/yyyy									
LName, FName MiddleName2	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	nn	F	A	mm/yyyy		n	nn	nn	n	B,P	nnn	nn	mm/dd/yyyy		n		n	n	n	nnn		n
LName Gen, FName MiddleName3	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	nn	M	A	mm/yyyy	nn		nn			M				n		n		n	n		n	n	
LName Gen, FName MiddleName4	nnnnnnnnnn		xxxxxnnnn	nn	M	A	mm/yyyy	nn	n	nn	nn	n		nnnn	nn	mm/dd/yyyy	n	n	n	n	n		nnn	n	n

Total Students for Graduation Type nn: n,nnn

Total Students for Campus nnn: n,nnn

Total Students for LEA: n,nnn

IEP Continuer Report in the PEIMS Summer Submission

- Which reports should school systems run:
  - PDM3-120-007

Texas Education Agency
PDM3-120-007
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CONFIDENTIAL
LEA: nnnnnn - DistrictName1
Campus: nnnnnnnnn - Campus Name

Grade: nn

TSDS PEIMS STUDENT INDICATOR REPORT BY GRADE
Campus-level Data | Parameter
Campuses: 002, 007, 009, 016
2025-2026 Summer Resubmission Instance

Monday 10/26/2026 2:41PM
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Student Name	Unique ID	Local ID	Student ID	Sex	Eth	Date of Birth	As Of	Special Ed	Attr	Eco Dis	Emergent Bilingual	Asy Ref	Mig	CTE	Mil Con	Fost Care	Assoc Degree	Intervention Strategy	Section 504	Dyslexia Indicator Code	Dyslexia Risk	IGC	Gen Ed Homebound	Homeless	Unaccompanied Youth	Virtual Student Not In Mbrshp	IEP Continuer
Lname Gencode, FirstMName1	nnnnnnnnnn	nnnnnnnnn	nnnnnnnnn	M	A	mm/dd/yyyy	X	n	nn	nn	n	n	n			n	n	n	n		nn		n			n	n
Lname Gencode, FirstMName2	nnnnnnnnnn	nnnnnnnnn	nnnnnnnnn	M	A	mm/dd/yyyy	X	n	nn	nn	n	n	n	n				n	n		nn		n	nn	nn			
Lname Gencode, FirstMName3	nnnnnnnnnn	nnnnnnnnn	nnnnnnnnn	M	A	mm/dd/yyyy	X	n	nn	nn		n	n		n			n	n	n	nn		n					
Lname Gencode, FirstMName4	nnnnnnnnnn	nnnnnnnnn	nnnnnnnnn	M	A	mm/dd/yyyy	X	n	nn	nn		n	n		n	n	n	n	n		nn		n	nn	nn	n		n
Lname Gencode, FirstMName5	nnnnnnnnnn	nnnnnnnnn	nnnnnnnnn	M	A	mm/dd/yyyy	X	n	nn	nn	n	n	n	n				n	n	n	nn	nn	n					

	Special Ed	Attr	Eco Dis	Emergent Bilingual	Asy Ref	Mig	CTE	Mil Con	Fost Care	Assoc Degree	Intervention Strategy	Section 504	Dyslexia Indicator Code	Dyslexia Risk	IGC	Gen Ed Homebound	Homeless	Unaccompanied Youth	Virtual Student Not In Mbrshp	IEP Continuer
Student Indicator Totals for Grade:	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
Total Students for Grade: nn,nnn																				

	Special Ed	Attr	Eco Dis	Emergent Bilingual	Asy Ref	Mig	CTE	Mil Con	Fost Care	Assoc Degree	Intervention Strategy	Section 504	Dyslexia Indicator Code	Dyslexia Risk	IGC	Gen Ed Homebound	Homeless	Unaccompanied Youth	Virtual Student Not In Mbrshp	IEP Continuer
Student Indicator Totals for Campus:	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
Total Students for Campus: nnn,nnn																				


College Prep Course
Completions

College Prep Course Completion

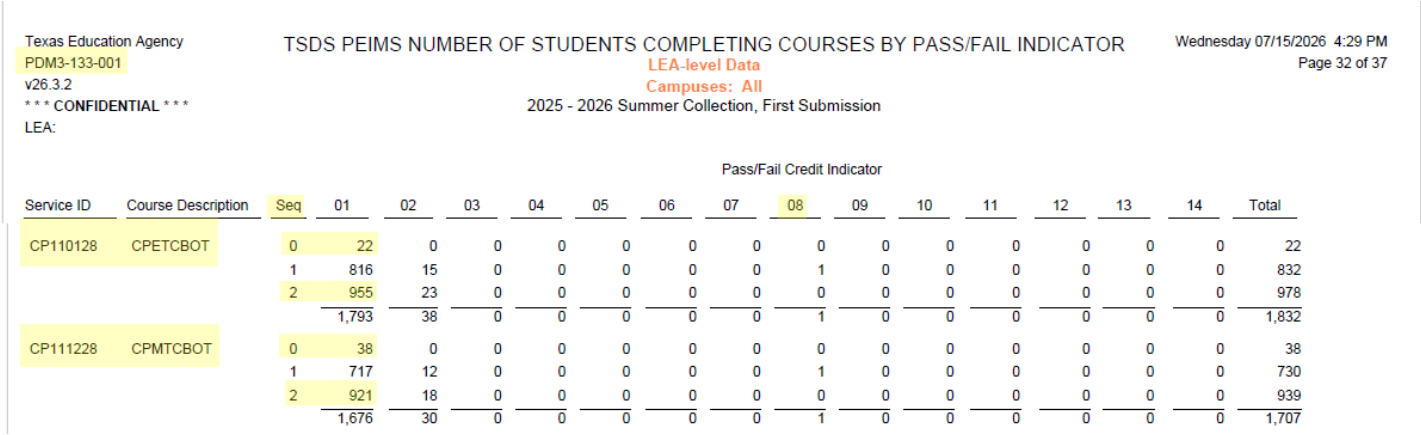
- Issues corrected in the working submission:
  - Missing Course Completion
  - Incorrect CourseSequence (C135)
  - Incorrect CourseAttemptResult (C136)

College Prep Course Completion

Indicator	Data Source (TSDS PEIMS) and Accepted Values	2025-2026 TSDS PEIMS PDM Report Fall, Summer, and Extended Year Submissions	2026-2027 TSDS PEIMS PDM Report Summer and Extended Year Submissions
College Prep Courses*	• **CourseCode** (Reference) o Value = CPXXXXXX (RLA) or CPXXXXXX (Math) • **CourseSequence** (C135, E0948) o Value = 0, 2, 5, 9, D0, D2, D5, or D9 • **CourseAttemptResult** (C136, E0949) o Value = 01 or 08 • **GradeLevel** (E0017) o Value = 12	**SUMMER** • Course Completion: Number of Students Completing Courses by Pass/Fail Indicator (PDM3-133-001) **EXTENDED YEAR** • Course Completion: Number of Students Completing Courses by Pass/Fail Indicator (PDM4-133-002) *The highest grade level reported across all 6-week attendance periods from the Summer Submission will be used to determine if a student was in grade 12 when CP was earned.*	**SUMMER** • Course Completion: Number of Students Completing Courses by Pass/Fail Indicator (PDM3-133-001) **EXTENDED YEAR** • Course Completion: Number of Students Completing Courses by Pass/Fail Indicator (PDM4-133-002) *The highest grade level reported across all 6-week attendance periods from the Summer Submission will be used to determine if a student was in grade 12 when CP was earned.*

College Prep Course Completion Report

- Which reports should school systems run:
  - PDM3-133-001 (Extended Year: PDM4-133-002)
  - PDM3-113-001 (Extended Year: PDM4-133-004)



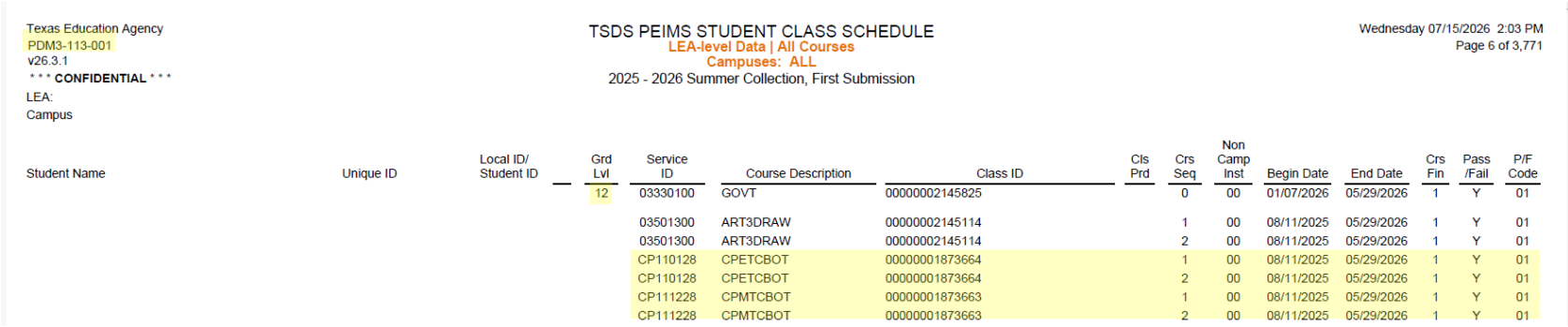
Texas Education Agency
PDM3-133-001
v26.3.2
* * * CONFIDENTIAL * * *
LEA:

TSDS PEIMS NUMBER OF STUDENTS COMPLETING COURSES BY PASS/FAIL INDICATOR
LEA-level Data
Campuses: All
2025 - 2026 Summer Collection, First Submission

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Pass/Fail Credit Indicator

Service ID	Course Description	Seq	01	02	03	04	05	06	07	08	09	10	11	12	13	14	Total
CP110128	CPETCBOT	0	22	0	0	0	0	0	0	0	0	0	0	0	0	0	22
		1	816	15	0	0	0	0	0	1	0	0	0	0	0	0	832
		2	955	23	0	0	0	0	0	0	0	0	0	0	0	0	978
			1,793	38	0	0	0	0	0	1	0	0	0	0	0	0	1,832
CP111228	CPMTCBOT	0	38	0	0	0	0	0	0	0	0	0	0	0	0	0	38
		1	717	12	0	0	0	0	0	1	0	0	0	0	0	0	730
		2	921	18	0	0	0	0	0	0	0	0	0	0	0	0	939
			1,676	30	0	0	0	0	0	1	0	0	0	0	0	0	1,707



Texas Education Agency
PDM3-113-001
v26.3.1
* * * CONFIDENTIAL * * *
LEA:
Campus

TSDS PEIMS STUDENT CLASS SCHEDULE
LEA-level Data | All Courses
Campuses: ALL
2025 - 2026 Summer Collection, First Submission

Wednesday 07/15/2026 2:03 PM
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Student Name	Unique ID	Local ID/ Student ID	Grd Lvl	Service ID	Course Description	Class ID	Cls Prd	Crs Seq	Non Camp Inst	Begin Date	End Date	Crs Fin	Pass /Fail	P/F Code
			12	03330100	GOVT	00000002145825		0	00	01/07/2026	05/29/2026	1	Y	01
				03501300	ART3DRAW	00000002145114		1	00	08/11/2025	05/29/2026	1	Y	01
				03501300	ART3DRAW	00000002145114		2	00	08/11/2025	05/29/2026	1	Y	01
				CP110128	CPETCBOT	00000001873664		1	00	08/11/2025	05/29/2026	1	Y	01
				CP110128	CPETCBOT	00000001873664		2	00	08/11/2025	05/29/2026	1	Y	01
				CP111228	CPMTCBOT	00000001873663		1	00	08/11/2025	05/29/2026	1	Y	01
				CP111228	CPMTCBOT	00000001873663		2	00	08/11/2025	05/29/2026	1	Y	01


Dual Credit Course Completions,
College Credit Hours,
CTE Course Completions

Career and Technical Education

- CTE auto-calculation had to be rerun for 7,801 students.
- Issues corrected in the working submission for CTE course completion:
  - Missing course completion
  - Incorrect CourseAttemptResult (C136)
  - Inaccurate CourseCodes
  - Incorrect CTE indicator

Dual Credit Classes and College Credit Hours

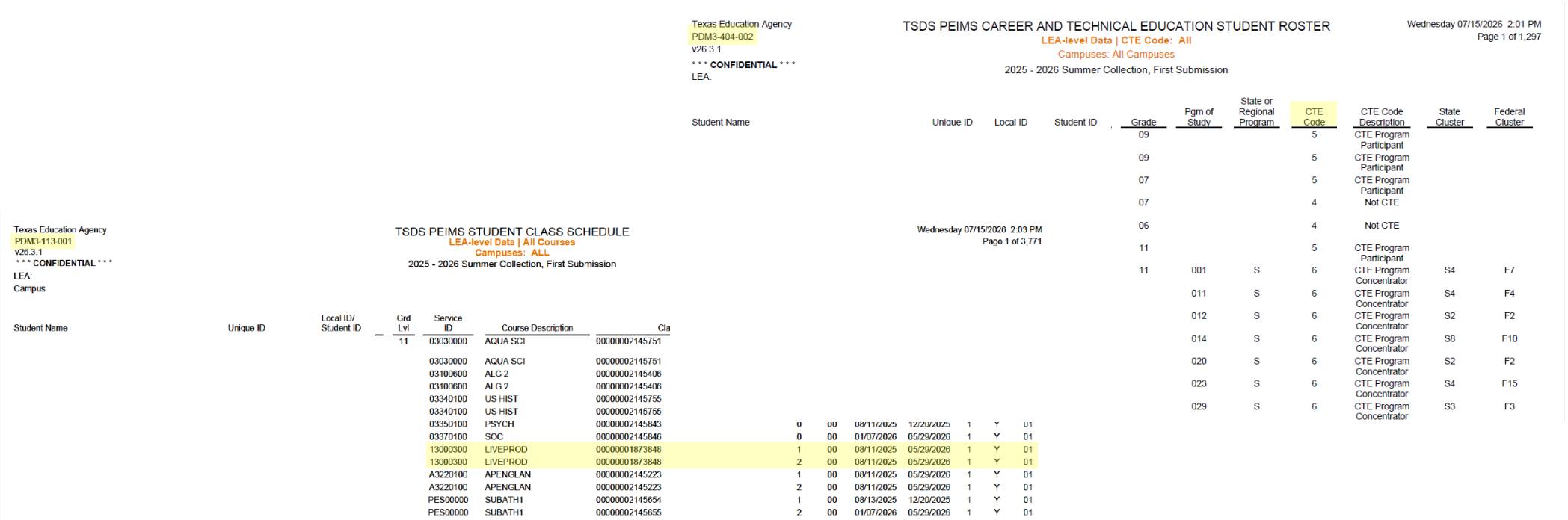
- Issues corrected in the working submission:
  - Missing Course Completion (including CTE)
  - Missing CollegeCreditHours (E1081)
  - Incorrect CourseSequence (C135)
  - Incorrect CourseAttemptResult (C136)

Dual Credit

Indicator	Data Source (TSDS PEIMS) and Accepted Values	2025-2026 TSDS PEIMS PDM Report Fall, Summer, and Extended Year Submissions	2026-2027 TSDS PEIMS PDM Report Summer and Extended Year Submissions
Dual Credit *Note: Dual Credit course sequence codes impact TAPR reports and Distinction designations but do not impact CCMR Accountability.*	• **DualCreditIndicator** (E1011) o Value = True • **CollegeCreditHours** (E1081) o Value = Total credit hours earned • **CourseSequence** C135,E0948 o Value = D0,D2,D5,or D9 • **CourseAttemptResult** (C136, E0949) o Value = 01 or 08	**SUMMER** • Course Completion: Number of Students Completing Courses with Dual Credit or OnRamps (PDM3-133-002) • Student: Students Completing Courses with Dual Credit or OnRamps (PDM3-120-008) **EXTENDED YEAR** • Course Completion: Students Completing Courses with Dual Credit (PDM4-133-003) • Student: Students with Dual Credit Courses and College Credit Hours (PDM4-133-001)	**SUMMER** • Course Completion: Number of Students Completing Courses with Dual Credit or OnRamps (PDM3-133-002) • Student: Students Completing Courses with Dual Credit or OnRamps (PDM3-120-008) **EXTENDED YEAR** • Course Completion: Students Completing Courses with Dual Credit (PDM4-133-003) • Student: Students with Dual Credit Courses and College Credit Hours (PDM4-133-001)

CTE Course Completion PEIMS Summer

- Which reports should school systems run:
  - PDM3-404-002 – if the CTE indicator is not accurate, run the PDM3-113-001 for the current and prior years to ensure all CTE course completions have been reported accurately.
  - PDM3-133-002



Texas Education Agency
PDM3-404-002
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LEA:

TSDS PEIMS CAREER AND TECHNICAL EDUCATION STUDENT ROSTER
LEA-level Data | CTE Code: All
Campuses: All Campuses
2025 - 2026 Summer Collection, First Submission

Wednesday 07/15/2026 2:01 PM
Page 1 of 1,297

Student Name	Unique ID	Local ID	Student ID	Grade	Pgm of Study	State or Regional Program	CTE Code	CTE Code Description	State Cluster	Federal Cluster
				09			5	CTE Program Participant		
				09			5	CTE Program Participant		
				07			5	CTE Program Participant		
				07			4	Not CTE		
				06			4	Not CTE		
				11			5	CTE Program Participant		
				11	001	S	6	CTE Program Concentrator	S4	F7
					011	S	6	CTE Program Concentrator	S4	F4
					012	S	6	CTE Program Concentrator	S2	F2
					014	S	6	CTE Program Concentrator	S8	F10
					020	S	6	CTE Program Concentrator	S2	F2
					023	S	6	CTE Program Concentrator	S4	F15
					029	S	6	CTE Program Concentrator	S3	F3

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PDM3-113-001
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LEA:
Campus

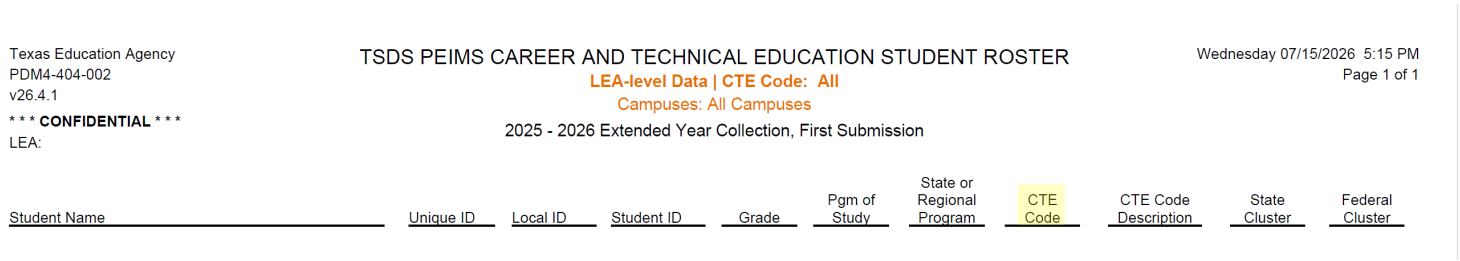
TSDS PEIMS STUDENT CLASS SCHEDULE
LEA-level Data | All Courses
Campuses: ALL
2025 - 2026 Summer Collection, First Submission

Wednesday 07/15/2026 2:03 PM
Page 1 of 3,771

Student Name	Unique ID	Local ID/ Student ID	Grd Lvl	Service ID	Course Description	Cla							
			11	03030000	AQUA SCI	00000002145751							
				03030000	AQUA SCI	00000002145751							
				03100600	ALG 2	00000002145406							
				03100600	ALG 2	00000002145406							
				03340100	US HIST	00000002145755							
				03340100	US HIST	00000002145755							
				03350100	PSYCH	00000002145843	0	00	08/11/2025	12/20/2025	1	Y	01
				03370100	SOC	00000002145846	0	00	01/07/2026	05/29/2026	1	Y	01
				13000300	LIVEPROD	00000001873848	1	00	08/11/2025	05/29/2026	1	Y	01
				13000300	LIVEPROD	00000001873848	2	00	08/11/2025	05/29/2026	1	Y	01
				A3220100	APENGLAN	00000002145223	1	00	08/11/2025	05/29/2026	1	Y	01
				A3220100	APENGLAN	00000002145223	2	00	08/11/2025	05/29/2026	1	Y	01
				PES00000	SUBATH1	00000002145654	1	00	08/13/2025	12/20/2025	1	Y	01
				PES00000	SUBATH1	00000002145655	2	00	01/07/2026	05/29/2026	1	Y	01

CTE Course Completion PEIMS Extended Year

- Which reports should school systems run:
  - PDM4-404-002 – if the CTE indicator is not accurate, run the PDM3-113-001 and/or PDM4-133-004 for the current and prior years to ensure all CTE course completions have been reported accurately.
  - PDM4-133-002

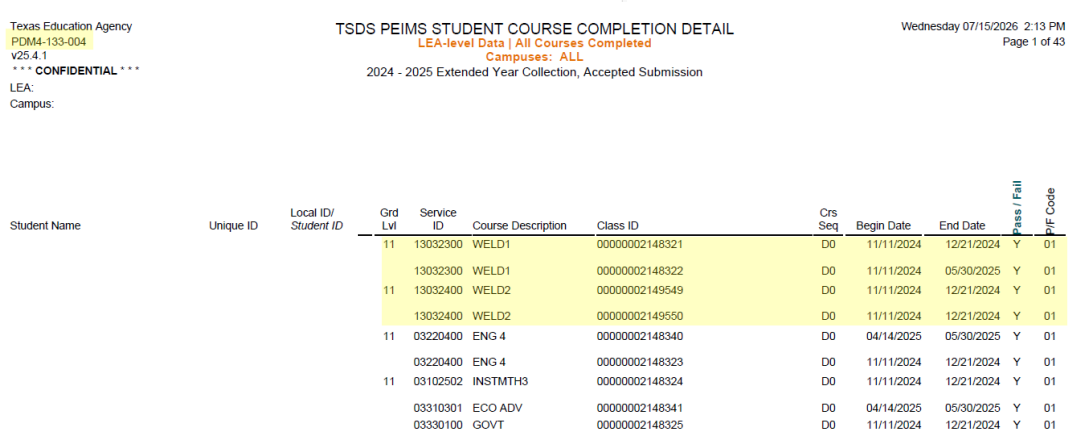


Texas Education Agency
PDM4-404-002
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LEA:

TSDS PEIMS CAREER AND TECHNICAL EDUCATION STUDENT ROSTER
LEA-level Data | CTE Code: All
Campuses: All Campuses
2025 - 2026 Extended Year Collection, First Submission

Wednesday 07/15/2026 5:15 PM
Page 1 of 1

Student Name	Unique ID	Local ID	Student ID	Grade	Pgm of Study	State or Regional Program	CTE Code	CTE Code Description	State Cluster	Federal Cluster



Texas Education Agency
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LEA:
Campus:

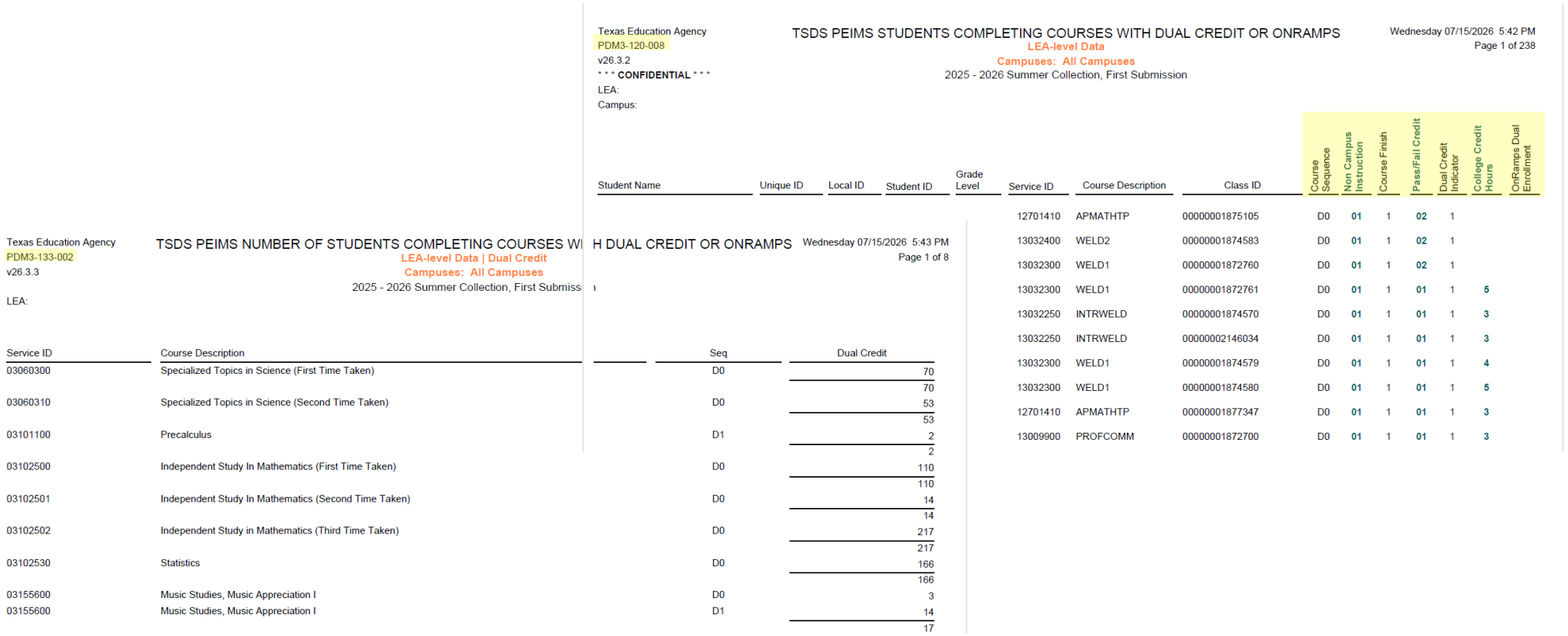
TSDS PEIMS STUDENT COURSE COMPLETION DETAIL
LEA-level Data | All Courses Completed
Campuses: ALL
2024 - 2025 Extended Year Collection, Accepted Submission

Wednesday 07/15/2026 2:13 PM
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Student Name	Unique ID	Local ID/ *Student ID*	Grd Lvl	Service ID	Course Description	Class ID	Crs Seq	Begin Date	End Date	Pass / Fail	P/F Code
			11	13032300	WELD1	00000002148321	D0	11/11/2024	12/21/2024	Y	01
				13032300	WELD1	00000002148322	D0	11/11/2024	05/30/2025	Y	01
			11	13032400	WELD2	00000002149549	D0	11/11/2024	12/21/2024	Y	01
				13032400	WELD2	00000002149550	D0	11/11/2024	12/21/2024	Y	01
			11	03220400	ENG 4	00000002148340	D0	04/14/2025	05/30/2025	Y	01
				03220400	ENG 4	00000002148323	D0	11/11/2024	12/21/2024	Y	01
			11	03102502	INSTMTH3	00000002148324	D0	11/11/2024	12/21/2024	Y	01
				03310301	ECO ADV	00000002148341	D0	04/14/2025	05/30/2025	Y	01
				03330100	GOVT	00000002148325	D0	11/11/2024	12/21/2024	Y	01

PEIMS Summer Submission Reports

- Which reports should school systems run:
  - PDM3-120-008
  - PDM3-133-002



Texas Education Agency
PDM3-120-008
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LEA:
Campus:

TSDS PEIMS STUDENTS COMPLETING COURSES WITH DUAL CREDIT OR ONRAMPS
LEA-level Data
Campuses: All Campuses
2025 - 2026 Summer Collection, First Submission

Wednesday 07/15/2026 5:42 PM
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Student Name	Unique ID	Local ID	Student ID	Grade Level	Service ID	Course Description	Class ID	Course Sequence	Non Campus Instruction	Course Finish	Pass/Fail Credit	Dual Credit Indicator	College Credit Hours	OnRamps Dual Enrollment
					12701410	APMATHTP	00000001875105	D0	01	1	02	1		
					13032400	WELD2	00000001874583	D0	01	1	02	1		
					13032300	WELD1	00000001872760	D0	01	1	02	1		
					13032300	WELD1	00000001872761	D0	01	1	01	1	5	
					13032250	INTRWELD	00000001874570	D0	01	1	01	1	3	
					13032250	INTRWELD	00000002146034	D0	01	1	01	1	3	
					13032300	WELD1	00000001874579	D0	01	1	01	1	4	
					13032300	WELD1	00000001874580	D0	01	1	01	1	5	
					12701410	APMATHTP	00000001877347	D0	01	1	01	1	3	
					13009900	PROFCOMM	00000001872700	D0	01	1	01	1	3	

Texas Education Agency
PDM3-133-002
v26.3.3

LEA:

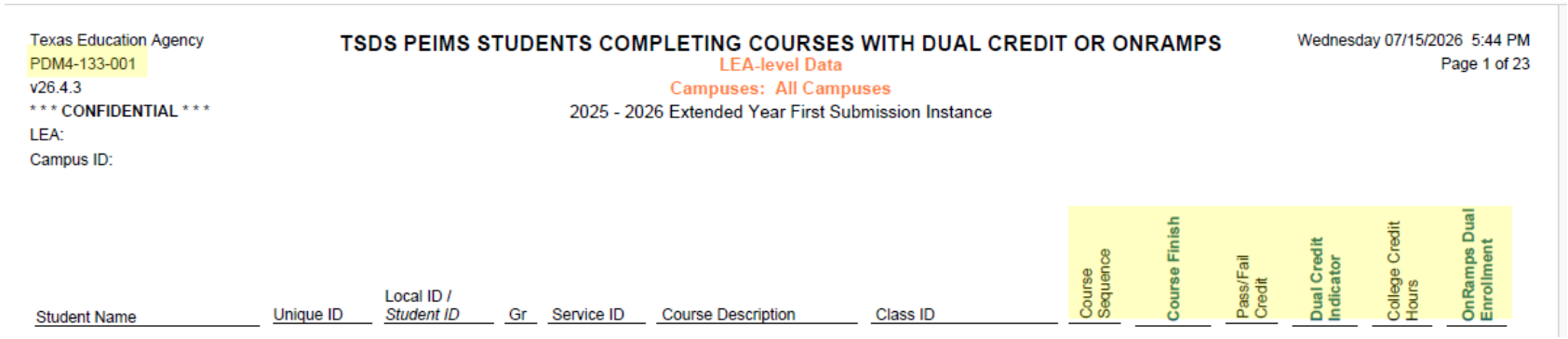
TSDS PEIMS NUMBER OF STUDENTS COMPLETING COURSES WI H DUAL CREDIT OR ONRAMPS
LEA-level Data | Dual Credit
Campuses: All Campuses
2025 - 2026 Summer Collection, First Submiss

Wednesday 07/15/2026 5:43 PM
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Service ID	Course Description		Seq	Dual Credit
03060300	Specialized Topics in Science (First Time Taken)		D0	70
				70
03060310	Specialized Topics in Science (Second Time Taken)		D0	53
				53
03101100	Precalculus		D1	2
				2
03102500	Independent Study In Mathematics (First Time Taken)		D0	110
				110
03102501	Independent Study In Mathematics (Second Time Taken)		D0	14
				14
03102502	Independent Study in Mathematics (Third Time Taken)		D0	217
				217
03102530	Statistics		D0	166
				166
03155600	Music Studies, Music Appreciation I		D0	3
03155600	Music Studies, Music Appreciation I		D1	14
				17

PEIMS Extended Year Submission Reports

- Which reports should school systems run:
  - PDM4-133-001
  - PDM4-133-002

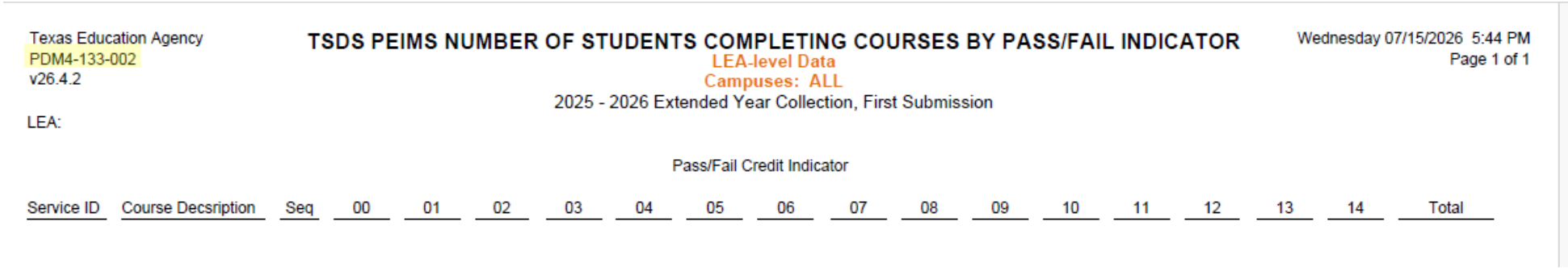


Texas Education Agency
PDM4-133-001
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* * * CONFIDENTIAL * * *
LEA:
Campus ID:

TSDS PEIMS STUDENTS COMPLETING COURSES WITH DUAL CREDIT OR ONRAMPS
LEA-level Data
Campuses: All Campuses
2025 - 2026 Extended Year First Submission Instance

Wednesday 07/15/2026 5:44 PM
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Student Name	Unique ID	Local ID / *Student ID*	Gr	Service ID	Course Description	Class ID	Course Sequence	Course Finish	Pass/Fail Credit	Dual Credit Indicator	College Credit Hours	OnRamps Dual Enrollment



Texas Education Agency
PDM4-133-002
v26.4.2

LEA:

TSDS PEIMS NUMBER OF STUDENTS COMPLETING COURSES BY PASS/FAIL INDICATOR
LEA-level Data
Campuses: ALL
2025 - 2026 Extended Year Collection, First Submission

Wednesday 07/15/2026 5:44 PM
Page 1 of 1

Pass/Fail Credit Indicator

Service ID	Course Decsription	Seq	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	Total

Industry Based Certifications



Industry Based Certifications

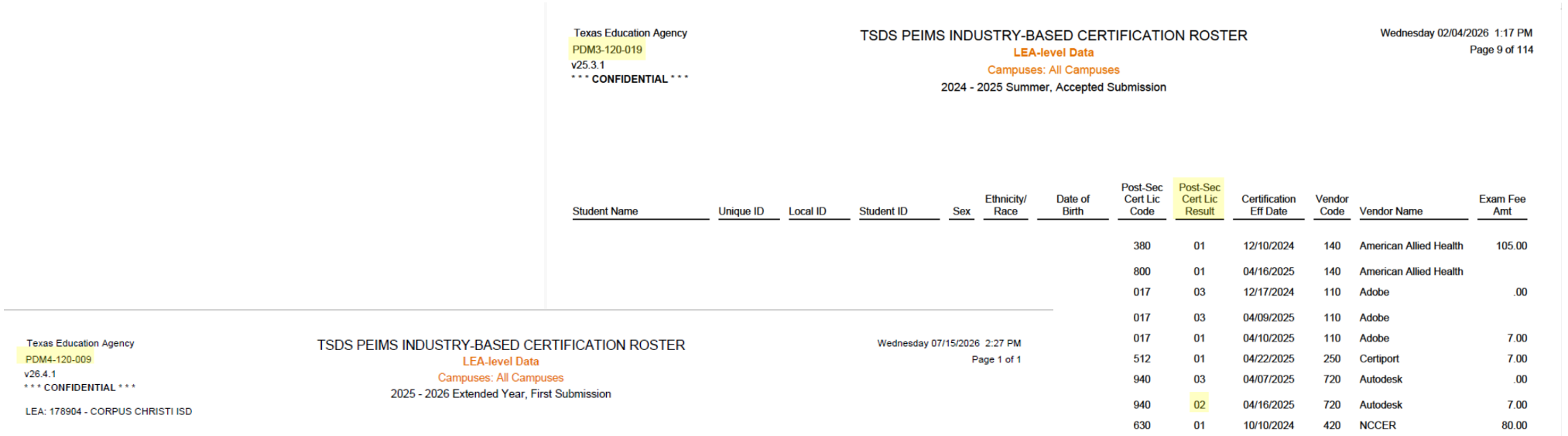
- Issues corrected in working submission for IBCs:
  - Missing IBCs
  - IBCs reported as Passed (02) and not as Earned (01)

Industry Based Certifications

Indicator	Data Source (TSDS PEIMS) and Accepted Values	2025-2026 TSDS PEIMS PDM Report Fall, Summer, and Extended Year Submissions	2026-2027 TSDS PEIMS PDM Report Summer and Extended Year Submissions
Industry Based Certification *** see additional info on earning CCMR through IBCs below*	• **PostSecondaryCertificationLicensure** (C214, E1640) o Value = Select code to match the IBC • **PostSecondaryCertLicensureResult** (C232, E1733) o Value = 01 • **CTE_Indicator** o Value = 7 (Completer)	**FALL** • Industry-Based Certification Roster (PDM1-120-021) **SUMMER** • Student: Industry-Based Certification Roster (PDM3-120-019) • Career and Technical Education Student Roster (PDM3-404-002) **EXTENDED YEAR** • IBC Roster TBD* Career and Technical Education Student Roster (PDM4-404-002)	**SUMMER** • Student: Industry-Based Certification Roster (PDM3-120-019) Career and Technical Education Student Roster (PDM3-404-002) **EXTENDED YEAR** • IBC Roster TBD* Career and Technical Education Student Roster (PDM4-404-002)

IBC Reports

- Which reports should school systems run:
  - PDM3-120-019
  - PDM4-120-009



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PDM3-120-019
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TSDS PEIMS INDUSTRY-BASED CERTIFICATION ROSTER
LEA-level Data
Campuses: All Campuses
2024 - 2025 Summer, Accepted Submission

Wednesday 02/04/2026 1:17 PM
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Student Name	Unique ID	Local ID	Student ID	Sex	Ethnicity/ Race	Date of Birth	Post-Sec Cert Lic Code	Post-Sec Cert Lic Result	Certification Eff Date	Vendor Code	Vendor Name	Exam Fee Amt
							380	01	12/10/2024	140	American Allied Health	105.00
							800	01	04/16/2025	140	American Allied Health	
							017	03	12/17/2024	110	Adobe	.00
							017	03	04/09/2025	110	Adobe	
							017	01	04/10/2025	110	Adobe	7.00
							512	01	04/22/2025	250	Certiport	7.00
							940	03	04/07/2025	720	Autodesk	.00
							940	02	04/16/2025	720	Autodesk	7.00
							630	01	10/10/2024	420	NCCER	80.00

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PDM4-120-009
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* * * CONFIDENTIAL * * *
LEA: 178904 - CORPUS CHRISTI ISD

TSDS PEIMS INDUSTRY-BASED CERTIFICATION ROSTER
LEA-level Data
Campuses: All Campuses
2025 - 2026 Extended Year, First Submission

Wednesday 07/15/2026 2:27 PM
Page 1 of 1

Student Name	Unique ID	Local ID	Student ID	Sex	Ethnicity/ Race	Date of Birth	Post-Sec Cert Lic Code	Post-Sec Cert Lic Result	Certification Eff Date	Vendor Code	Vendor Name	Exam Fee Amt	Bckgrd Chk Cost



Pulling It All Together

PDM3-231-002

Texas Education Agency
PDM3-231-002
v26.3.1

LEA:

TSDS PEIMS PERCENTAGE OF CHANGE FROM PREVIOUS YEAR

LEA-level Data
Campuses: All Campuses
2025 - 2026 Summer First Submission Instance

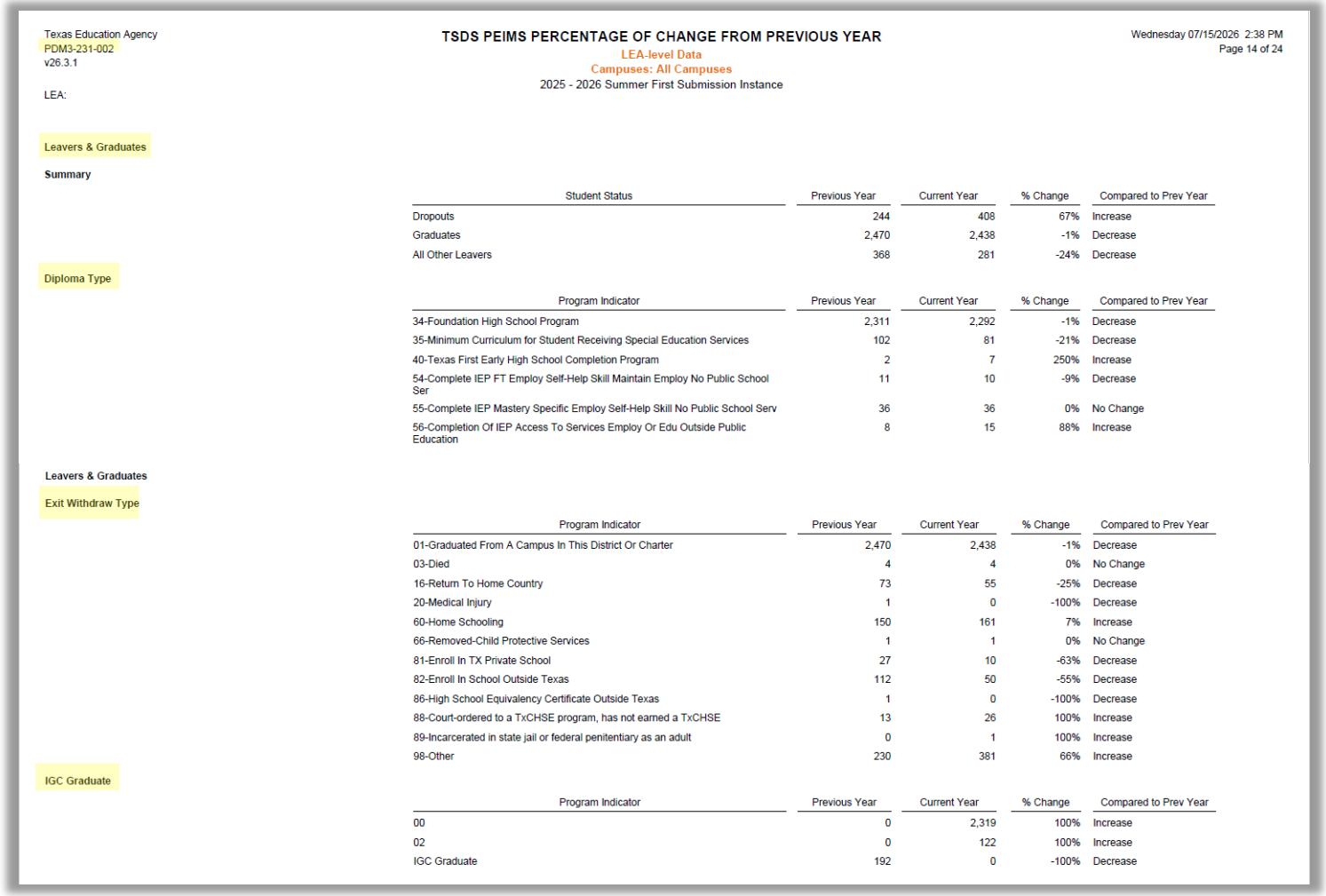
College Prep

Service ID	Course Description	Seq	Pass/Fail	Previous Year	Current Year	% Change	Compared to Prev Year
CP110100	College Preparatory Course English Language Arts	0	01	186	0	-100%	Decrease
CP110100	College Preparatory Course English Language Arts	2	01	668	0	-100%	Decrease
				854	**0**	**-100%**	**Decrease**
CP110128	CPC ELA - Texas College Bridge	0	01	0	22	100%	Increase
CP110128	CPC ELA - Texas College Bridge	2	01	0	955	100%	Increase
				0	**977**	**100%**	**Increase**
CP111200	College Preparatory Course Mathematics	0	01	194	0	-100%	Decrease
CP111200	College Preparatory Course Mathematics	2	01	789	0	-100%	Decrease
				983	**0**	**-100%**	**Decrease**
CP111228	CPC Mathematics - Texas College Bridge	0	01	0	38	100%	Increase
CP111228	CPC Mathematics - Texas College Bridge	2	01	0	921	100%	Increase
				0	**959**	**100%**	**Increase**

Dual Credit

Service ID	Course Description	Seq	Pass/Fail	Previous Year	Current Year	% Change	Compared to Prev Year
03050000	Physics	D1	01	22	0	-100%	Decrease
03050000	Physics	D2	01	21	0	-100%	Decrease
				43	**0**	**-100%**	**Decrease**
03060300	Specialized Topics in Science (First Time Taken)	D0	01	0	66	100%	Increase
03060310	Specialized Topics in Science (Second Time Taken)	D0	01	0	52	100%	Increase
03060320	Specialized Topics in Science (Third??Time Taken)	D0	01	1	0	-100%	Decrease

PDM3-231-002



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PDM3-231-002
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LEA:

TSDS PEIMS PERCENTAGE OF CHANGE FROM PREVIOUS YEAR
LEA-level Data
Campuses: All Campuses
2025 - 2026 Summer First Submission Instance

Wednesday 07/15/2026 2:38 PM
Page 14 of 24

Leavers & Graduates

Summary

Student Status	Previous Year	Current Year	% Change	Compared to Prev Year
Dropouts	244	408	67%	Increase
Graduates	2,470	2,438	-1%	Decrease
All Other Leavers	368	281	-24%	Decrease

Diploma Type

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
34-Foundation High School Program	2,311	2,292	-1%	Decrease
35-Minimum Curriculum for Student Receiving Special Education Services	102	81	-21%	Decrease
40-Texas First Early High School Completion Program	2	7	250%	Increase
54-Complete IEP FT Employ Self-Help Skill Maintain Employ No Public School Ser	11	10	-9%	Decrease
55-Complete IEP Mastery Specific Employ Self-Help Skill No Public School Serv	36	36	0%	No Change
56-Completion Of IEP Access To Services Employ Or Edu Outside Public Education	8	15	88%	Increase

Leavers & Graduates

Exit Withdraw Type

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
01-Graduated From A Campus In This District Or Charter	2,470	2,438	-1%	Decrease
03-Died	4	4	0%	No Change
16-Return To Home Country	73	55	-25%	Decrease
20-Medical Injury	1	0	-100%	Decrease
60-Home Schooling	150	161	7%	Increase
66-Removed-Child Protective Services	1	1	0%	No Change
81-Enroll In TX Private School	27	10	-63%	Decrease
82-Enroll In School Outside Texas	112	50	-55%	Decrease
86-High School Equivalency Certificate Outside Texas	1	0	-100%	Decrease
88-Court-ordered to a TxCHSE program, has not earned a TxCHSE	13	26	100%	Increase
89-Incarcerated in state jail or federal penitentiary as an adult	0	1	100%	Increase
98-Other	230	381	66%	Increase

IGC Graduate

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
00	0	2,319	100%	Increase
02	0	122	100%	Increase
IGC Graduate	192	0	-100%	Decrease

PDM3-231-002

Texas Education Agency
PDM3-231-002
v26.3.1

LEA:

TSDS PEIMS PERCENTAGE OF CHANGE FROM PREVIOUS YEAR

LEA-level Data
Campuses: All Campuses
2025 - 2026 Summer First Submission Instance

Student Demographics, Characteristics & Program | All Programs | Alphabetically in Ascending Order

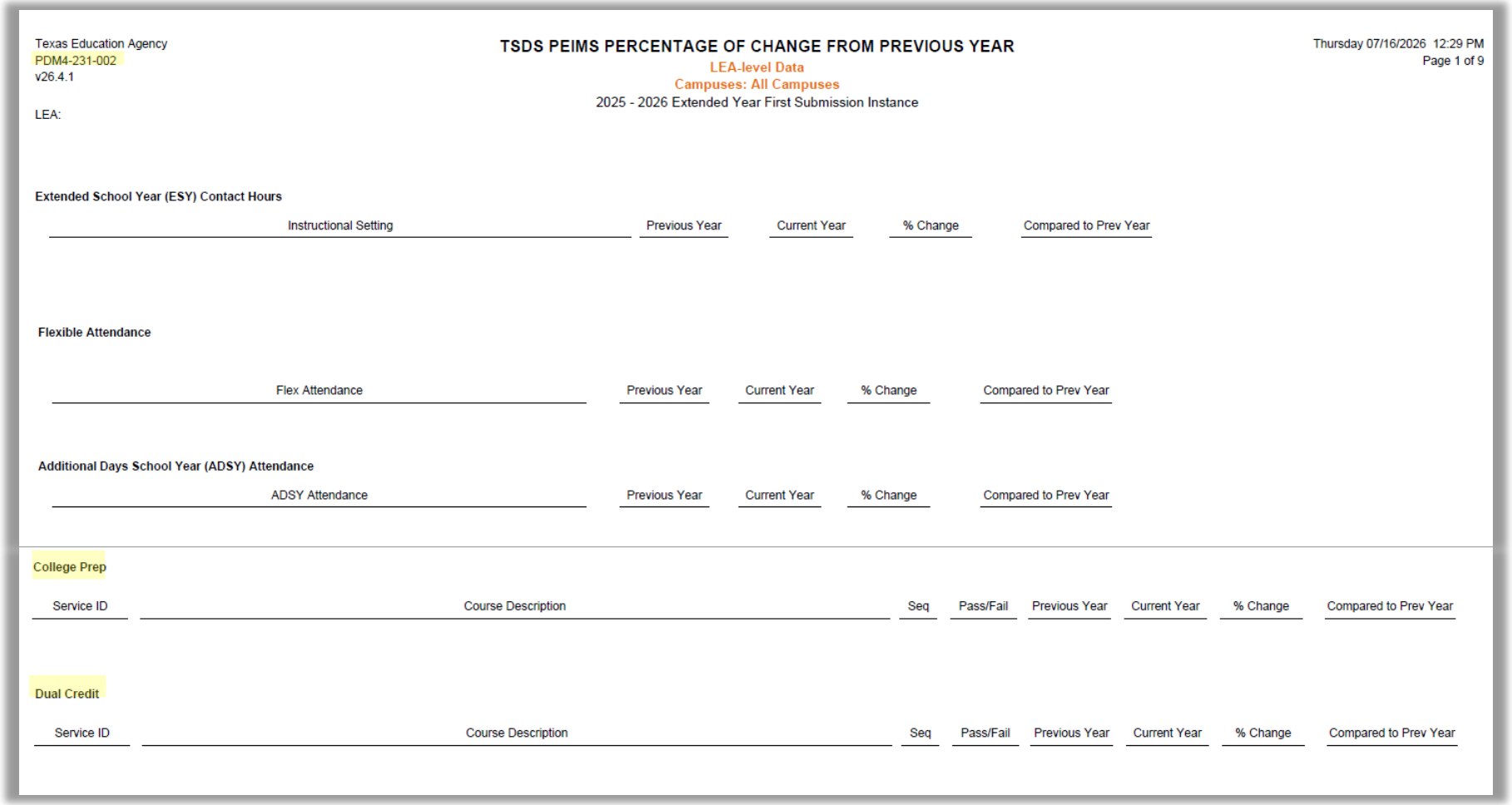
Assoc Degree Ind

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
2-Associate of Arts (AA)	49	56	14%	Increase
4-Associate of Applied Science (AAS)	0	1	100%	Increase
6-Associate of Science (AS)	0	1	100%	Increase

Post-Sec Cert Lic Result

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
01-IBC Earned	1,780	1,572	-12%	Decrease
02-IBC Examination Passed	35	4	-89%	Decrease
03-IBC Failed	532	0	-100%	Decrease

PDM4-231-002



Texas Education Agency
PDM4-231-002
v26.4.1

LEA:

TSDS PEIMS PERCENTAGE OF CHANGE FROM PREVIOUS YEAR
LEA-level Data
Campuses: All Campuses
2025 - 2026 Extended Year First Submission Instance

Thursday 07/16/2026 12:29 PM
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Extended School Year (ESY) Contact Hours

Instructional Setting	Previous Year	Current Year	% Change	Compared to Prev Year

Flexible Attendance

Flex Attendance	Previous Year	Current Year	% Change	Compared to Prev Year

Additional Days School Year (ADSY) Attendance

ADSY Attendance	Previous Year	Current Year	% Change	Compared to Prev Year

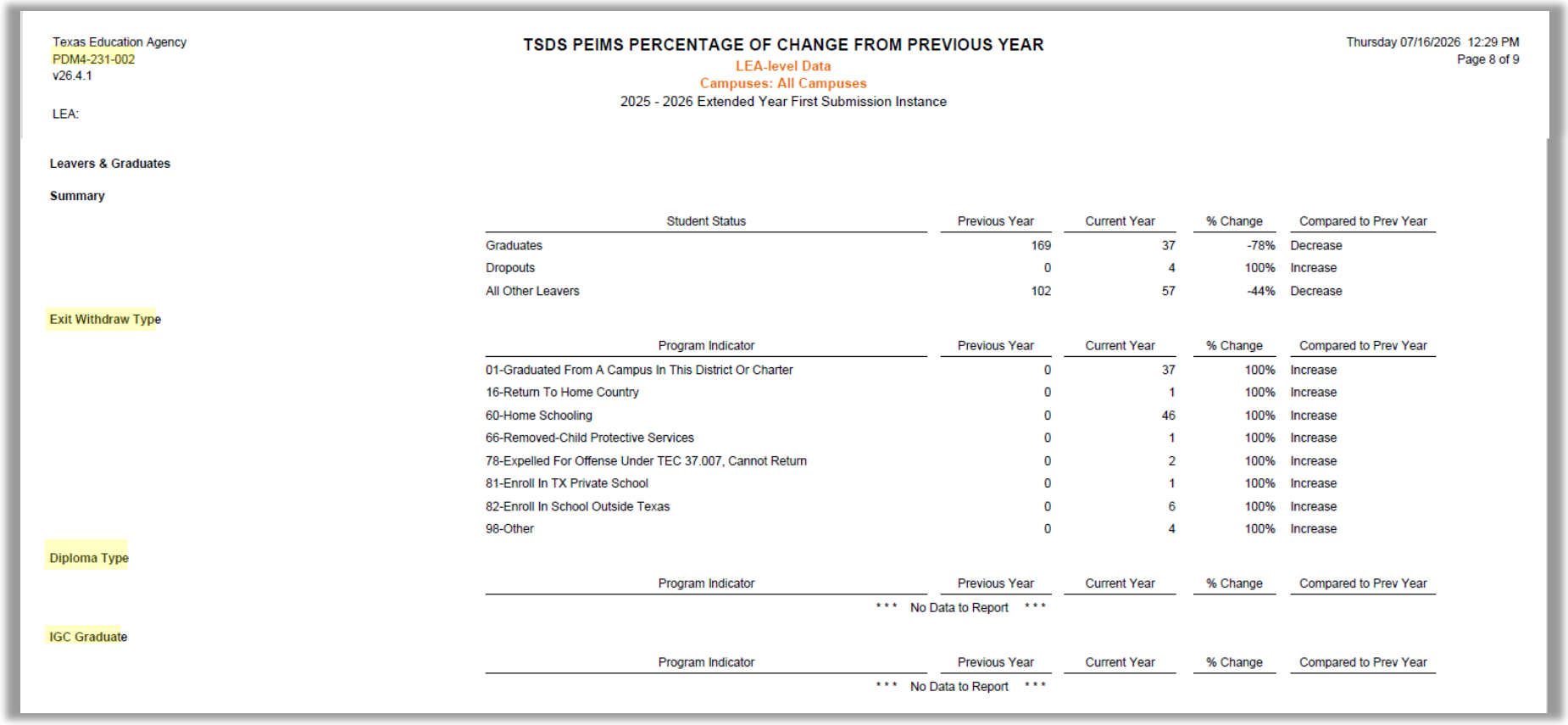
College Prep

Service ID	Course Description	Seq	Pass/Fail	Previous Year	Current Year	% Change	Compared to Prev Year

Dual Credit

Service ID	Course Description	Seq	Pass/Fail	Previous Year	Current Year	% Change	Compared to Prev Year

PDM4-231-002



Texas Education Agency
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v26.4.1

LEA:

Thursday 07/16/2026 12:29 PM
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TSDS PEIMS PERCENTAGE OF CHANGE FROM PREVIOUS YEAR

LEA-level Data
Campuses: All Campuses
2025 - 2026 Extended Year First Submission Instance

Leavers & Graduates

Summary

Student Status	Previous Year	Current Year	% Change	Compared to Prev Year
Graduates	169	37	-78%	Decrease
Dropouts	0	4	100%	Increase
All Other Leavers	102	57	-44%	Decrease

Exit Withdraw Type

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
01-Graduated From A Campus In This District Or Charter	0	37	100%	Increase
16-Return To Home Country	0	1	100%	Increase
60-Home Schooling	0	46	100%	Increase
66-Removed-Child Protective Services	0	1	100%	Increase
78-Expelled For Offense Under TEC 37.007, Cannot Return	0	2	100%	Increase
81-Enroll In TX Private School	0	1	100%	Increase
82-Enroll In School Outside Texas	0	6	100%	Increase
98-Other	0	4	100%	Increase

Diploma Type

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
*** No Data to Report ***				

IGC Graduate

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
*** No Data to Report ***				

PDM4-231-002

Texas Education Agency
PDM4-231-002
v26.4.1

LEA:

TSDS PEIMS PERCENTAGE OF CHANGE FROM PREVIOUS YEAR

LEA-level Data
Campuses: All Campuses
2025 - 2026 Extended Year First Submission Instance

Student Demographics, Characteristics & Programs | All Programs | Alphabetically in Ascending Order

Additional Days Program Participation

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
*** No Data to Report ***				

Associate Degree

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
Gifted And Talented	0	10	100%	Increase

Attribution Code

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
06-Transfer Between Public School Districts	0	3	100%	Increase

Bil/ESL Summer School

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
*** No Data to Report ***				

Emergent Bilingual

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
1-Identified as EB	0	2	100%	Increase

Foster Care

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
1-Student Is Current Conservator of DFPS	0	3	100%	Increase

Gifted And Talented

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
*** No Data to Report ***				

Hispanic Latino Ethnicity

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
Hispanic Latino Ethnicity	0	26	100%	Increase

PDM4-231-002

Texas Education Agency
PDM4-231-002
v26.4.1

LEA:

TSDS PEIMS PERCENTAGE OF CHANGE FROM PREVIOUS YEAR
LEA-level Data
Campuses: All Campuses
2025 - 2026 Extended Year First Submission Instance

Thursday 07/16/2026 12:29 PM

Student Demographics, Characteristics & Programs | All Programs | Alphabetically in Ascending Order

Migratory

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
*** No Data to Report ***				

Post-Sec Cert Lic Code

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
*** No Data to Report ***				

Post-Sec Cert Lic Result

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
*** No Data to Report ***				

Race

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
01-American Indian - Alaskan Native	0	6	100%	Increase
02-Asian	0	2	100%	Increase
03-Black - African American	0	3	100%	Increase
04-Native Hawaiian - Pacific Islander	0	1	100%	Increase
05-White	0	93	100%	Increase

Sex

Program Indicator	Previous Year	Current Year	% Change	Compared to Prev Year
F-Female	0	48	100%	Increase
M-Male	0	50	100%	Increase

HB 8 – Future Working Submissions

HB 8 (2nd Special Session)

- **Section 2.003**

(c-8) For purposes of evaluating school districts and campuses based on a college, career, and military readiness indicator adopted under Subsection (c) that requires the use of prior-year information, **the agency shall ensure that a school district may submit additional prior-year information relating to the indicator during the specified time period** during which the district may submit additional current-year information for that indicator.

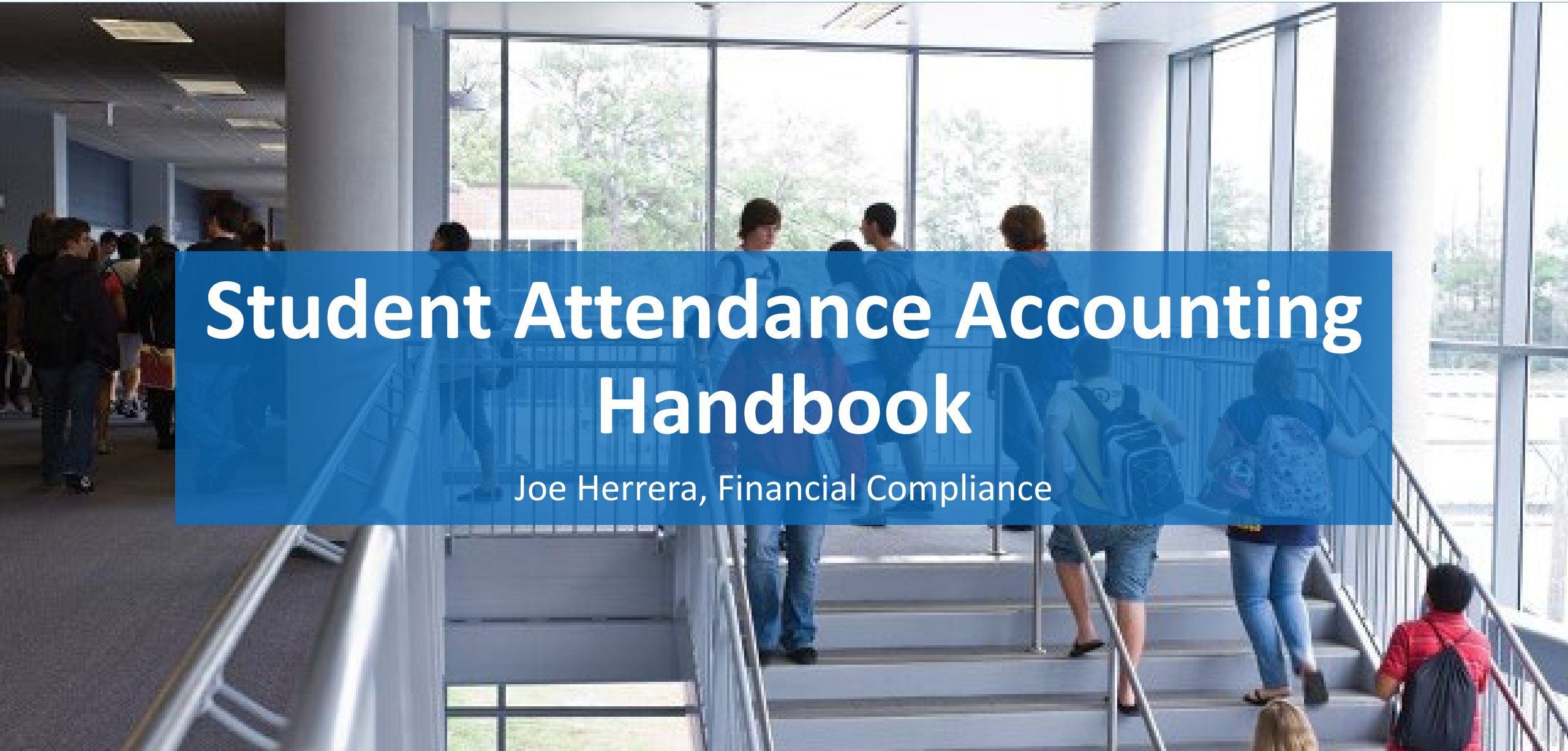
Purpose Statement

- The TSDS team is proposing to implement this piece of legislation through the PEIMS Working Submission process. The current PEIMS Working Submission process has been in place for several years and certain steps of the process are manual.
- Our goal is to **modernize the PEIMS Working Submission** by automating manual steps and storing data in accessible tables/views to improve efficiency, accuracy, and timely access for program areas.

Process Improvement

Current Process	Proposed Process
	PEIMS Coordinator enters intention to submit a Working Submission in the TSDS Application (through a UI). Description of Error, Type of Data Correction, Why Error Occurred and Plan to prevent in the future will be provided. TSDS Notifications are sent to program areas, Superintendent and ESC PEIMS Coordinator that the LEA is starting a Working Submission. - IN DISCUSSIONS
PEIMS Coordinator promotes and validates updated data in the PEIMS Working Submission.	PEIMS Coordinator promotes and validates entire submission with updated data. PEIMS Coordinator completes the Working Submission (ensures data is fatal free). Superintendents approve the Working Submission. SOA will be required.
Superintendent and PEIMS Coordinator emails TEA PEIMS Division with before and after reports along with justification for updating the data.	
PEIMS Division reviews before and after reports for reasonableness.	
PEIMS Division sends reply email to Superintendent and program areas with attached reports.	UI with workflow status of Working Submission available for TEA Administrators/Program Areas. TSDS Notifications are sent to program areas when Supt approves Working Submission. - IN DISCUSSIONS
Technical team manually creates data sets for Performance Reporting team or PEIMS Division provides data extracts or CSV files to Program area.	Individual MAINPRD data tables and views are created for program area data users with Working Submission data.

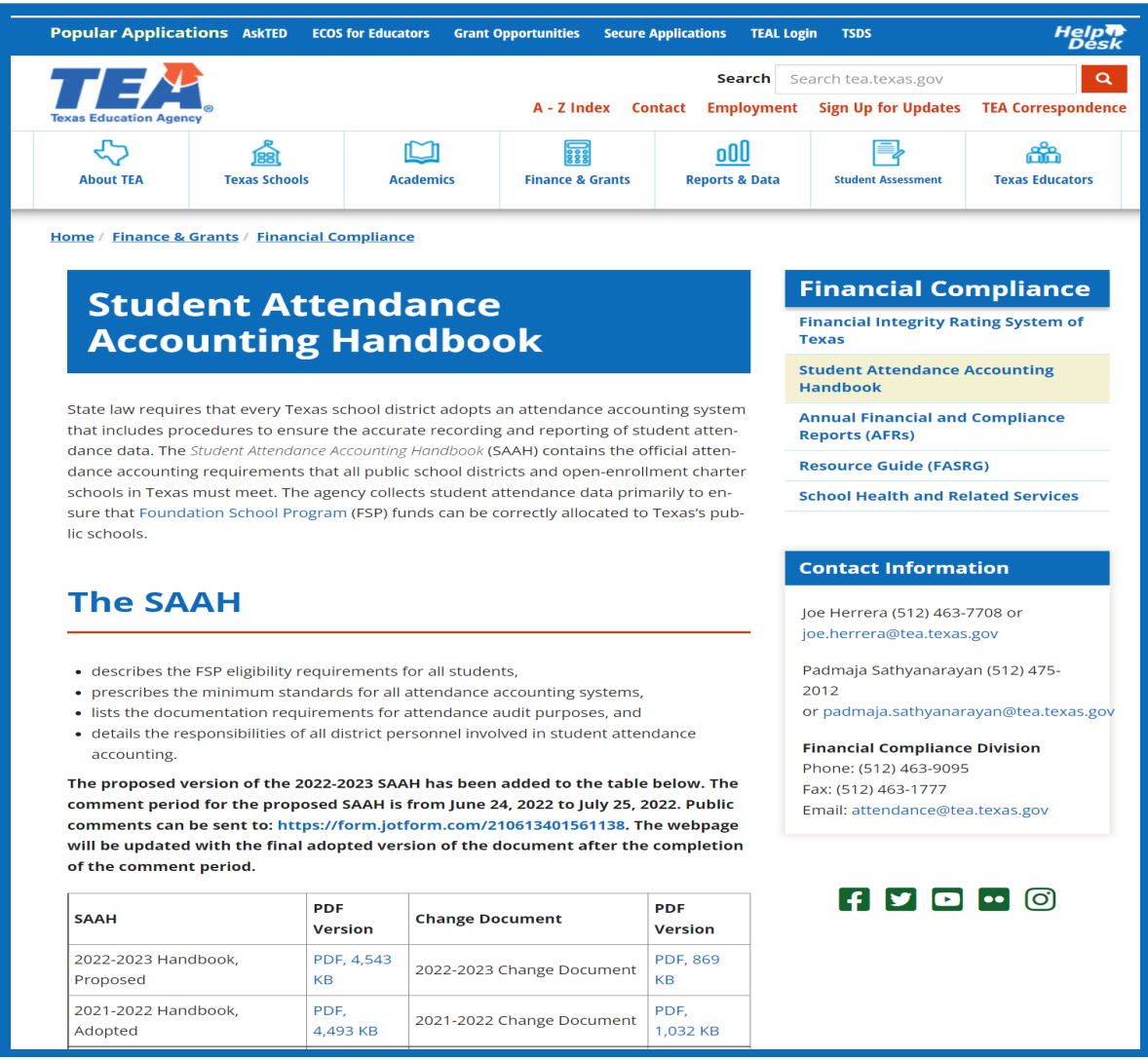

Questions



Student Attendance Accounting Handbook

Joe Herrera, Financial Compliance

SAAH Website



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Student Attendance Accounting Handbook

State law requires that every Texas school district adopts an attendance accounting system that includes procedures to ensure the accurate recording and reporting of student attendance data. The *Student Attendance Accounting Handbook* (SAAH) contains the official attendance accounting requirements that all public school districts and open-enrollment charter schools in Texas must meet. The agency collects student attendance data primarily to ensure that Foundation School Program (FSP) funds can be correctly allocated to Texas's public schools.

The SAAH

- describes the FSP eligibility requirements for all students,
- prescribes the minimum standards for all attendance accounting systems,
- lists the documentation requirements for attendance audit purposes, and
- details the responsibilities of all district personnel involved in student attendance accounting.

The proposed version of the 2022-2023 SAAH has been added to the table below. The comment period for the proposed SAAH is from June 24, 2022 to July 25, 2022. Public comments can be sent to: https://form.jotform.com/210613401561138. The webpage will be updated with the final adopted version of the document after the completion of the comment period.

SAAH	PDF Version	Change Document	PDF Version
2022-2023 Handbook, Proposed	PDF, 4,543 KB	2022-2023 Change Document	PDF, 869 KB
2021-2022 Handbook, Adopted	PDF, 4,493 KB	2021-2022 Change Document	PDF, 1,032 KB

Financial Compliance

- Financial Integrity Rating System of Texas
- Student Attendance Accounting Handbook
- Annual Financial and Compliance Reports (AFRs)
- Resource Guide (FASRG)
- School Health and Related Services

Contact Information

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Email: attendance@tea.texas.gov

SAAH: Why and How

TEC 48.004

Statutory Citations Relating to Amendment to 19 TAC Chapter 129, Student Attendance, Subchapter AA, Commissioner's Rules, §129.1025, Adoption by Reference: Student Attendance Accounting Handbook

SAAH by Section: 1-13

- 1: Overview
- 2: Audit Requirements
  - general, system, documentation
- 3: Attendance
  - responsibilities, attendance taking, caler
- 4: Special Education
  - ECSE
- 5: Career and Technology (CTE)
  - contact hours, documentation
- 6: Emergent Bilinguals/English Learne
- 7: Prekindergarten
- 8: Gifted/Talented
- 9: Pregnancy Related Services
- 10: AEP and Disciplinary Removals
- 11: Nontraditional Programs
  - dual credit, OFSDP
- 12: Virtual Remote and Electronic Learning
- 13: Appendix / Glossary



Proposed
2026-2027 Updates

SAAH Section 1.6 How to Use This Handbook

	data, and examples.
Section 10 Alternative Education Programs (AEPS) and Disciplinary Removals	**Alternative Education Programs and Disciplinary Removals** discusses various alternative education programs, ~~in-school~~ **suspension programs**, and education programs for incarcerated youth, as well as disciplinary removals.
Section 11 Nontraditional Programs	**Nontraditional Programs** discusses education programs that have alternative methods of funding or are provided in alternative settings.
Section 12 Virtual, Hybrid, Remote, and Electronic Instruction	**Virtual, Hybrid, Remote, and Electronic Instruction** discusses **virtual and hybrid instruction**, Texas Virtual School Network (TXVSN) programs and courses, other online courses, remote instruction, and self-paced computer courses.

SAAH Section 1.7 Significant Changes

1.7 Significant Changes

The Change Document describes the significant changes from the 2025–2026 handbook. For a comprehensive list of changes, see the Change Document at http://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Student Attendance Accounting Handbook/.

At the time of posting this handbook, TEA is in the process of updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA's special education funding transition materials and the most recently adopted commissioner rules in the TAC, which will be made available as they are finalized. These references include, but are not limited to, special education instructional setting codes and descriptions, contact hours, weights, full-time equivalents, required data and reports that must be available for an audit, all examples in various sections that relate to special education data reporting, and how special education contact hours intersect with career and technical education. Because the system effective prior to September 1, 2026, will be transitioning to the new system throughout the 2026-2027 school year, most of the 2025-2026 special education references will remain in this version of the 2026-2027 handbook until the funding and accounting system is completely transitioned.

SAAH Section 2 Audit Requirements

Section 2 Audit Requirements

As stated in Section 1 Overview, the superintendent of schools is responsible for the safekeeping of all attendance records and reports. Your district may store these records or reports in a central office or at the respective school campuses. Regardless of where they are stored, the records must be readily available for audit[7] by TEA. **Incomplete or inaccurate data will result in attendance not being allowed.**

Note: At the time of posting this handbook, TEA is in the process of updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA's special education funding transition materials and the most recently adopted commissioner rules in the TAC, which will be made available as they are finalized. These references include, but are not limited to, special education instructional setting codes and descriptions, contact hours, weights, full-time equivalents, required data and reports that must be available for an audit, all examples in various sections that relate to special education data reporting, and how special education contact hours intersect with career and technical education. Because the system effective prior to September 1, 2026, will be transitioning to the new system throughout the 2026-2027 school year, most of the 2025-2026 special education references will remain in this version of the 2026-2027 handbook until the funding and accounting system is completely transitioned.

SAAH Section 2.3.1 Student Detail Report

- special education instructional setting code (Section 4 Special Education) **(to be phased out during the 2026-2027 school year)**
- **special education educational environment (beginning with admission, review, and dismissal (ARD) committee decisions made in the 2026-2027 school year)**
- speech therapy indicator code (Section 4 Special Education) **(to be phased out during the 2026-2027 school year)**
- bilingual program type code and English as a Second Language (ESL) program type (Section 6 Bilingual/English as a Second Language (ESL))
- gifted/talented indicator (Section 8 Gifted/Talented)
- PRS indicator (Section 9 Pregnancy-Related Services (PRS)), where applicable

12. the student's absences (from the official attendance snapshot) by date for each six-week reporting period
13. the following, by six-week reporting period:

SAAH Section 2.3.2 Campus Summary Report

6. campus total for all grades for all data required in item 5 above
7. total days absent reported by date for entire calendar
8. campus ADA (regular classroom eligible participation, bilingual/ESL, PRS, mainstream, early education allotment, and residential)
9. total eligible days present and total contact hours for all CTE codes (V1–V3), if applicable
10. total eligible days present, total contact hours, and total excess contact hours for all special education instructional settings, including speech therapy, if applicable **(to be phased out in the 2026-2027 school year)**
11. full-time equivalent (FTE) calculations for all special programs reported for data required in items 9 and 10 **(special education FTEs to be phased out in the 2026-2027 school year)**
12. total number of students, by grade, who were served in a state-approved gifted/talented program, if applicable

SAAH Section 2.3.3 District Summary Report

9. total eligible days present, total contact hours, and total excess contact hours for all special education instructional settings, including speech therapy, if applicable (to be phased out in the 2026-2027 school year)
10. FTE calculations for all special programs reported for data required in items 8 and 9 **(special education FTEs to be phased out in the 2026-2027 school year)**
11. total number of students, by grade, who were served in a state-approved gifted/talented program, if applicable

SAAH Section 2.3.3 District Summary Report

District Summary Reports should be generated each six-week reporting period and reviewed by the superintendent or the superintendent's designee. The person reviewing the report should do the following:

- Scrutinize regular attendance totals and special program attendance totals based on approximate membership.
- Investigate all data totals that have an exceptionally high value or a value of zero.
- Compare current year totals to prior year totals to detect unreasonable differences.

~~[Charter schools (including those authorized under the TEC, Chapter 12, Subchapter G) are required to submit six-week District Summary Report data via the FSP payment system.]~~

SAAH Section 3 General Attendance Requirements

Section 3 General Attendance Requirements

This section provides information on general attendance reporting requirements.

Note: At the time of posting this handbook, TEA is in the process of updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA's special education funding transition materials and the most recently adopted commissioner rules in the TAC, which will be made available as they are finalized. These references include, but are not limited to, special education instructional setting codes and descriptions, contact hours, weights, full-time equivalents, required data and reports that must be available for an audit, all examples in various sections that relate to special education data reporting, and how special education contact hours intersect with career and technical education. Because the system effective prior to September 1, 2026, will be transitioning to the new system throughout the 2026-2027 school year, most of the 2025-2026 special education references will remain in this version of the 2026-2027 handbook until the funding and accounting system is completely transitioned.

SAAH Section 3.2.2.4 Funding Eligibility of Students Who Have Met All Graduation Requirements

If a student has completed all the requirements for a high school diploma, the student is not eligible to continue to generate ADA for funding purposes. Exceptions are students who are eligible to graduate but who continue their education to meet the requirements of a higher high school diploma standard; ~~students enrolled in a TEA-designated Pathways in Technology Early College High School (P-TECH) and coded in TSDS PEIMS using StudentCharacteristic (E3063) 07 (P-TECH);~~ students who have not met the assessment requirements for graduation; students who are continuing enrollment to receive special education services; students who have returned to school to receive special education services after receiving a diploma, as determined by the student's admission, review, and dismissal (ARD) committee; **or students enrolled in a TEA-designated Pathways in Technology Early College High School (P-TECH) program and coded appropriately in TSDS PEIMS.** (See 3.2.2.5 Funding Eligibility of Students Who Have Met All Graduation Requirements Except Passing Required State Assessments and 3.2.3 Age Eligibility).

The following provides guidance on how to identify and code students in Pathways in Technology Early College High School (P-TECH) programs within the TSDS PEIMS for attendance and funding eligibility:

- **Students in grades 9 to 12 participating in P-TECH must be coded with StudentCharacteristic (E3063) 07 (P-TECH).**
- **Students in the fifth year ("Year 5") of P-TECH must be coded with both StudentCharacteristic (E3063) 07 (P-TECH) and 26 (P-TECH, Year 5).**
- **Students in the sixth year ("Year 6") of P-TECH must be coded with both StudentCharacteristic (E3063) 07 (P-TECH) and 27 (P-TECH, Year 6).**

SAAH 3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes

- is enrolled in a full-time virtual or hybrid campus under the TEC, Chapter 30B. See 12.2 Virtual and Hybrid Education for information on recording daily attendance.

- is enrolled in a full-time virtual or hybrid program, under the TEC, Chapter 30B, and meets the school system-approved instructional plan and policy. See 12.2 Virtual and Hybrid Education for information on recording daily attendance.

- Students who are enrolled in one or more virtual or hybrid courses, under the TEC, Chapter 30B, but attend a regular campus as part of the day and who are not scheduled to be on campus during the official attendance-taking time should have their attendance recorded during the part of the day they are on campus. See 3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations for instructions on how to record attendance for these students.

SAAH 3.8 Calendar

Full-day Virtual **or Hybrid** Campus with Its Own CDCN	75,600			Provide 75,600 minutes of operation along with any applicable waivers.

• **Virtual and Hybrid Dropout Recovery Campus(es) or Program(s)** • Day Treatment Facility • Residential Treatment Facility • Psychiatric Hospital		43,200		

SAAH 3.8.1.1 Makeup Days

Note: Beginning with the 2026-2027 school year, your adopted district calendar must include ~~additional minutes or bad weather makeup days to account for at least two bad weather or other missed school days related to health and safety concerns.~~ two designated makeup days or additional surplus minutes equal to two days. If your district chooses to reconcile missed days with two makeup days rather than additional surplus minutes, these days must be clearly designated on the calendar.

SAAH 3.8.1.2 Missed School Day Waivers

District and charter schools applying for a missed school day waiver must submit their applications as soon as possible after the missed school day so that **PEIMS** six-week report submissions are accurate.

SAAH 3.8.1.4 Staff Development Waivers

~~Note: Effective with the 2025–2026 school year,~~ Districts and open-enrollment charter schools that are four-day-school-week LEAs are currently not eligible to receive a staff development waiver.

SAAH 3.8.2 Closures for Bad Weather or Other Issues of Health or Safety

Our school district or charter school closed all campuses for two days for a weather, health, or safety reason. Both scheduled makeup day dates have passed.	Determine if your district or charter school will have enough minutes built into the board-approved calendar to make up for the missed days. If not, choose two new makeup days to make up the missed days. Show the days that schools were closed as holidays or other nonschool days in your district's or charter school's student attendance accounting software calendar so that the days are not reported to TSDS PEIMS. ~~Additionally, for charter schools: Ensure that a charter school's student attendance accounting software calendar is adjusted, per the above policy, prior to generating and submitting the Six Week District Summary Attendance report in the FSP System.~~

SAAH Section 4 Special Education

For the 2026-2027 school year, the commissioner will determine the formulas through which school districts receive funding under the TEC, §48.102 and §48.1021. In determining the formulas, the commissioner will ensure the estimated statewide amount provided by the sum of the allotments under the TEC, §48.102 and §48.1021, for the 2026-2027 school year is approximately $250 million greater than the amount that would have been provided under the allotment under the TEC, §48.102, as that section existed on September 1, 2025, for that school year, calculating both amounts using the basic allotment in effect for the 2026-2027 school year. See the TEC, §48.1022(b).

Each school system must use TEA's special education funding transition materials and comply with applicable funding rules in conjunction with this and other sections of the Student Attendance Accounting Handbook to ensure accurate reporting regarding special education.

~~**Note:** In this handbook, the term "instructional setting" means the same as the term "instructional arrangement/setting." The term "special education services" includes related services~~.

SAAH Section 4.1 Responsibility

If you have any questions for the ~~Department of Special Education~~ **Office of Special Populations and Student Supports** staff, please contact them at sped@tea.texas.gov.

SAAH Section 4.7.1 Code 00-No Instructional Setting (Speech Therapy)

A student will have an instructional setting code of 00 reported on the TSDS PEIMS StudentSpecialEducationProgramAssociation Entity when:

- a student is receiving speech therapy ~~(regardless of whether the therapy is provided by a push-in model in a general education classroom or pull-out model in another location)~~ and no other special education instructional or related services; or
- a student is receiving speech therapy and one or more related services (supportive services that do not constitute instructional services such as occupational therapy, physical therapy, etc.) **but** no special education instructional services.

The above is true regardless of whether the therapy and related services, if applicable, are provided by a push-in model in a general education classroom/setting or a pull-out model in another location.

SAAH Instructional Setting Codes

- 4.7.2 Code 01 - Homebound
  - 4.7.2.5 Homebound Funding and Homebound Documentation Requirements
- 4.7.4 Code 45 – Full-Time Early Childhood Special Education Setting
- 4.7.11 Code 41 or 42 – Resource Room/Services
- 4.7.15 Code 50 – Residential Nonpublic Services
- 4.7.16 Code 60 – Nonpublic School Day

SAAH Section 4.9 Childhood Special Education (ECSE) Services

Eligible children with disabilities aged three through 21 years are entitled to receive a FAPE under IDEA. In Texas, special education and related services for eligible children with disabilities, aged three through five years (not in kindergarten), have historically been referred to as preschool programs for children with disabilities (PPCD). ~~In an effort to clarify and promote understanding that a child who qualifies for these services must be served in the least restrictive environment specified in the child's IEP, TEA will phase out references to PPCD in this and other TEA publications beginning with the 2025–2026 school year. Instead, children aged three through five (not in kindergarten) who qualify for special education and related services will receive services through ECSE.~~

SAAH Section 4.9 Childhood Special Education (ECSE) Services

To generate ADA for a student in a pre-k classroom who receives special education services during pre-k time (either pull-out or push-in) but is not eligible for free pre-k, a certified special education teacher or a teacher who is dually certified in pre-k and special education must provide instruction during the pre-k classroom time. ADA can be generated if the student receives at least two hours but less than four hours of instruction from a certified special education teacher (half-day ADA, code 2), or four or more hours of instruction from a certified special education teacher (full-day ADA, code 1). Only the time spent receiving instruction from a certified special education teacher counts toward the two through four hour rule for ADA eligibility.

SAAH Section 4.9 Childhood Special Education (ECSE) Services

For coding examples, see the chart on the following page. For additional examples, see the applicable examples in 7.6 Examples. **The Guidance for the Student Attendance Accounting Handbook (SAAH) Early Childhood Special Education (ECSE) and Prekindergarten (Pre-K) Program Coding Chart: Question and Answer Document is to be used in conjunction with the SAAH, and contains helpful information when determining codes for students who receive ECSE services.**

SAAH Section 4.9 Childhood Special Education (ECSE) Services

QUESTION AND ANSWER DOCUMENT: SAAH

How should school personnel utilize the SAAH ECSE services and pre-K programs charts?

The SAAH charts should be used in conjunction with the current SAAH handbook and **not** in isolation. The SAAH outlines the following information through an example coding chart in the 4.9.3 ECSE Services and Pre-K Programs section of the SAAH.

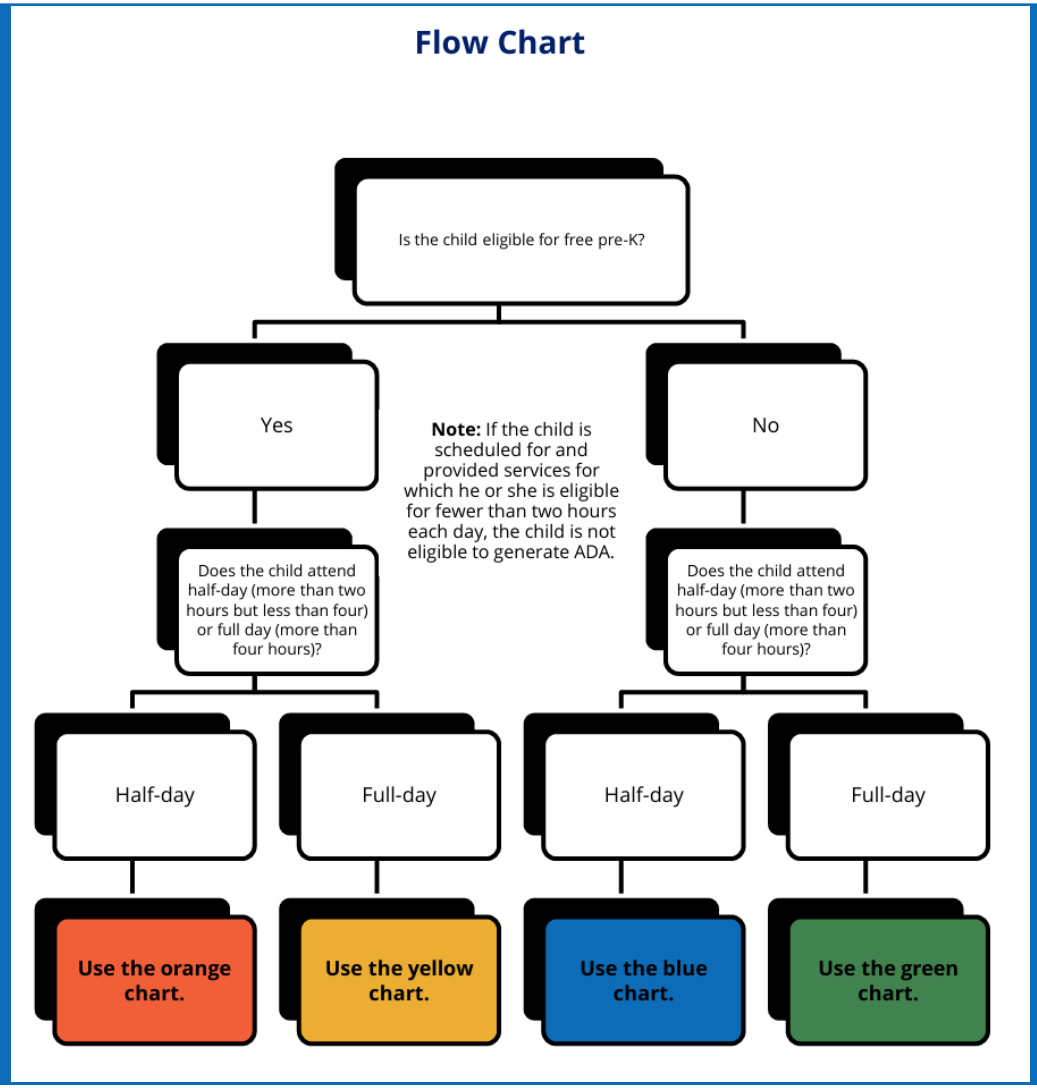
Not ALL possible examples are listed in these charts. ***(*Added April 2026)***

The following charts do not include the ECSE indicator code, ECI indicator code, or the Child Count columns that are included in the full chart in the SAAH.

Step 1: Use the flowchart to determine which SAAH ECSE services and pre-K programs chart to use to determine the ADA eligibility and instructional setting codes.

Step 2: Within the selected chart, read the descriptions in the first column to establish the child's instructional setting code based on their frequency, duration, and location.

SAAH Section 4.9 Childhood Special Education (ECSE) Services



SAAH Section 4.9 Childhood Special Education (ECSE) Services

Coding Chart 1: ECSE Services and Pre-k*													
	Student Age[1]	ADA Elig. Code	Instructional Setting Code	Grade Level	ECSE Ind.	ECI Ind	Child Count	ADA Elig. Code	Instructional Setting Code	Grade Level	ECSE Ind.	ECI Ind	Child Count
		Coding Information for Student Who Is Eligible for Both Special Education AND Free Pre-k						Coding Information for Student Who Is Eligible for Special Education BUT Ineligible for Free Pre-k[2]					
served in the pre-k classroom by pre-k and special education teachers for ½ day (at least 2 but fewer than 4 hours)[3] **(push-in supports)**	3 or 4	2 half-day	40	pre-k	1	0	3	2 half-day	40	EE	1	0	3
served in the pre-k classroom by pre-k and special education teachers for full day (at least 4 hours)[3] **(push-in supports)**	3 or 4	1 full-day	40	pre-k	1	0	3	1 full-day	40	EE	1	0	3
served in the pre-k classroom by pre-k teacher for full day (at least 4 hours) and special education teacher delivers special education services for ½ day (at least 2 but fewer than 4 hours) during the pre-k classroom time (push-in supports)	3 or 4	1 full-day	40	pre-k	1	0	3	2 half-day	40	EE	1	0	3
served in the pre-k classroom by pre-k teacher for ½ day (at least 2 but fewer than 4 hours) with indirect and/or consultative services by special education teacher less than 2 hrs/day	3 or 4	2 half-day	40	pre-k	1	0	3	5 ineligible half-day	40	EE	1	0	3
served in the pre-k classroom by pre-k teacher for full day (at least 4 hours) with indirect and/or consultative services by special education teacher less than 2 hrs/day	3 or 4	2 half-day	40	pre-k	1	0	3	4 ineligible full-day	40	EE	1	0	3
served in the ½ day **(at least 2 but fewer than 4 hours)** pre-k classroom by pre-k teacher but leaves for special education and related services **during that ½ day period** in a self-contained (S-C) environment less than 21% of **that time**	3 or 4	2 half-day	41	pre-k	1	0	3	5 ineligible half-day	41	EE	1	0	3
served in the ½ day **(at least 2 but fewer than 4 hours)** pre-k classroom by pre-k teacher but leaves for special education and related services **during that ½ day period** in a S-C environment at least 21% but less than 50% of **that time**	3 or 4	2 half-day	42	pre-k	1	0	3	5 ineligible half-day	42	EE	1	0	3
served in the ½ day **(at least 2 but fewer than 4 hours)** pre-k classroom by pre-k teacher but leaves for special education and related services during **that ½ day period** in a S-C environment at least 50% but less than 60% of **that time (For purposes of this example, the half day period is 3 hours, so that equates to between 90 and 108 minutes in a special education setting; if the ½ day period results in special education and related services being provided for at least 2 hours [120 minutes], then the child not eligible for free pre-k would be coded 2 half-day.)**	3 or 4	2 half-day	43	pre-k	1	0	3	5 ineligible half-day	43	EE	1	0	3

SAAH Section 5 Career and Technical Education (CTE)

Note: At the time of posting this handbook, TEA is in the process of updating the details of how the state special education allotment will be calculated and distributed based on the TEC, §§48.102, 48.1021, and 48.1022, effective September 1, 2026. Readers are advised to coordinate all references to special education throughout this handbook with TEA's special education funding transition materials and the most recently adopted commissioner rules in the TAC, which will be made available as they are finalized. These references include, but are not limited to, special education instructional setting codes and descriptions, contact hours, weights, full-time equivalents, required data and reports that must be available for an audit, all examples in various sections that relate to special education data reporting, and how special education contact hours intersect with career and technical education. Because the system effective prior to September 1, 2026, will be transitioning to the new system throughout the 2026-2027 school year, most of the 2025-2026 special education references will remain in this version of the 2026-2027 handbook until the funding and accounting system is completely transitioned.

SAAH Section 5.2.2 Eligibility of Courses for Funding

Students enrolled at a TEA-designated P-TECH campus will generate ~~$50~~ **$150** for each student in ADA. The campus must be designated by TEA and listed in the references section of the Texas Education Standards. Campuses report the students enrolled in the TEA-designated P-TECH program in TSDS PEIMS submissions 1 and 3 using the data element StudentCharacteristic (E3063).

The following P-TECH students will generate funding in TSDS PEIMS submission 3:

- **P-TECH students in grades 9 through 12 who are coded with the descriptor 07 (P-TECH)**
- **P-TECH students in the Year 5 program who are coded with the StudentCharacteristic (E3063) descriptor 07 (P-TECH) and the StudentCharacteristic (E3063) descriptor 26 (P-TECH, Year 5)**
- **P-TECH students in the Year 6 program who are coded with the StudentCharacteristic (E3063) descriptor 07 (P-TECH) and the StudentCharacteristic (E3063) descriptor 27 (P-TECH, Year 6)**

SAAH Section 5.2.2 Eligibility of Courses for Funding

~~**Funding students enrolled in a New Tech Network (NTN) school**~~

~~Students enrolled on campuses that have an active agreement with the NTN will generate $50 or each student in ADA (grades seven through 12 only). The campus must have an active agreement with the NTN and be listed in the references section of the Texas Education Standards. Campuses report the students enrolled on NTN campus in TSDS PEIMS submissions 1 and 3 using the data element StudentCharacteristic (E3063). Students coded with the descriptor 08 (New Tech) in TSDS PEIMS submission 3 will be funded.~~

SAAH Section 5.5.1 Special Instructions for Districts Operating Block Schedules

~~If an LEA operates block schedules in which class periods are not in equal length increments, use the chart above to determine the CTE V-code to assign to each CTE course.~~

Each CTE course must be reviewed separately to determine the average minutes per day students attend that course. **Average minutes per day must be computed by reviewing a complete cycle of courses. An example is when a course meets on Monday, Wednesday, and Friday on "A" weeks and on Tuesday and Thursday on "B" weeks. To calculate the appropriate V-code, add the number of minutes the CTE course is scheduled for a complete cycle of courses and divide by the number of days the course is scheduled during the cycle of courses.** To receive CTE weighted funding, course periods are required to be a minimum of 45 minutes in length on standard/regular bell schedule days.

Once LEA personnel have determined average minutes, they assign the applicable code to each CTE course. ~~They then assign all students attending that CTE course the corresponding CTE code.~~

SAAH Section 6.3 Initial Program Placement/Eligibility

To be eligible for participation in the bilingual or ESL program, a student must meet the following requirements:

- have a language other than English indicated on the HLS
- be identified as an EB student based on scoring below fluent level on the state-approved English language proficiency assessment for identification as follows (19 TAC §89.1226(f)):
  - in pre-k **(including children coded as EE)** through grade one, the student's score from the listening and speaking components on the state-approved English language proficiency test for identification is below the level designated for English proficiency
  - in grades two through 12, the student's score from the listening, speaking, reading, and writing components on the state-approved English language proficiency test for identification is below the level designated for English proficiency

SAAH Section 6.3 Initial Program Placement/Eligibility

To be eligible for participation in the bilingual or ESL program, a student must meet the following requirements:

- have a language other than English indicated on the HLS
- be identified as an EB student based on scoring below fluent level on the state-approved English language proficiency assessment for identification as follows (19 TAC §89.1226(f)):
  - in pre-k **(including children coded as EE)** through grade one, the student's score from the listening and speaking components on the state-approved English language proficiency test for identification is below the level designated for English proficiency
  - in grades two through 12, the student's score from the listening, speaking, reading, and writing components on the state-approved English language proficiency test for identification is below the level designated for English proficiency

SAAH Section 7 Prekindergarten (Pre-k)

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SAAH Section 9 Pregnancy Related Services

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SAAH Section 10 Alternative Education Programs (AEPs) and Disciplinary Removals

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SAAH Section 10.6.1 Student Required to Attend a JJAEP

Under the TEC, §37.0083, a student may be placed in a virtual expulsion program instead of a JJAEP. The district must be able to verify a student's daily participation, for the student to be counted in the district's ADA for state funding under the FSP.

SAAH Section 10.6.3 Out-of-School Suspension (OSS)

A principal or other appropriate administrator may ~~suspend~~ **assign an out-of-school suspension (OSS) to** a student who engages in conduct identified in the student code of conduct adopted under the TEC, §37.001, as conduct for which a student may be suspended.[194] A student in a grade level below grade three or who is experiencing homelessness may not be given an OSS unless engagement of a conduct that relates to the TEC, §37.005(c), occurs.

An OSS must not exceed three school days. Your district must count ~~a suspended~~ **an OSS** student absent if the student does not meet ADA requirements for attendance accounting purposes.

SAAH Section 11.5.1 ADSY Program Design and Waivers)

Professional development waivers do not count towards the required 175 days of instruction. Participating campuses are eligible for up to five days of ADSY waivers for missed instructional days throughout the year due to weather, health, or safety reasons. **There are no waivers available for the "up to 30" ADSY days themselves. The ADSY** waiver days are for the purpose of ensuring compliance with the 175 days of instruction requirement and are distinct from the Missed School Day waiver. LEAs that wish to request one or more ADSY waiver days must submit that request through the TEA waiver system under the ADSY waiver. If an LEA applies for and receives a missed school day waiver, the day(s) will count towards the 175-day total under the TEC, §48.0051(c). Depending on the situation, an LEA may need to apply for both the ADSY waiver and the Missed School Day waiver during the school year. However, both waivers would not be needed for the same date.

The ADSY waiver applies only to base calendar instructional days missed for health, weather, or safety reasons. This waiver supports compliance with the 175-day base calendar requirement. It does not apply to missed ADSY days. School systems pursuing the three-quarters-day pathway are strongly encouraged to plan for at least two additional ADSY days beyond the required 25 to keep the school system eligible for three-quarters-day formula funding if an ADSY day is missed.

SAAH Section 11.6.4 *Attendance Accounting and FSP Funding for OFSDP Participation through a Remote or Hybrid Dropout Recovery Education Program*

A remote or hybrid dropout recovery education program under the TEC, §29.081 (e-2), must operate as one of the following models under the TEC, Chapter 30B:

- **a full-time hybrid program as defined in the TEC, §30B.001;**
- **a full-time virtual program as defined in the TEC, §30B.001; or**
- **a full-time hybrid or virtual campus authorized under the TEC, Chapter 30B**

Online dropout recovery education programs under OFSDP must be able to track and report the number of minutes spent by an eligible student in each course so that minutes do not exceed the maximum allowed per course

SAAH Section 12 Virtual, Hybrid, Remote, and Electronic Instuction

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SAAH Section 12.2 Virtual and Hybrid Education

Senate Bill 569, passed during the 89th Texas Legislature, 2025, established the TEC, Chapter 30B. As a result of this legislation, school systems may offer virtual and hybrid instruction through a variety of models, including courses, programs, or campuses. [214]

The information and provisions in this subsection apply specifically to courses, programs, and campuses under the TEC, Chapter 30B. They do not apply to any other form of electronically delivered instruction. See 12.3 Texas Virtual School Network (TXVSN) for information on the TXVSN statewide course catalog and full-time online school program. See 12.4 Virtual Instruction Options for information on remote instruction. See 12.5 On-Campus Online Courses for requirements related to time spent in on-campus

SAAH Section 12.2 Virtual and Hybrid Education

online courses not provided through the TEC, Chapter 30B, or the TXVSN. See 12.6 Self-Paced Computer Courses for requirements related to time spent in self-paced computer courses.

For more information on virtual and hybrid education and to view the list of available courses, visit the virtual and hybrid education website at https://tea.texas.gov/academics/learning-support-and-programs/virtual-and-hybrid-education.

SAAH Section 12.2 Virtual and Hybrid Education

online courses not provided through the TEC, Chapter 30B, or the TXVSN. See 12.6 Self-Paced Computer Courses for requirements related to time spent in self-paced computer courses.

For more information on virtual and hybrid education and to view the list of available courses, visit the virtual and hybrid education website at https://tea.texas.gov/academics/learning-support-and-programs/virtual-and-hybrid-education.

SAAH Section 12.2 Virtual and Hybrid Education

12.2.1 Virtual and Hybrid Education Student Eligibility

A student who meets the eligibility requirements may enroll in a virtual or hybrid course, full-time program, or full-time campus.

12.2.1.1 Virtual and Hybrid Courses

A student enrolled in a school district or open-enrollment charter school is eligible to take virtual or hybrid courses.

12.2.1.2 Virtual and Hybrid Full-Time Programs

A student who meets the eligibility requirements to enroll in a brick-and-mortar campus of a school district or open-enrollment charter school is eligible to enroll in a virtual or hybrid program.

12.2.1.3 Virtual and Hybrid Full-Time Campuses

A student who is eligible to enroll in a public school in Texas is eligible to enroll in a full-time hybrid campus.[215]

SAAH Section 12.2 Virtual and Hybrid Education

A student is eligible to enroll in a full-time virtual campus if the student meets the following criteria:

- attended a public school in this state for a minimum of six weeks in the current school year or in the preceding school year;
- is enrolled in the first grade or a lower grade level in the school year in which the student first seeks to enroll in the full-time virtual campus;
- was not required to attend public school in this state due to nonresidence during the preceding school year;
- is a dependent of a member of the United States military who has been deployed; or
- has been placed in substitute care in this state.[216]

SAAH Section 12.2.2 Virtual and Hybrid Education Funding and Accounting

If an eligible student participates in a course, program, or campus offered under the TEC, Chapter 30B, the student is eligible to generate FSP funding in the same manner as a student who receives instruction in a traditional classroom generates FSP funding.

Virtual and hybrid courses must meet the course requirements outlined in the TEC, Chapter 30B. School systems must do the following:

- Certify that each course includes the appropriate TEKS and meets the National Standards for Quality Online Courses. [217]
- Provide instruction at the appropriate level of rigor for the grade level at which the course is offered and prepare students enrolled for the next grade level or subsequent course in a similar subject area. [218]
- Submit information on virtual courses to TEA to be published on the agency website. [219]

Any hybrid or virtual course offered to a student receiving special education services or other accommodations must be designed and delivered in a manner that meets the student's individual needs, consistent with the TEC, Chapter 29, Subchapter A, and with federal law, including IDEA, and Section 504 of the Rehabilitation Act of 1973, as applicable. [220]

SAAH Section 12.2.2.1 Virtual and Hybrid Courses

Key Definitions

Virtual Course refers to a course in which instruction and content are delivered synchronously or asynchronously primarily over the internet.

Hybrid Course refers to a course in which a student is in attendance in person for less than 90 percent of the minutes of instruction provided, and the instruction and content are delivered synchronously or asynchronously over the internet, in person, or through other means.

SAAH Section 12.2.2.1 Virtual and Hybrid Courses

For purposes of determining and reporting the ADA eligibility code of a student enrolled in one or more virtual or hybrid courses (that is, for purposes of determining whether the student is eligible for half-day or full-day attendance), the student must be scheduled for and provided at least 120 minutes of instruction per day to be eligible for half-day attendance, and at least 240 minutes of instruction per day to be eligible for full-day attendance. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.)

The virtual or hybrid course counts toward the total instructional minutes required for eligibility. A campus may choose to set the virtual or hybrid course to have the same number of instructional minutes per day as the corresponding in-person course offered at the same school. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.)

SAAH Section 12.2.2.1 Virtual and Hybrid Courses

A student taking four or more virtual or hybrid courses must be enrolled in a full-time virtual or hybrid program or campus.

For purposes of recording daily attendance for a student in a virtual or hybrid course, the student's daily attendance is determined by whether that student was present or absent on campus at the official attendance-taking time. If the student is not scheduled to be on campus at the official attendance-taking time, the student's daily attendance is determined by whether the student was present or absent at the

alternative attendance-taking time set for that student. See 3.6.2 Time of Day for Attendance Taking and 3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations.

TEA determines the ADA eligibility status of a student enrolled in a virtual or hybrid course for a semester based upon in-person attendance.

SAAH Section 12.2.2.1 Virtual and Hybrid Courses

A student taking four or more virtual or hybrid courses must be enrolled in a full-time virtual or hybrid program or campus.

For purposes of recording daily attendance for a student in a virtual or hybrid course, the student's daily attendance is determined by whether that student was present or absent on campus at the official attendance-taking time. If the student is not scheduled to be on campus at the official attendance-taking time, the student's daily attendance is determined by whether the student was present or absent at the

alternative attendance-taking time set for that student. See 3.6.2 Time of Day for Attendance Taking and 3.6.2.2 Alternative Attendance-Taking Time for Certain Student Populations.

TEA determines the ADA eligibility status of a student enrolled in a virtual or hybrid course for a semester based upon in-person attendance.

SAAH Section 12.2.2.2 Full-Time Virtual and Hybrid Programs

School systems are permitted to offer full-time virtual and hybrid programs under the TEC, Chapter 30B, within an existing brick-and-mortar campus, without additional authorization.

- Full-Time Virtual Program is an educational option where students attend almost entirely online, receiving instruction and content primarily via the internet, either synchronously or asynchronously, with minimal to no in-person attendance.
- Full-Time Hybrid Program is a full-time educational option where a student attends in-person classes for less than 90 percent of instructional time. Instruction can be delivered online (synchronously or asynchronously), in person, or through other methods. Hybrid programs may be organized so that courses are delivered partly in-person and partly online or scheduled such that students attend both virtual and in-person classes within the same school day, or through a combination of these methods.

SAAH Section 12.2.2.2 Full-Time Virtual and Hybrid Programs

Enrollment in these programs must be less than 50 percent of the total students enrolled at the campus. A district or open-enrollment charter school must have a locally approved instructional plan and clearly defined policies to inform implementation are recommended for effective program operation.

School systems operating full-time virtual or hybrid programs must meet the requirements of providing 75,600 operational minutes or 43,200 instructional minutes for qualifying programs. See 3.8 Calendar for more information. ADA eligibility for students enrolled in these programs is determined by the ADA eligibility code reported by the school system.

For purposes of determining and reporting the ADA eligibility code of a student enrolled in a full-time virtual or hybrid program, a student is considered scheduled for and provided instruction for courses taken with least 120 minutes of instruction per day for half-day attendance, or at least 240 minutes of instruction per day for full-day attendance.

SAAH Section 12.2.2.2 Full-Time Virtual and Hybrid Programs

For purposes of recording daily attendance for a student in a full-time virtual or hybrid program, the student's daily attendance is determined by the school system-approved instructional plan and policy. Attendance is taken daily and may be conducted anytime between 12:00 am and 11:59 pm each day the campus is open, or within a more specific time frame as specified by the school system's approved policy. School systems must maintain documentation to support the daily attendance a student has earned.

Daily measurement options for attendance may include:

- daily progress in the learning management system (LMS) that confirms students accessed instruction, as defined by the school system;
- daily check-in via teacher-student interactions that confirm students accessed instruction, as defined by the school system; or
- completion/turn-in of assignments from student to teacher (potentially via email or online).

SAAH Section 12.2.2.2 Full-Time Virtual and Hybrid Programs

School systems may select from these options or implement another locally approved daily measurement, provided it is defined in the instructional plan and consistently documented.

Districts and open-enrollment charter schools receive the same amount of funding per student for a full-time virtual program, or full-time hybrid program as it would for the same course or program offered fully in person.

SAAH Section 12.2.2.3 Full-Time Virtual and Hybrid Campuses

School systems operating a full-time virtual or hybrid campus must meet the requirements of providing 75,600 operational minutes or 43,200 instructional minutes for qualifying programs. See 3.8 Calendar for more information. ADA eligibility for students enrolled in the campus is determined by the ADA eligibility code reported by the school system.

For purposes of determining and reporting the ADA eligibility code of a student enrolled in a full-time virtual or hybrid campus, the student must be scheduled for at least 120 minutes of instruction per day for half-day attendance, or at least 240 minutes of instruction per day for full-day attendance.

For purposes of recording daily attendance for a student in a full-time virtual or hybrid campus, a student is reported as present for each day the student is enrolled on the campus.

For full-time virtual or hybrid campuses, ADA will be calculated using the number of enrolled full-time equivalent students multiplied by the average attendance rate of the district or open-enrollment charter school offering the campus, excluding students enrolled in those virtual or hybrid campuses. If a reliable attendance rate is not available, the statewide average will be used instead.[221]

SAAH Section 12.2.3 Enrollment

A student's enrollment in one or more virtual or hybrid courses, a full-time program, or a full-time campus offered under the TEC, Chapter 30B, does not necessarily preclude a district from serving the student in other special programs, such as special education, CTE, bilingual/ESL education, or PRS. Nor does it necessarily preclude a district from receiving weighted funding for serving the student in those programs, provided all program requirements are met. See the applicable sections of the handbook for specific program requirements. The determination of whether a virtual or hybrid course, full-time

program, or full-time campus will meet the needs of a student with a disability must be made by the student's ARD committee in a manner consistent with state and federal law.[222]

SAAH Section 12.2.4 Additional Requirements

A student taking a virtual or hybrid course offered through the TEC, Chapter 30B, is considered to be enrolled in a virtual or hybrid course, program, or campus when he or she begins receiving instruction and actively engages in instructional activities in the subject area or course.

A student taking a virtual or hybrid course offered through the TEC, Chapter 30B, is considered to be enrolled in a virtual or hybrid course, program, or campus, and must be reported as withdrawn from the virtual or hybrid course, program, or campus when the student is no longer actively participating in the course or program.

A student who has begun enrollment in a virtual course, through the published virtual course list on the agency's website, and transfers from one educational setting to another is entitled to continue enrollment in the course.

SAAH Section 12.2.4 Additional Requirements

A school district or open-enrollment charter school may not require a student to enroll in a virtual or hybrid course.[223] An open-enrollment charter school may require a student to attend a full-time virtual or full-time hybrid campus.[224]

A school district or open-enrollment charter school may provide virtual and hybrid course(s) to a student who is not eligible to enroll in a public school in this state, or is not enrolled in the school district or
open-enrollment charter school.[225] A student to whom this paragraph applies:

- is not considered to be a public school student and is not eligible to generate FSP funding, and
- is not entitled to any rights, privileges, activities, or services available to a student enrolled in a public school, other than the right to receive the appropriate unit of credit for completing a virtual or hybrid course.

SAAH Section 12.2.4 Additional Requirements

Any charter school wishing to provide a full-time virtual or hybrid program for students (other than distance learning while a student is in attendance at a regular school campus) must submit a nonexpansion amendment request to the commissioner of education and receive commissioner approval before submitting the waiver request before the implementation of the virtual or hybrid program. Changing the instructional program would be a substantive amendment request in accordance with 19 TAC §100.1035(c).

Any charter school wishing to provide a full-time virtual or hybrid campus must submit an expansion amendment request to the commissioner of education and receive commissioner approval. Additionally, the school must be authorized through the virtual and hybrid campus authorization process before implementation of the virtual and hybrid campus.

Glossary

5 Glossary Terms Updated

ESC Visits


The Justin & Joe
ROAD SHOW
ATTENDANCE
DAILY CHECK-IN
Focusing on
STUDENT ATTENDANCE
& FUNDING
A+
SCHOOL FUNDING

ESC Visits

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		ESC 4 JH	ESC 4 JH	ESC 4 JH	4	5
6	TEA CLOSED	X	ESC 10	ESC 10 JH	ESC 10 JH	12
13	16,17,18	Texas	Tumble	weed	Tour	19
20	X	ESC 5	X	ESC 6	25	26
27	ESC 13	ESC 20	X			

ESC Visits

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				ESC 11	2	3
4	X	ESC 9	X	ESC 3	9	10
11	12		14	ESC 12	16	17
18	X	ESC 2	X	ESC 1	X	24
25	26	X	ESC 14	29	30	

ESC Visits

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	X	ESC 7	4	5	6	7
8	9	10	TEA CLOSED	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



Questions?

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Student Attendance Accounting Handbook | Texas Education Agency



Thank you!



Teacher Vacancy Collection

July 22, 2026

Agenda – 2026-2027 Teacher Vacancy Collection

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



Texas Education Agency



Overview

Background

- HB 2 Section 3.08 amends Subchapter J, Chapter 21, Education Code by adding TEC §21.468, which adds a collection of data from school districts and open-enrollment charter schools to address teacher retention and recruitment, including the classifications, grade levels, subject areas, duration, and other relevant information regarding vacant teaching positions at districts.

TEA has added a new core collection, Teacher Vacancy Collection (TVC) with three entities:

1. LocalEducationAgency
2. New - OpenStaffPositionExt
3. New - RequisitionExt

Timeline

2026-2027 Timeline

2026-2027 School Year

The Teacher Vacancy Collection will be due yearly on the fourth Thursday of September.

TVC-Teacher Vacancy Collection	
TSDS ready to load data to IODS	August 3, 2026
2026-2027 Teacher Vacancy Collection ready for users to complete	September 7, 2027
Teacher Vacancy due date for LEAs	September 23, 2027
Teacher Vacancy Collection data available to customers	October 7, 2027

*vacant positions from September 1, 2026, through August 31, 2027, will be promoted for the 2026-2027 school year.

Subsequently, if the posting is still vacant on September 1, 2027, the school system will republish it to the next year's Individual Operational Data Store (IODS).

Data Collection Changes

LocalEducationAgency Entity

LocalEducationAgency Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
EducationOrganizationCategory *(may have multiple instances)*	✓				Descriptor	C331	NP004
NameOfInstitution		✓	PA,PF,PM,PS,PE,EF	75	String		E3037
LocalEducationAgencyId		✓	PA,PF,PM,PS,PE,EF	6	Number		E0212
LocalEducationAgencyCategory		✓	PA,PF,PM,PS,PE,EF		Descriptor	C337	E3036

OpenStaffPositionExt Entity

OpenStaffPositionExt Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
LocalEducationAgency							
PositionNumber		✓		20	String		E3143
StaffClassification		✓			Descriptor	C021	E0721
ProgramAssignment *(may have multiple instances)*		✓			Descriptor	C338	E3045
GradeLevelRange *(may have multiple instances)*		✓			Descriptor	C370	E3144
InstructionalSubject *(may have multiple instances)*		✓			Descriptor	C366	E3145
PositionVacancy *(may have multiple instances)*							
DatePositionVacant		✓		10	Date		E3146
VacancyReason		✓			Descriptor	C367	E3147

PositionNumber (E3143)

- New PositionNumber (E3143) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3143	PositionNumber	12/01/2025	

Definition

PositionNumber indicates the locally assigned position number for the open staff position, typically a number assigned by Human Resources that is associated with the specific role.

Special Instructions

Table Identification	Length	Data Type	Domain of Values
	20	String	

Used in Entities

OpenStaffPositionExt

Used in Domain

Staff

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☐ 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

GradeLevelRange (E3144)

- New GradeLevelRange (E3144) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3144	GradeLevelRange	12/01/2025	

Definition

GradeLevelRange indicates the range of grade levels of a teaching position.

Special Instructions

Table Identification	Length	Data Type	Domain of Values
GradeLevelRange(C370)		Descriptor	

Used in Entities

OpenStaffPositionExt

Used in Domain

Staff

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☐ 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

GradeLevelRange (C370)

- New GradeLevelRange (C370) descriptor table:

CSV

Table ID	Name	Date Issued	Date Updated
C370	GradeLevelRange	12/01/2025	

Descriptor	Short Description	Long Description
01	EE-PK	EE – PK (Early Childhood through Pre-Kindergarten)
02	Elementary	Elementary (Kindergarten through 5th grade)
03	Middle School	Middle School (6th through 8th grade)
04	High School	High School (9th through 12th grade)

InstructionalSubject (E3145)

- New InstructionalSubject (E3145) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3145	InstructionalSubject	12/01/2025	

Definition

InstructionalSubject indicates the academic subject of instruction for the position.

Special Instructions

Table Identification	Length	Data Type	Domain of Values
InstructionalSubject(C366)		Descriptor	

Used in Entities

OpenStaffPositionExt

Used in Domain

Staff

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☐ 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

InstructionalSubject (C366)

- New InstructionalSubject (C366) descriptor table:

CSV

Table ID	Name	Date Issued	Date Updated
C366	InstructionalSubject	12/01/2025	

Descriptor	Short Description	Long Description
01	Technology Applications	Technology Applications
02	Special Education	Special Education
03	Social Studies	Social Studies
04	Self-Contained	Self-Contained
05	Science	Science
06	Physical Education & Health	Physical Education & Health
07	Other	Other
08	Non-Classroom Role	Non-Classroom Role
09	Mathematics	Mathematics
10	Foreign Language	Foreign Language
11	Fine Arts	Fine Arts
12	English Language Arts	English Language Arts
13	Career & Technical Education	Career & Technical Education

DatePositionVacant (E3146)

- New DatePositionVacant (E3146) data element in the PositionVacancy common type:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3146	DatePositionVacant	12/01/2025	

Definition

DatePositionVacant indicates the date when the position becomes vacant. This should be the day after the final day of employment for the individual currently holding the position.

Special Instructions

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

Used in Entities

OpenStaffPositionExt > PositionVacancy

Used in Domain

Staff

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☐ 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

VacancyReason (E3147)

- New VacancyReason (E3147) data element in the PositionVacancy common type:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3147	VacancyReason	12/01/2025	

Definition

VacancyReason indicates the reason that the position became vacant.

Special Instructions

Table Identification	Length	Data Type	Domain of Values
VacancyReason(C367)		Descriptor	

Used in Entities

OpenStaffPositionExt > PositionVacancy

Used in Domain

Staff

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☐ 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

VacancyReason (C367)

- New VacancyReason (C367) descriptor table:

CSV

Table ID	Name	Date Issued	Date Updated
C367	VacancyReason	12/01/2025	

Descriptor	Short Description	Long Description
01	New Position	New Position
02	Position Vacant: Retired	Position is vacant because the incumbent retired from the position
03	Position Vacant: Leaving The Profession	Position is vacant because the incumbent left the profession
04	Position Vacant: Transfer	Position is vacant because the incumbent took another position within the LEA
05	Position Vacant: Other	Position is vacant for a reason other than what is listed

ProgramAssignment (C338)

- Revised ProgramAssignment (C338) descriptor table:

CSV

Table ID	Name	Date Issued	Date Updated
C338	ProgramAssignment	03/01/2022	12/01/2025

Descriptor	Short Description	Long Description
01	TIA Teacher	Teacher Incentive Allotment – Teacher
02	Regular Education	Regular Education
03	Bilingual	Bilingual
04	Compensatory/Remedial Education	Compensatory/Remedial Education
05	Gifted and Talented	Gifted and Talented
06	Career and Technical Education	Career and Technical Education
07	Special Education	Special Education
08	ESL	ESL
09	Adult Basic Education	Adult Basic Education
10	Honors	Honors
11	Migratory	Migratory

New RequisitionExt Entity

RequisitionExt Entity

Data Element	NP*	Core	PEIMS	Length	Data Type	Descriptor Table	Element ID
OpenStaffPositionExt							
RequisitionNumber		✓		20	String		E3148
EmploymentStatus		✓			Descriptor	C368	E3149
DatePosted		✓		10	Date		E3150
DatePostingClosed		✓		10	Date		E3151
PostingClosedReason		✓			Descriptor	C369	E3152
HireDate		✓		10	Date		E3032

RequisitionNumber (E3148)

- New RequisitionNumber (E3148) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3148	RequisitionNumber	12/01/2025	

Definition

RequisitionNumber indicates the identifier assigned to an open staff position to initiate hiring, typically a number assigned by Human Resources.

Special Instructions

Table Identification	Length	Data Type	Domain of Values
	20	String	

Used in Entities

RequisitionExt

Used in Domain

Staff

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☐ 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

EmploymentStatus (E3149)

- New EmploymentStatus (E3149) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3149	EmploymentStatus	12/01/2025	

Definition

EmploymentStatus indicates the type of employment or contract desired for the position

Special Instructions

Table Identification	Length	Data Type	Domain of Values
EmploymentStatus(C368)		Descriptor	

Used in Entities

RequisitionExt
StaffEducationOrganizationEmploymentAssociation

Used in Domain

Staff

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☐ 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

EmploymentStatus (C368)

- New EmploymentStatus (C368) descriptor table:

CSV

Table ID	Name	Date Issued	Date Updated
C368	EmploymentStatus	12/01/2025	

Descriptor	Short Description	Long Description
01	Probationary	Probationary
02	Contractual	Contractual
03	Employed/Affiliated With Outside Agency (Part-Time)	Employed by or affiliated with an outside organization other than the school system, working part-time
04	Employed/Affiliated With Outside Agency (Full-Time)	Employed by or affiliated with an outside organization other than the school system, working full-time
05	Employed Part-Time	Employed Part-Time
06	Other	Other
07	Substitute/Temporary	Substitute/Temporary
08	Permanent	Permanent
09	Volunteer/No Contract	Volunteer/No Contract

DatePosted (E3150)

- New DatePosted (E3150) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3150	DatePosted	12/01/2025	

Definition

DatePosted indicates the date that the requisition was posted.

Special Instructions

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

Used in Entities

RequisitionExt

Used in Domain

Staff

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☐ 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

DatePostingClosed (E3151)

- New DatePostingClosed (E3151) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3151	DatePostingClosed	12/01/2025	

Definition

DatePostingClosed indicates the date the posting was closed or filled.

Special Instructions

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

Used in Entities

RequisitionExt

Used in Domain

Staff

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☐ 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

PostingClosedReason (E3152)

- New PostingClosedReason (E3152) data element:

Data Element ID	Data Element Name	Date Issued	Date Updated
E3152	PostingClosedReason	12/01/2025	

Definition

PostingClosedReason indicates whether the position was filled or closed unfilled.

Special Instructions

Table Identification	Length	Data Type	Domain of Values
PostingClosedReason(C369)		Descriptor	

Used in Entities

RequisitionExt

Used in Domain

Staff

Former Data Element Name

Used in Data Collections/Submissions

- ☐ PEIMS Attendance
- ☐ PEIMS Extended Year
- ☐ PEIMS Fall
- ☐ PEIMS Fall Enrollment
- ☐ PEIMS Mid-Year
- ☐ 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

PostingClosedReason (C369)

- New PostingClosedReason (C369) descriptor table:

CSV

Table ID	Name	Date Issued	Date Updated
C369	PostingClosedReason	12/01/2025	

Descriptor	Short Description	Long Description
01	Position Filled	Position filled
02	Posting Cancelled	Posting cancelled



Business Rules

New Business Rules

- The following new rules will be added to the Teacher Vacancy Collection:
  - 2 Fatals – 31000 is a new sub-category – Teacher Vacancy
    - 31000-0001
    - 31000-0002
  - 2 Special Warnings
    - 31000-0003
    - 31000-0004
    - 31000-0005
    - 31000-0006
    - 31000-0007

Business Rules – Special Warning

- 31000-0003
- 31000-0004

Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
31000-0003	If PostingClosedReason is "01" (Position Filled), then HireDate should be reported. HireDate should be reported if the open position has been filled.	S L2, L3	✓		District, Charter

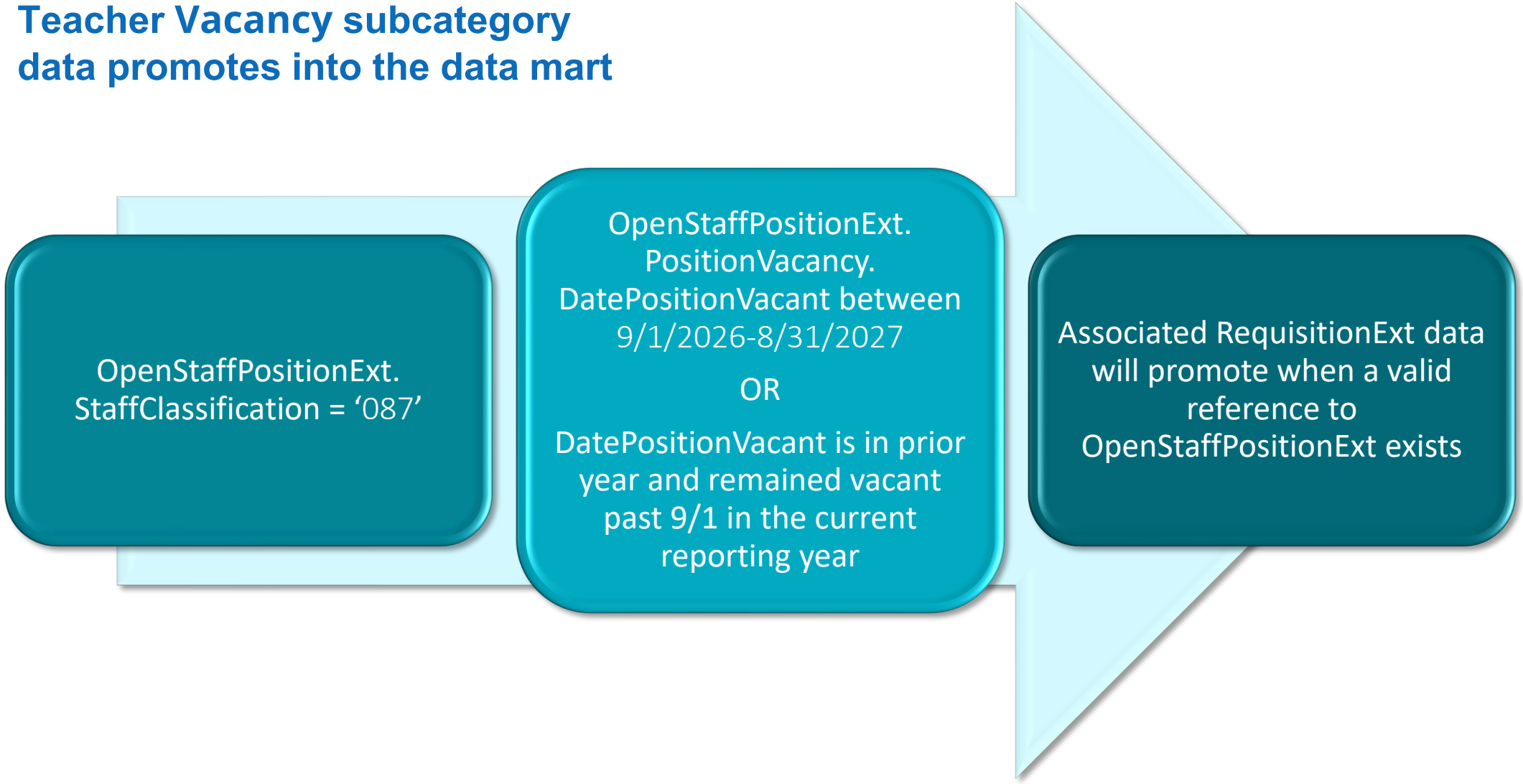
Rule #	Rule Text / Business Meaning	Sev./ Level	Core	PEIMS	Applies To
31000-0004	If PostingClosedReason is "02" (Posting Cancelled), then HireDate should not be reported. HireDate should not be reported if the open position posting has been cancelled.	S L2, L3	✓		District, Charter



Promotion Logic and Reports

Promotion Logic

Teacher Vacancy subcategory data promotes into the data mart



Scenario #1 – Mr. George Costanza

- Mr. Costanza left at the end of the 2025-2026 school year to teach at another school system. He left vacant a third grade science/social studies bilingual team position at Fraiser Elementary School.
- Principal Ricardo of Fraiser Elementary put in a request to HR to post the position vacated for the 2026-2027 school year to find a permanent replacement for Mr. Costanza.
- The 2026-2027 school year starts, and Principal Ricardo was finally able to secure a replacement who started August 31, 2026.

Scenario #1 – What Data is Reported?

- **No data is reported** for the 2026-2027 Teacher Vacancy Collection for this vacancy.

- The position was filled before the September 1, 2026, through August 31, 2027, reporting year and does not meet the guidance standard to qualify as part of the 2026-2027 reporting year.

Scenario #2 – Mrs. Leslie Knope

- Mrs. Knope won the lottery on October 15, 2026. Needless to say, she called her principal the next day and resigned her position as a Computer Science teacher at Barone High School, a 6th-12th grade campus.
- Principal Bing contacted HR immediately and requested a posting to replace the position. HR notified Principal Bing that due to financial constraints, they will be seeking a contracted staff member instead of a permanent employee.
- The position was posted for three weeks.
- A replacement was hired on November 28, 2026.

Scenario #2 – What Data is Reported?

OpenStaffPositionExt

PositionNumber: 45

StaffClassification:
'087' -*Teacher*

ProgramAssignment:
'06'-*CTE*, '10'-*Honors*

GradeLevelRange:
'03'-*Middle School*,
'04'-*High School*

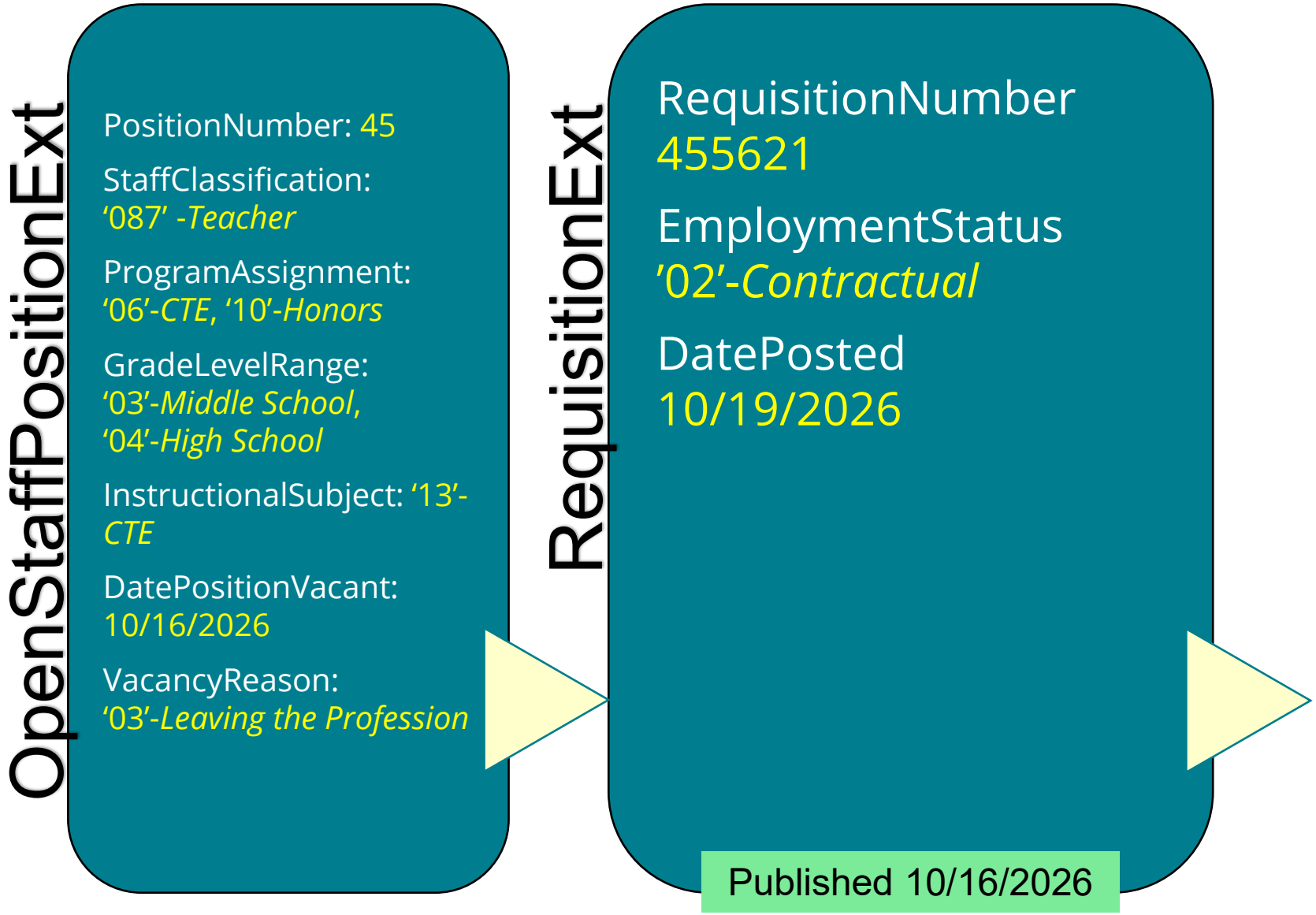
InstructionalSubject: '13'-*CTE*

DatePositionVacant:
10/16/2026

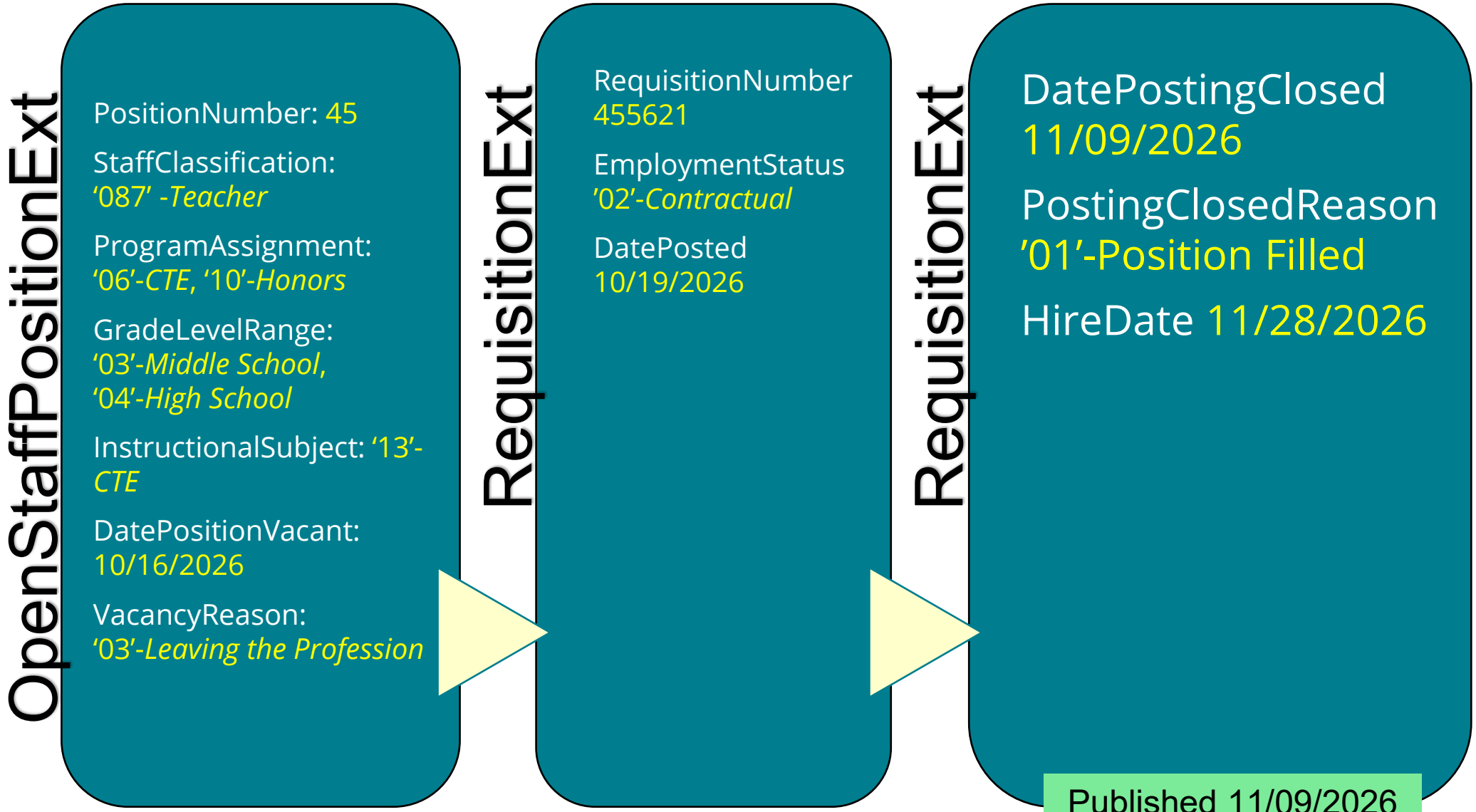
VacancyReason:
'03'-*Leaving the Profession*

Published 10/16/2026

Scenario #2 – What Data is Reported?



Scenario #2 – What Data is Reported?



Scenario #3 – Dr. Barney Fife

- Dr. Fife, an active National Board-Certified teacher, was promoted from P.E. teacher to principal of Dwight Senior High on January 6, 2027.
- HR immediately went to work prepping to post the vacancy as Dr. Fife specifically served medically fragile and life skills students.
- The position was posted on January 7, 2027.
- Without success in finding a replacement mid school year for such a unique set of classes, the decision was to roll the students into other existing sections of P.E.
- The position was closed on March 24, 2027.

Scenario #3 – What Data is Reported?

OpenStaffPositionExt

PositionNumber: 221

StaffClassification:
'087' -*Teacher*

ProgramAssignment:
'07'-*Special Education*

GradeLevelRange:
'04'-*High School*

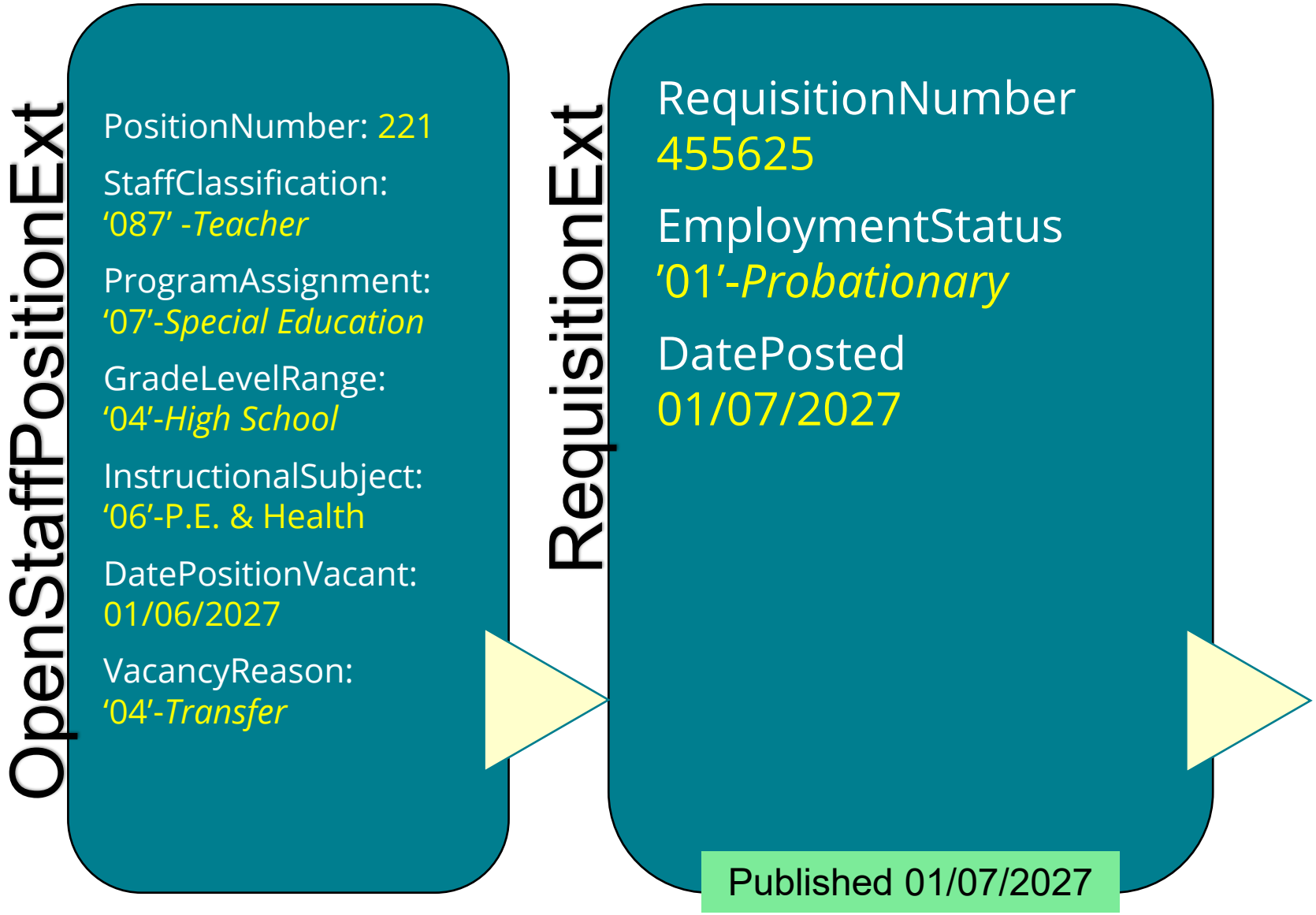
InstructionalSubject:
'06'-P.E. & Health

DatePositionVacant:
01/06/2027

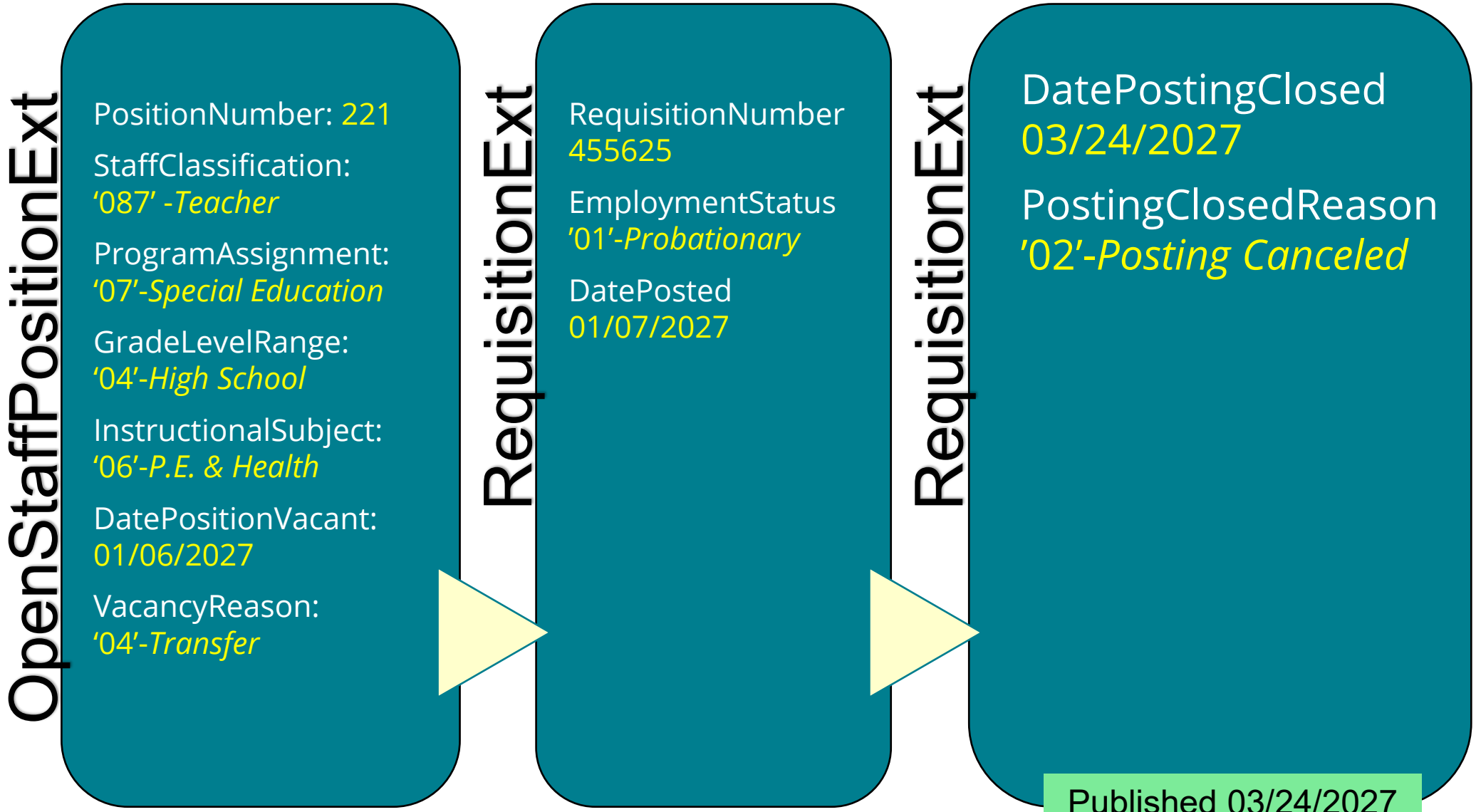
VacancyReason:
'04'-*Transfer*

Published 01/06/2027

Scenario #3 – What Data is Reported?



Scenario #3 – What Data is Reported?



Scenario #4 – Ms. Liz Lemon

- Ms. Lemon went on maternity leave on December 14, 2026 due to return in eight weeks. On January 15, 2027 she tendered her resignation and did not plan to return to her fifth grade ELA teaching position. She was going to miss her afternoon rotation class full of gifted and talented students!
- Principal Fine was motivated to get a permanent replacement since this is a tested grade/subject for state assessment.
- HR was notified of the vacancy and posted the position on their website on January 17, 2027.
- Principal Fine decided to move a properly certified teacher from KG to fill the vacancy left by Ms. Lemon. The prior KG teacher, Mr. Urkle started in the fifth grade classroom January 24, 2027
- HR closed the posting on January 25, 2027.

Scenario #4 – What Data is Reported?

OpenStaffPositionExt

PositionNumber: 58

StaffClassification:
'087' -*Teacher*

ProgramAssignment:
'02'-*Regular Education,*
'05'-*Gifted & Talented*

GradeLevelRange:
'02'-*Elementary*

InstructionalSubject:
'12'-English Language Arts

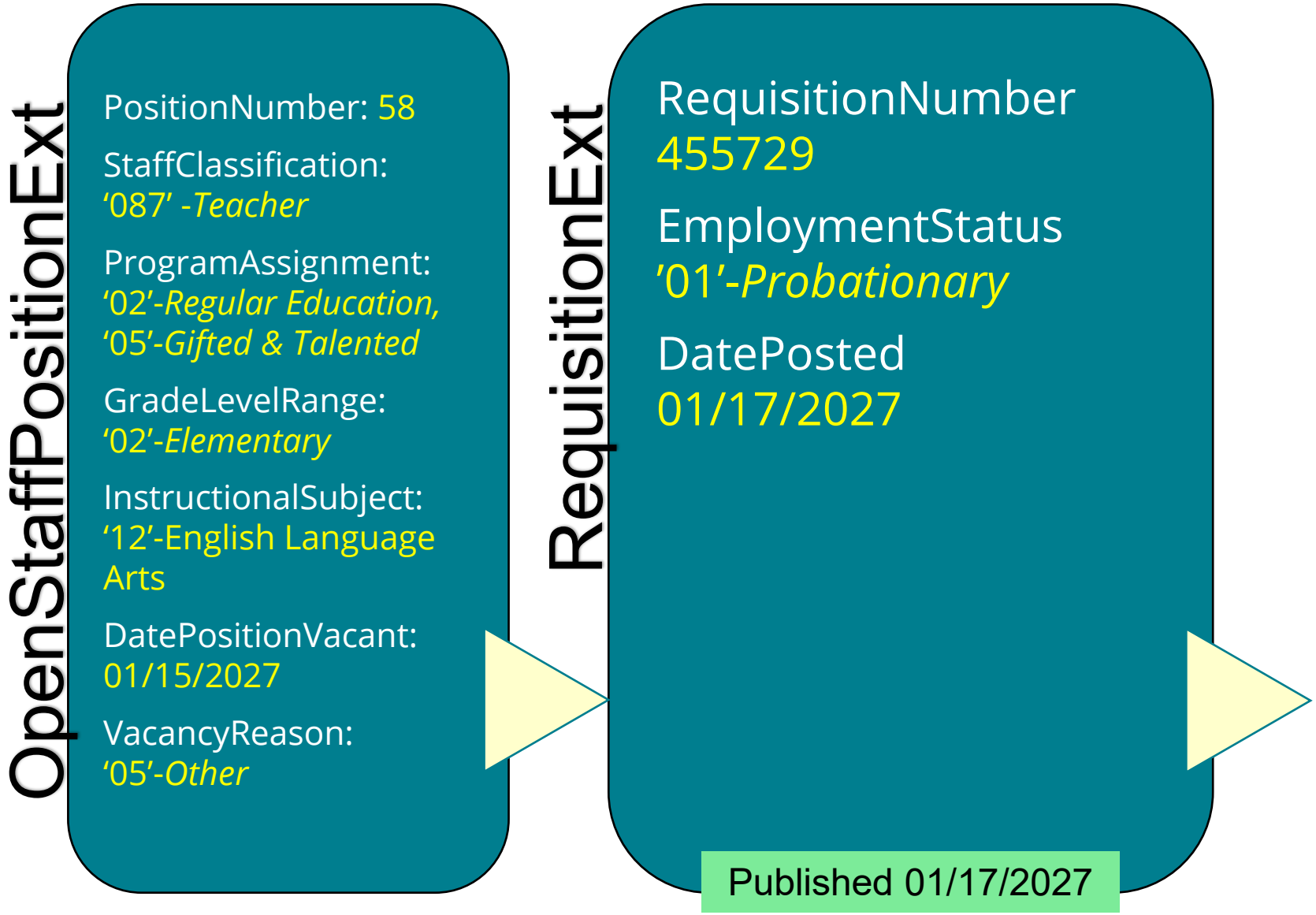
DatePositionVacant:
01/15/2027

VacancyReason:
'05'-*Other**

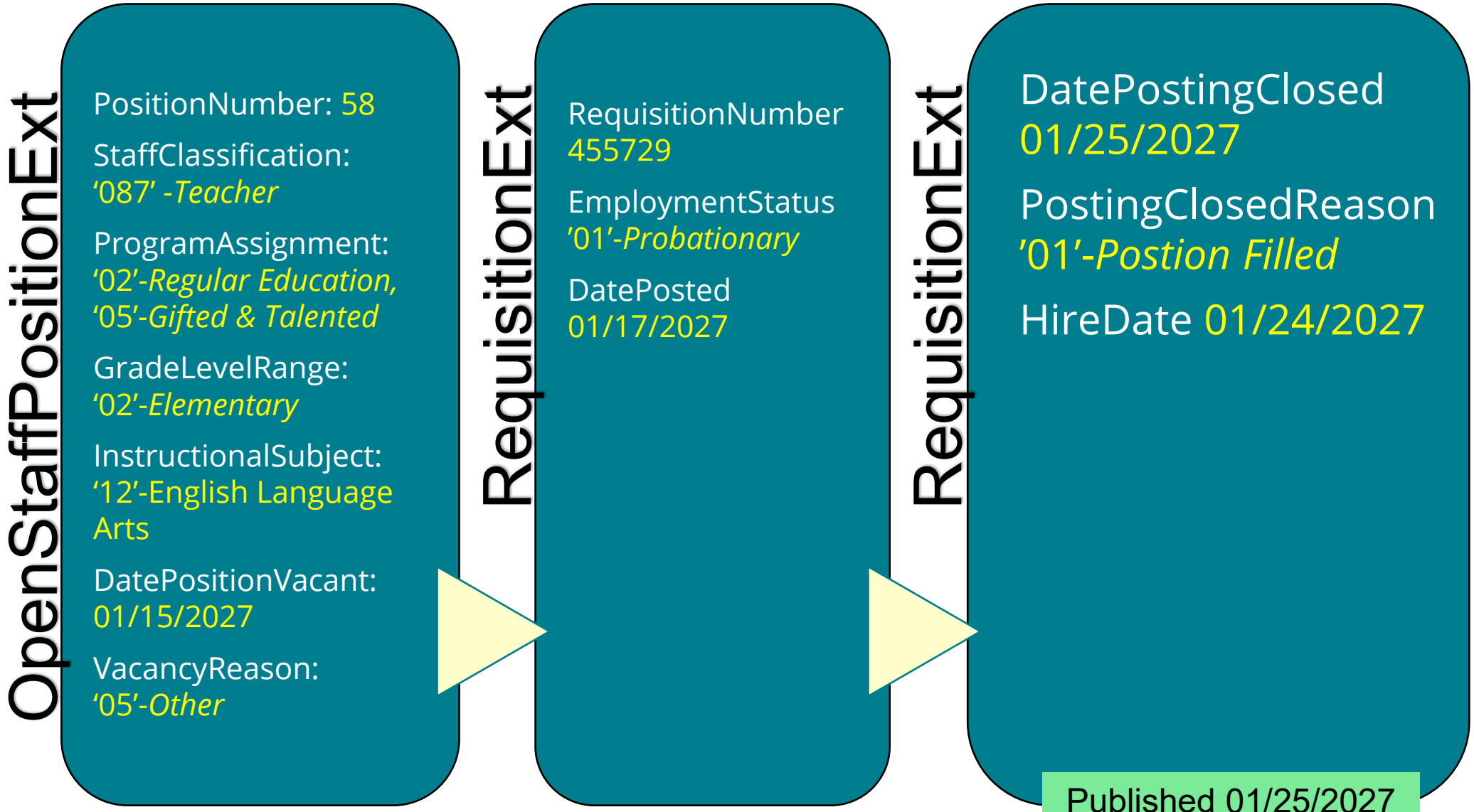
Published 01/15/2027

*Other-Depends on the school system's decision on why vacated.

Scenario #4 – What Data is Reported?



Scenario #4 – What Data is Reported?



TVC0-100-001 Teacher Vacancy Report

Texas Education Agency
TVC0-100-001
vyyy.n.n

TSDS TVC Teacher Vacancy Report
TEA-level Data

Tuesday 10/01/2027 1:18 PM
Page n of n

2026-2027 Yearly Submission

LEA: nnnnnn - DISTRICT NAME

Position Number: nnn
Program Assignment: nn, nn, nn, nn
Grade Level Range: nn, nn
Instructional Subject: nn, nn

Position Vacancy		Position Requisition					
Date Position Vacant	Vacancy Reason	Requisition Number	Employment Status	Date Posted	Date Posting Closed	Posting Closed Reason	Hire Date
mm/dd/yyyy	nn	nnnnnnnnnnnnnnnnnnn	nn	mm/dd/yyyy	mm/dd/yyyy	nn Short Description	mm/dd/yyyy
mm/dd/yyyy	nn	nnnnnnnnnnnnnnn	nn	mm/dd/yyyy	mm/dd/yyyy	nn Short Description	
mm/dd/yyyy	nn	nnnnnnnnnnnnnnnnnnn	nn	mm/dd/yyyy			

Position Number: nnnnn
Program Assignment: nn, nn, nn, nn
Grade Level Range: nn, nn
Instructional Subject: nn, nn

Position Vacancy		Position Requisition					
Date Position Vacant	Vacancy Reason	Requisition Number	Employment Status	Date Posted	Date Posting Closed	Posting Closed Reason	Hire Date
mm/dd/yyyy	nn	nnnnnnnnnnn	nn	mm/dd/yyyy	mm/dd/yyyy	nn Short Description	mm/dd/yyyy
mm/dd/yyyy	nn	nnnnnnnnnnnnnnnnnnn	nn	mm/dd/yyyy			

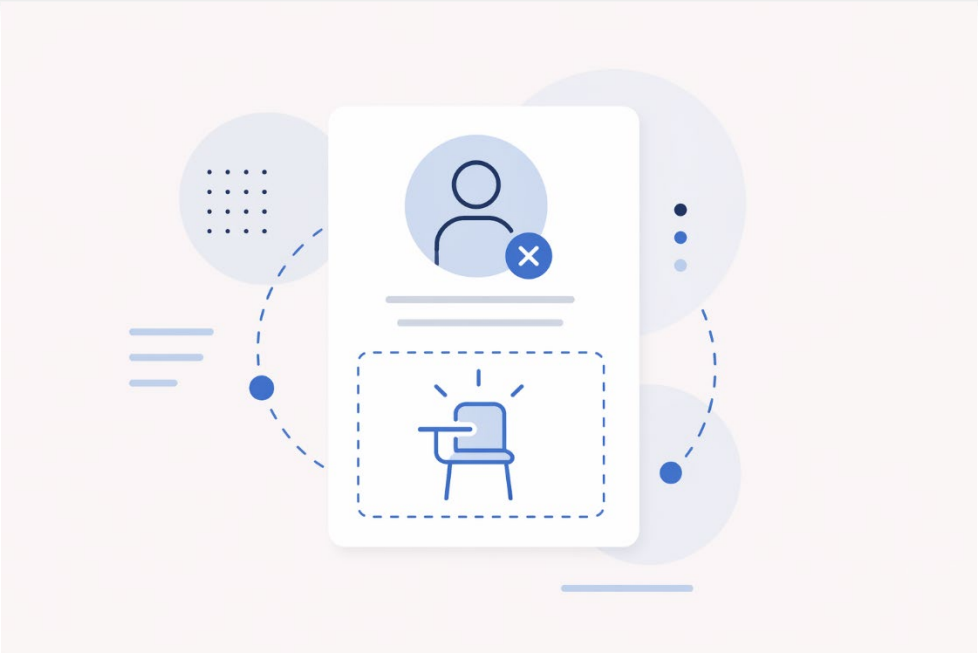
Position Number: nnnnnnn
Program Assignment: nn, nn, nn, nn
Grade Level Range: nn, nn
Instructional Subject: nn, nn

Position Vacancy		Position Requisition					
Date Position Vacant	Vacancy Reason	Requisition Number	Employment Status	Date Posted	Date Posting Closed	Posting Closed Reason	Hire Date
mm/dd/yyyy	nn	nnnn	nn	mm/dd/yyyy			

NOTE: This report reflects teacher vacancy information only for staff classification 087.

TVC0-100-001 Teacher Vacancy Report

A	B	C	D	E	F	G	H	I	J	K	L	M
LEA ID	Position Number	Program Assignment	Grade Level Range	Instructional Subject	Date Position Vacant	Vacancy Reason	Requisition Number	Employment Status	Date Posted	Date Posting Closed	Posting Closed Reason	Hire Date
nnnnnn	nnnn	nn, nn, nn, nn	nn, nn	nn, nn, nn, nn	mm/dd/yyyy	nn	nnn	nn	mm/dd/yyyy	mm/dd/yyyy	nn Short Description	mm/dd/yyyy
nnnnnn	nnnn	nn, nn, nn, nn	nn, nn	nn, nn, nn, nn	mm/dd/yyyy	nn	nnnn	nn	mm/dd/yyyy	mm/dd/yyyy	nn Short Description	
nnnnnn	nnnn	nn, nn, nn, nn	nn, nn	nn, nn, nn, nn	mm/dd/yyyy	nn	nnn	nn	mm/dd/yyyy	mm/dd/yyyy		
nnnnnn	nnnnnnn	nn, nn, nn	nn	nn, nn, nn	mm/dd/yyyy	nn	nnnnnnnn	nn	mm/dd/yyyy			
nnnnnn	nnnnnnn	nn, nn, nn	nn	nn, nn, nn	mm/dd/yyyy	nn	nnnnnnnnnnn	nn	mm/dd/yyyy	mm/dd/yyyy	nn Short Description	mm/dd/yyyy
nnnnnn	nnnnnnnnn	nn, nn, nn, nn	nn	nn, nn, nn	mm/dd/yyyy	nn	nnn	nn	mm/dd/yyyy			
nnnnnn	nnnn	nn	nn	nn	mm/dd/yyyy	nn	nnnnn	nn	mm/dd/yyyy			
nnnnnn	nnnn	nn	nn, nn, nn, nn	nn	mm/dd/yyyy	nn	nnnnn	nn	mm/dd/yyyy			





TEAL Roles

TEAL Roles

- A new privilege - **Teacher Vacancy Access** will be available for each of these roles:
  - Core ESC Data Viewer
  - Core LEA Data Approver
  - Core LEA Data Completer
  - Core LEA Data Promoter
  - Core LEA Data Viewer
  - Core TEA Data Viewer

Users will need to apply for this new privilege even if they already have one of the roles once they are made available on November 23, 2026.



Closeout

FAQ – Reporting Timeline and School Year Alignment

Why is the vacancy reporting timeline set from September 1 to August 31, and does this mix school years?

The September 1–August 31 timeline is intended to capture vacancies associated with the school year, as reflected in the school systems Individual Operational Data Store (IODS).

Although hiring activity often occurs in the summer, this approach helps avoid requiring two separate collections in one year. Any position that is vacant at any point within this timeframe should be reported for that corresponding school year.

FAQ – Reporting Timeline and School Year Alignment

How should vacancies be reported when they occur at the end of one school year but are filled before the next begins?

Vacancies are reported based on when the position became vacant. For example, if a position becomes vacant in May and is filled in July, it should be reported for the school year in which the vacancy occurred.

A position vacant between September 1 and August 31 is included in that year's Teacher Vacancy Collection, even if it is filled before the first day of instruction in the next school year.

FAQ – Vacancies Spanning Multiple Reporting Periods

How is a vacancy reported when it spans two separate reporting periods?

A vacancy that remains open across reporting periods must be **reported in both periods**.

- In the **first reporting period**, the vacancy will be reported **without** Posting Closed information because the position has not yet been filled.
- In the **second reporting period**, the vacancy is reported again, this time **including** the Posting Closed information once the position is filled.

FAQ – Vendor Responsibility for Vacancy Reporting

Which vendor is responsible for reporting teacher vacancy data—the SIS, the HR system, or a third-party recruiting vendor?

TEA shared reporting requirements with all vendors but cannot mandate which specific system must report the data.

School systems are responsible for coordinating with their vendors to ensure the required vacancy data is reported.

FAQ – Internally Filled Vacancy Reporting

How should vacancies be reported when a position is filled through internal movement—for example, a vacant 5th-grade position filled by shifting a kindergarten teacher, followed by hiring a new kindergarten teacher?

Reporting is tied to the original vacancy. Only the original 5th-grade vacancy should be reported.

Reporting focuses on the initial teacher vacancy, not on who later filled the secondary position created by internal movement.

FAQ – Staff Classification and Reporting

Are vacancies reported for StaffClassification (C021) codes 087 (Teacher) and 047 (Substitute Teacher)?

No. Only vacancies for StaffClassification 087 (Teacher) are reported.

FAQ – Reporting When No Vacancies Exist

If a school system has no teacher vacancies during the year, must the Teacher Vacancy Collection be submitted indicating zero vacancies?

No. If a school system has no teacher vacancies from September 1 through August 31, the school system does not need to submit the Teacher Vacancy Collection.

FAQ – Minimum Vacancy Time Requirements

How long must a position be vacant before it is reported as a teacher vacancy?

There is no minimum length of time a position needs to be vacant before it is reported in the Teacher Vacancy Collection.

FAQ – Vacancy Reason for Internal Role Changes

Does the VacancyReason (C367) 03 (Position Vacant: Leaving the Profession) include teachers who move into counselor, principal, or other non-teaching roles within the same school system?

Yes. If a vacancy is created due to the teacher moving into a non-teaching role, it should be reported with VacancyReason 03: Position Vacant: Leaving The Profession. This is consistent with TEA-computed teacher attrition reporting.

FAQ – Vacancy Reason (C367) Usage Examples

Can TEA provide examples when a school system would use each of the VacancyReasons (C367)?

New Position	The teaching position has been newly created.
Position Vacant: Retired	The teaching position is vacant because the person who held the position has retired.
Position Vacant: Leaving The Profession	The teaching position is vacant because the person who held the position has taken a position other than a classroom teaching role.
Position Vacant: Transfer	The teaching position is vacant because the person who held the position has transferred to a different teaching position at the school system.
Position Vacant: Other	The teaching position is vacant, but the school system does not know what the person who held the position is doing next. The teaching position is vacant because the person who held the position has taken a teaching position at a different school system.

FAQ – Claim Set TVC Collection Access

Which TEA claim sets will contain the Teacher Vacancy Collection entities and descriptors?

The OpenStaffPositionExt and RequisitionExt and all associated descriptors will be added to the following claim sets:

- HR Vendor
- HR/Finance Vendor
- Read-Only All Resources
- SIS/HR Vendor
- SIS/HR/Finance Vendor

FAQ – Data Source System

What is the expected source system for data in the Teacher Vacancy Collection?

Based on current guidance, there is **not one single required source system for all districts**. The source system may vary by school system depending on local processes and vendor setup. The key expectation is that school systems/vendors are able to provide the required Teacher Vacancy data for TSDS reporting within the reporting window.

Key Takeaways

What Matters Most For Successful Teacher Vacancy Data Reporting

Why It Matters

- Supports statewide teacher vacancy reporting
- Ensures consistent, transparent data
- Helps identify trends in teacher shortages

How It Fits

- A new yearly core collection due every fourth Thursday of September
- Uses three entities to capture vacancy details
- Reports any open teaching position from September 1- August 31. A vacancy can be reported across multiple years.

What's New

- Two new entities
- New data elements (PositionNumber, GradeLevelRange, InstructionalSubject, Vacancy Reason, RequisitionNumber, EmploymentStatus, DatePosted, DatePostingClosed, PostingClosedReason)
- New descriptor tables for subjects, grade levels, and reasons

What To Report

- Report all teacher (087) vacancies within the reporting period, including unfilled vacancies from a prior reporting period
- Base reporting on when the position became vacant
- Only report the original vacancy when internal moves occur

Business Rules

- New 31000-series validations
- Align data with descriptor tables and required elements for each status

Bottom Line

- Identify all vacancies in the required timeframe
- Ensure consistency in reporting by using published guidance and business rules

Technical Resources

- Technical Specifications:
  - Texas Education Data Standards (TEDS)
- Technical Support:
  - TSDSCustomerSupport@tea.texas.gov
- Helpful Information and FAQ:
  - Teacher Vacancy Collection To The Administrator Addressed (TAA), March 26, 2026
  - Teacher Vacancy Collection – Frequently Asked Questions (FAQ), May 1, 2026

QUESTIONS



Teacher Vacancy Collection – Frequently Asked Questions (FAQ)

Quick facts

- The Teacher Vacancy Collection (TVC) is an upcoming new Texas Student Data System (TSDS) core collection.
- School Systems will report vacant teaching positions from September 1 through August 31 of each year.
- The collection is due yearly on the fourth Thursday of September.
- The collection will open in August 2026.
- The first collection is due in September 2027; school systems will report information based on vacancies from September 1, 2026, to August 31, 2027.

Table of Contents

A. Overview: Teacher Vacancy Collection

B. Reported Information

C. Implementation Timelines

D. Resources and Support

A. Overview: Teacher Vacancy Collection

1. What is the Teacher Vacancy Collection?

The Teacher Vacancy Collection is a new TSDS core collection for reporting information about vacant teaching positions at school systems. The data is collected at the position/vacancy level, meaning that if a position becomes vacant, data is reported.

2. What statute authorizes this collection?

HB 2, Section 3.08 added Texas Education Code (TEC) §21.468, directing TEA to collect teacher position information related to vacant teaching positions.

3. Who must report?

All public school systems, including Independent School Districts and open-enrollment charter schools, are required to submit this data. Private schools will not submit this data. If a school system does not have a position become vacant during the reporting period, no data would be reported for this collection for the reporting period. It is expected that this would be very rare.

Update 5/1/2026:

A limited number of school systems do not submit staffing data to TEA. These include the Texas School for the Deaf (TSD), Texas School for the Blind and Visually Impaired (TSBVI), and the Lone Star School District (LSSD). These school systems are not required to submit data to the Teacher Vacancy Collection.

If a school system has no teacher vacancies from September 1 – August 31, the school system does not need to submit data to the Teacher Vacancy Collection.

4. When does reporting begin?

The first data submission will be due on September 23, 2027. The data reported by September 23, 2027, will provide information about all teacher vacancies between September 1, 2026, and August 31, 2027.

5. What positions will be reported?

The Teacher Vacancy Collection includes vacancies for teaching positions with StaffClassification (C021) code 087 (Teacher).

If a teaching position classified as 087 (Teacher) becomes vacant at any point during the reporting period, the vacancy is reported in the Teacher Vacancy Collection, regardless of whether the position is ultimately filled. Positions reported with other staff classifications (such as Educational Aides 033, Teacher Supervisors 028 or Substitute Teachers 047) are not included.

6. Is the collection a snapshot or comprehensive?

The collection will consist of all vacancies that occur over the course of the year. Rather than reporting the positions that are vacant at a specific time, all positions that are vacated over the course of the year will be reported, including those that are vacant at the beginning of the year.

7. How will TEA use the vacancy data?

The vacancy data is a new collection required by TEC §21.468. Per statute, the data will be used in efforts to support teacher retention and recruitment. Data products presenting this information have not yet been developed but will be developed with input from stakeholders following the final submission of this collection. This collection will not impact current approaches to calculating and reporting on teacher retention.

B. Reported Information

1. What vacancy information will be collected?

Staff classification, program assignment, instructional grade level range, academic subject, and requisition / posting / filled dates for vacant teaching positions.

The full data element list and links to the relevant code tables can be found at https://tealprod.tea.state.tx.us/TWEDSAPI/33/512/571/DataComponents/DataElements/DataElementsList

2. What is the reporting window for vacancies?

The reporting window for the Teacher Vacancy Collection is September 1 through August 31 of each year. Positions that are vacant during any portion of the time period should be reported in the subsequent collection. For example, all positions vacant at any point between September 1, 2026, and August 31, 2027, would be reported by September 23, 2027. This includes those that were vacant at the start of that period, those that became vacant but were not filled by the end of that period, and those that became vacant and were filled all within that reporting period.

3. How is the Date of the Vacancy defined?

The date of the vacancy, reported as DatePositionVacant (E3146), is the date when the position becomes vacant—typically the day after the final day of employment for the individual holding the position.

4. How do I report positions that are vacated at one grade level but filled at a different grade level?

Based on stakeholder feedback during the design phase of the collection, the vacancy is reported with a grade level range, GradeLevelRange (E3144), which allows for this situation. Additionally, the grade level element allows for multiple selections for positions that are across grade level ranges.

5. How do I report positions that are vacated that teach multiple subjects?

The OpenStaffPositionExt Entity allows multiple subjects to be associated with an individual vacancy. When reporting a vacancy, the school system can report multiple values for InstructionalSubject (E3145).

6. How do I report vacancies that teach multiple grade levels?

Vacancy records allow multiple grade level ranges to be associated with an individual vacancy. When reporting a vacancy, the school system can report multiple values for GradeLevelRange (E3144).

7. How do I report positions that include multiple program assignments (e.g., Regular Education and Honors)?

Vacancy records allow multiple program assignment values to be associated with an individual vacancy. When reporting a vacancy, the school system can report multiple values for ProgramAssignment (E3045).

8. How do I report vacancies that are filled with a long-term substitute?

Report the vacancy as described above. The object being reported is the vacancy. If a long-term substitute is hired to fill the position and the position is no longer considered vacant, then you would report the vacancy as being filled, with the associated DatePostingClosed (E3151), PostingClosedReason (E3152), and HireDate (E3032). If a long-term substitute is temporarily covering the position, but the position is still considered vacant, it would not be reported as filled until a permanent hire is made.

9. How do I report a newly created position?

Report the vacancy as described using the VacancyReason (C367) of "New Position" (01).

10. How do I report positions that are not filled?

Report the vacancy as described above. If the position is not filled by the end of the reporting period, and is still open, then the data submitted will not include DatePostingClosed (E3151), PostingClosedReason (E3152), and HireDate (E3032). The data for the position would then be republished in the next school year's school system individual operational data store (IODS).

If the position is closed without being filled, then you would report DatePostingClosed (E3151) as the date that it is closed and PostingClosedReason (E3152) as Posting Cancelled (C369, 02). This is the procedure if the position was an existing position which was not filled and if it was a newly created position which was not filled.

For additional information about what data is required for positions that are closed without being filled, please review the TWEDS business rule validations found here: https://tealprod.tea.state.tx.us/TWEDSAPI/33/512/571/Rules/DataErrorLevel/Level3?errorLevel=SpecialWarning

11. Our school system does "anticipated hiring" – that is, we will create postings that do not have an associated vacant position at the time of posting. How do I report postings that are not connected with an existing vacancy?

This collection is based on vacancies and the results of those vacancies. Since any anticipated hiring would ultimately result in the placement of the hired individual into a vacancy, be it a new position or a vacated position, you should report the eventual vacancy and include the relevant requisition information with it.

12. What do I report if I do not know the reason for vacancy, or if the reason is not listed?

This list of reasons for the vacancy reported through the VacancyReason (E3147) was created in collaboration with stakeholders and to answer key questions without requiring overly detailed information. If you do not know the reason for the vacancy, or if the reason for the vacancy is not listed, select Position Vacant: Other (C367, 05).

13. Can a vacancy be reported across multiple years?

Yes. Some positions become vacant prior to September 1 of a year and remain vacant past September 1. These vacancies will be reported in both years by republishing the vacancy to the next year's IODS (see Implementation Timelines section below).

14. How do I report a position that serves multiple campuses?

This report is completed at the school system level and does not currently include campus information. This means that if a position serves multiple campuses only one vacancy will be reported.

15. How do I report a within-district transfer?

Per the statute, the purpose of the report is to understand vacancies. Following this purpose, if a position is vacated, even if it is filled with a within- school system transfer, it should be reported as a vacancy. The school system would report the VacancyReason (E3147) as Position Vacant: Transfer (C367, 04).

16. How do I report a position that is filled via an administrative transfer, rather than a formal posting?

This reporting is about the vacancy, so a position that is vacated, even if it is filled with an administrative transfer, would be reported in this collection.

17. How do I report positions that have different funding sources?

The funding source of the position is not reported in the Teacher Vacancy Collection. A vacancy is required to be reported regardless of funding source.

18. Is this reporting at the FTE level or the position level?

This reporting is at the position level. For example, if a position that is less than 1.0 FTE is vacated, it would be reported. EmploymentStatus (C368)(5) allows for the school system to report a position that is desired to be filled by a part-time employee. Alternatively, if a position has its associated FTE shifted (e.g., from 1.0 FTE to 0.9 FTE) this would not be reported as a vacancy.

19. What are the different dates that are included in the collection?

- DatePositionVacant (E3146): This is date that the position becomes vacant – typically the day after the final day of employment for the individual currently holding the position, or the date that the new position is created.
- DatePosted (E3150): This is the date that the hiring requisition is posted.
- DatePostingClosed (E151): This is the date that the posting is closed or filled.
- HireDate (E3032): This is the first day the staff member hired for the vacancy is employed at the school system.

Updated 5/1/2026

20. If a teacher vacates a position to enter a non-teaching role, what should I submit for VacancyReason (E3147)?

If a vacancy is created due to the teacher moving into a non-teaching role, it should be reported as Position Vacant: Leaving The Profession (C367, 03). This is consistent with teacher attrition reporting computed by TEA.

21. Hold long must a position be vacant before it is reported as a teacher vacancy?

There is no minimum length of time a position needs to be vacant before it is reported in the Teacher Vacancy Collection.

22. Does this collection require a update of vacant positions each day?

No. This collection is due in September, at which time all teacher vacancies for preceding year need to be submitted. We encourage you to work with your vendor to determine the best approach to submitting this data.

C. Implementation Timelines

1. What are the key milestone dates?

Key Milestones for school systems.

Due Date	Submission
08/03/2026*	TSDS ready to load data to IODS
09/07/2027	2026–2027 Teacher Vacancy Collection ready for users to mark data as complete
09/23/2027	Teacher Vacancy Collection due date for school systems

*Vacant positions from September 1, 2026, through August 31, 2027, will be promoted for the 2026–2027 school year.

Subsequently, if the posting is still vacant on September 1, 2027, the school system will republish the vacancy to the next year's Individual Operational Data Store (IODS).

D. Resources and Support

1. Where is information about the Teacher Vacancy Collection, including its data elements, descriptor tables, and reporting guidance?

Information about reporting the Teacher Vacancy Collection including data elements, descriptor tables, and guidance can be found in the Texas Education Data Standards published through the TSDS Web-Enabled Data Standards (TWEDS). Information about updates in 2026-2027 are found at this link: https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade.

Specifically, the TWEDS information for the Teacher Vacancy Collection is found at this link: https://tealprod.tea.state.tx.us/TWEDSAPI/33/512/571/Overview?IntroductionId=0

2. Who should school systems contact with questions?

School systems with technical questions should submit technical questions via the TSDS Incident Management System (TIMS), which is available within the TSDS Portal using a TEAL log in. Vendors with technical questions can email TSDSCustomerSupport@tea.texas.gov.

3. What trainings are available?

TEA will communicate additional implementation details through the TSDS ESC training offered on March 31, 2026. A summer training for ESCs will also be available on July 21-22. Vendors receive webinar trainings on a monthly basis.

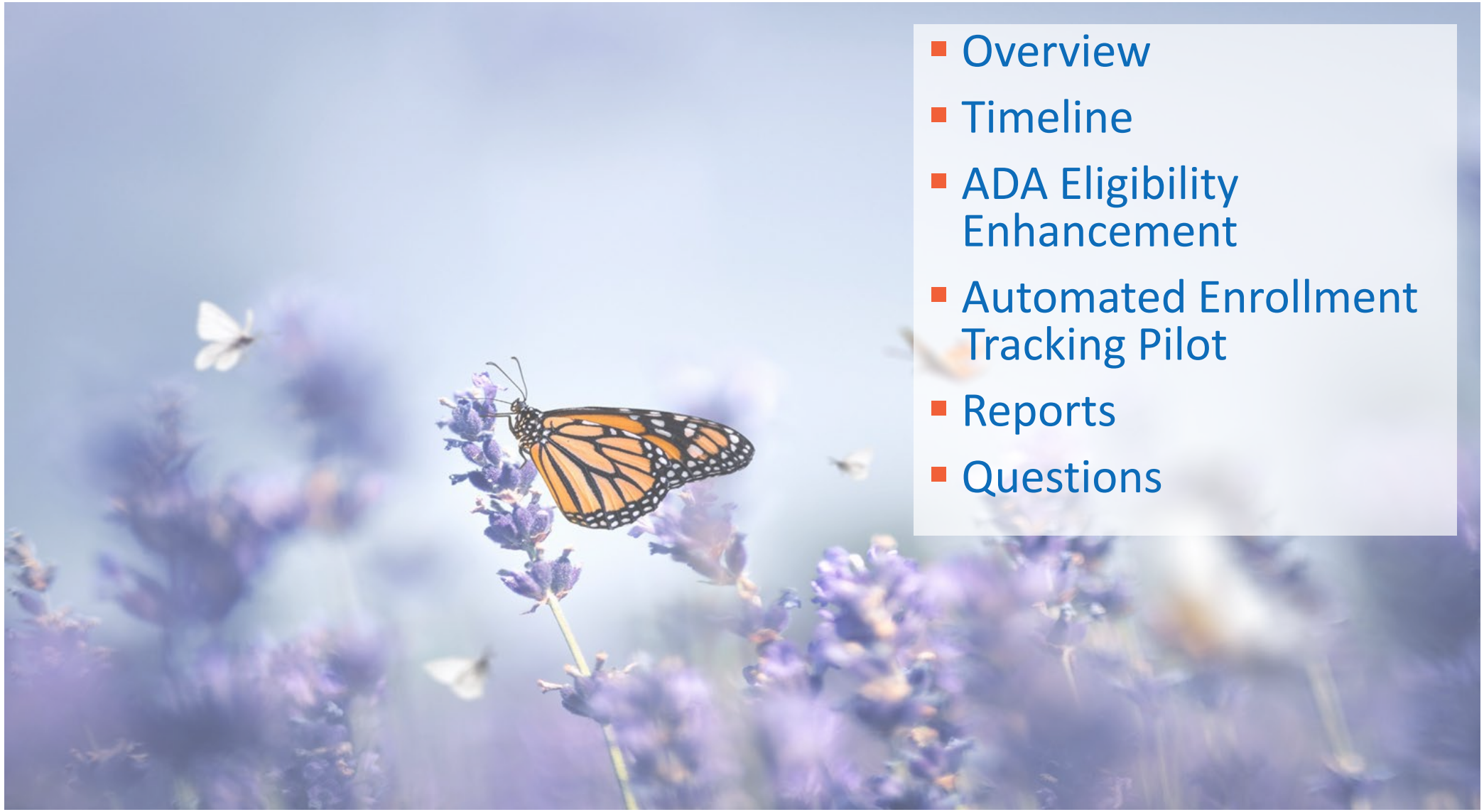
School systems should coordinate with their vendors and internal data managers to ensure readiness for the Teacher Vacancy Collection.



Enrollment Tracking Update

July 22, 2026

Agenda 2026-2027 Enrollment Tracking Update



- Overview
- Timeline
- ADA Eligibility Enhancement
- Automated Enrollment Tracking Pilot
- Reports
- Questions

Texas Education Agency



Overview

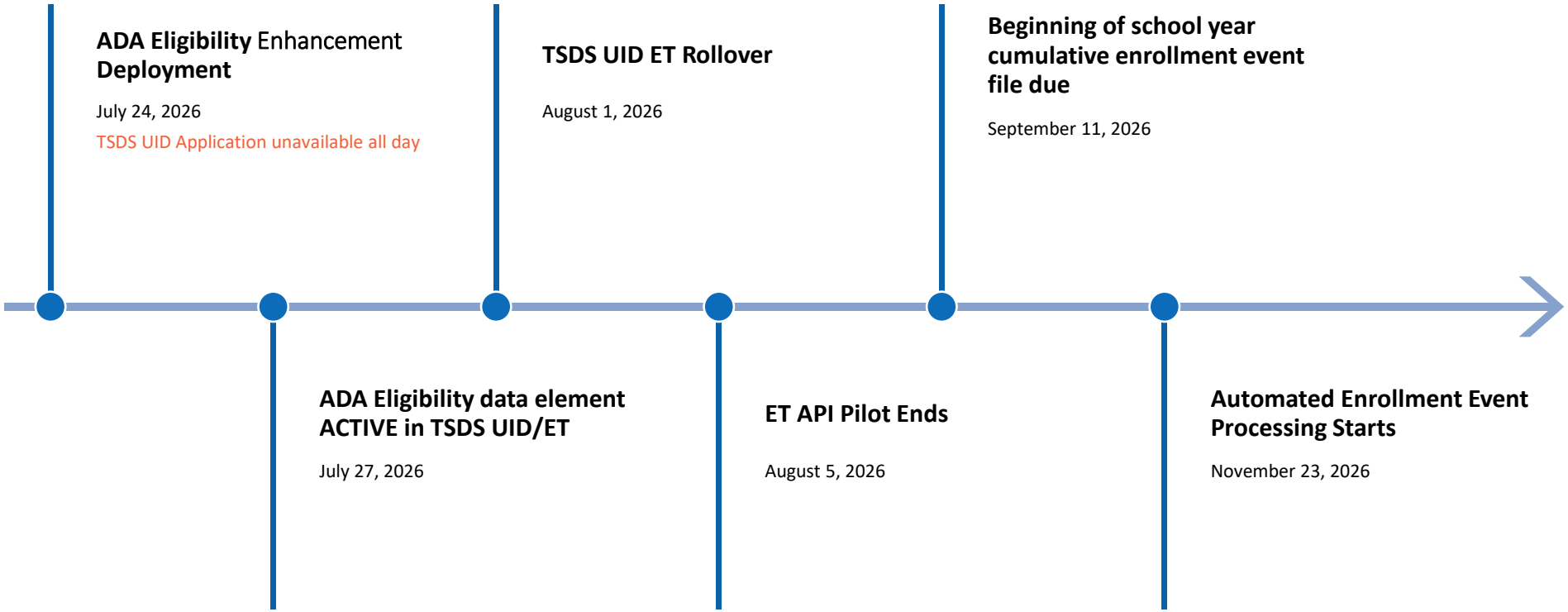
Overview

- ADA Eligibility Enhancement
  - Due to Senate Bill 2 the ADAEligibility (E0787) data element is being added to the TSDS Unique ID (UID) Enrollment Tracking (ET) events for all students in the 2026-2027 school year.
- Automated Enrollment Tracking Pilot
  - TEA will be automating the Enrollment Tracking data process to eliminate the need for school systems to manually load data through the Enrollment Events batch file.
  - Data published to the school system's IODS will trigger enrollment events to be automatically processed through TSDS Unique ID.



Timeline

2026-2027 Timeline





ADA Eligibility Enhancement

ADA Eligibility Enhancement

- Vendors expected to be ready to include the ADAEligibility (E0787) data element starting with the 2026-2027 Enrollment Event batch files.

- ADAEligibility is a required data element for all Enrollment Event records.

- ADAEligibility can be updated manually in the application.

- ADAEligibility will update via the batch file when all the data elements of the record match an existing record except for the ADAEligibility code.

TEDS Section 9 Update

- The Section 9 document for the TSDS UID file format is now available.

Field Name	Required	System - Data type	Used for Matching	Notes/Format Details
ADA Eligibility Code	Yes	VarChar(25)	No	Valid Values: 0 (Enrolled, Not in Membership), 1 (Eligible for Full Day Attendance), 2 (Eligible for Half Day Attendance), 3 (Eligible Transfer Student-Full Day), 4 (Ineligible-Full Day), 5 (Ineligible-Half Day), 6 (Eligible Transfer Student-Half Day), 7 (Eligible-Flexible Attendance Program Participation), 8 (Ineligible-Flexible Attendance Program Participation), 9 (Enrolled, Not in Membership Due to Virtual Learning)
Ethnicity Indicator	Yes	VarChar(1)	No	Valid Values: 1 or 0. 1 indicates a person of Cuban

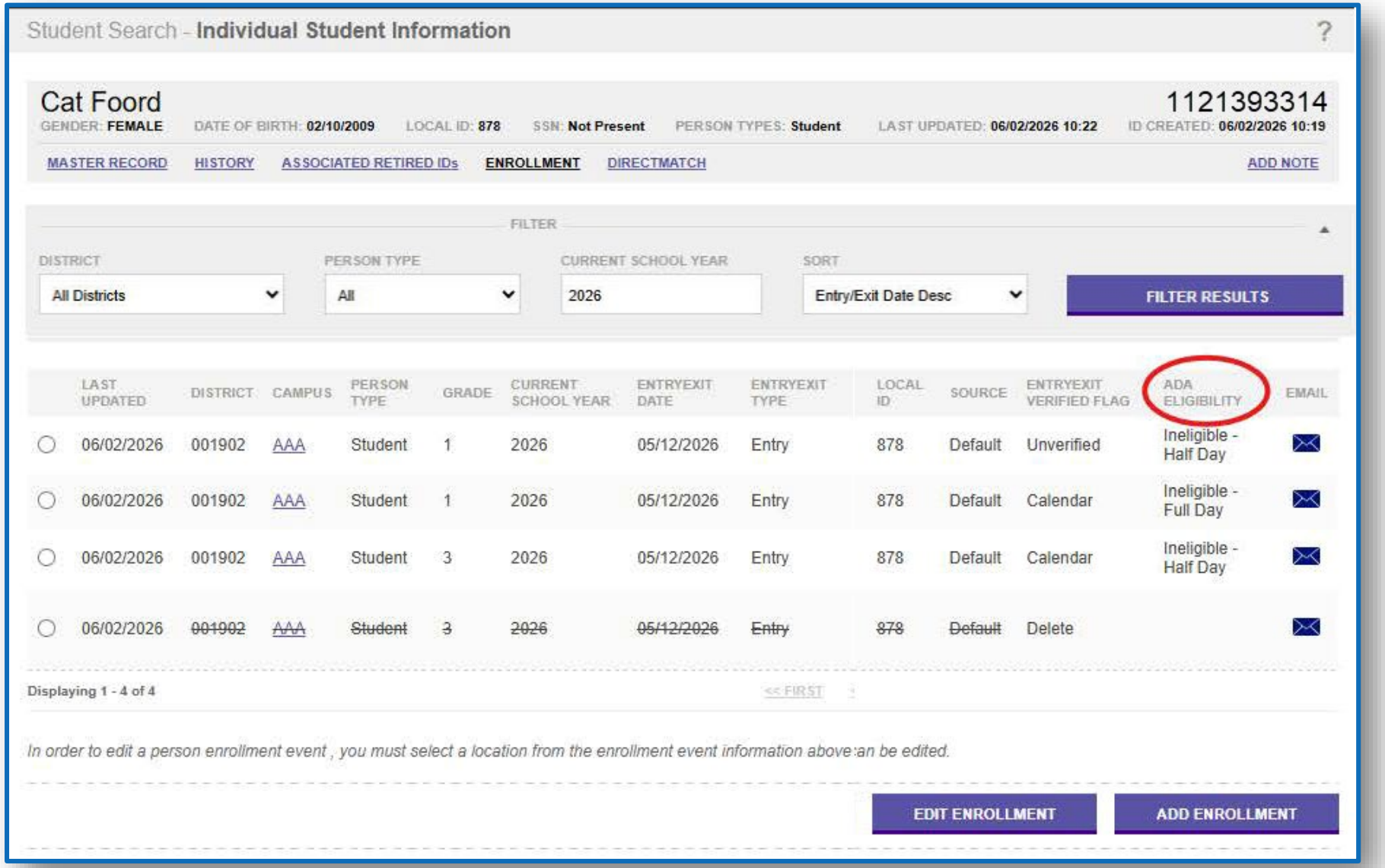
Sample File for Student Enrollment Events Submission Purpose = '002', Enrollment Events:

This is a comma delimited, double quote qualified file with a header and a trailer record.

```
TH 05/25/2017 14:00:00 TSTFILE5 3.0 delimiter=0X2C source=SIS qualifier=0X22
"ID","043905005","","Norris","Chuck","","","M","10/01/2002","09","043001","S81010100","B","5468112175","043905
","2017","","","","","","","","","","","","","","1","0","","","","","","","","","","","","","","","","","","","","","","","","002","02","","","08
/22/2016","01","","","","","","","","","","","","","","","","","",""
TT TSTFILE5 3
```

- Updates found on pages 8 and 12

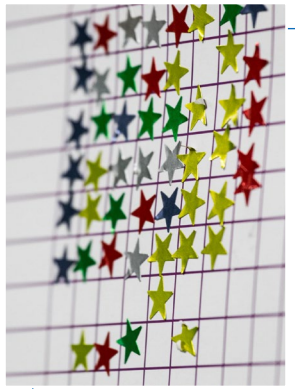
Enrollment Event Tab





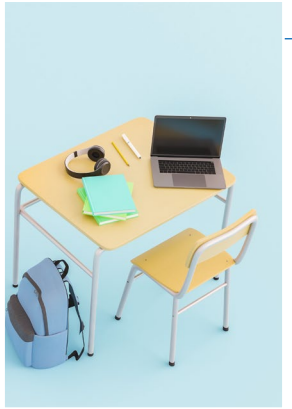
Automated Enrollment Tracking Pilot

Automated Enrollment Tracking Pilot Update



65 school system participants

- All ten SIS vendors represented
- Variety of enrollment sizes
- Charter and ISD



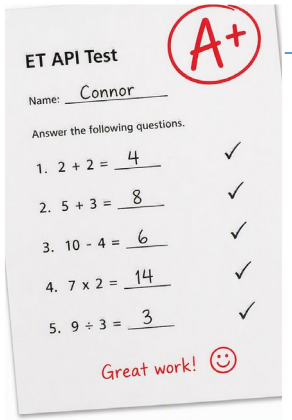
Resume, Reboot, Refresh

- Pilot data was reset
- Restarted the testing



Testing Roadblocks

- Limited student data set
- TSDS Unique ID software fixes
  - Missing ET Event files
  - Student validation errors



Successes

- Cleaner data process
- Significantly less errors
- Good end to end results

The Automatic Process

- Near real time processing of student enrollment events.
- As data is published to the IODS, TEA monitors for data that triggers an enrollment event.

- Data Required:
  - Student Entity – *student demographic*
  - StudentSchoolAssociation Entity – *student enrollment*
  - StudentEducationOrganizationAssociation Entity – *student gender, race, and ethnicity*

- Manual edits will no longer be available after the automatic process is deployed.

- Enrollment Event errors will be provided to users via the DMC > Enrollment screen.

TEAL Access Roles & Privileges

- School system personnel responsible for resolving enrollment event errors will need to request additional* TEAL access.
  - DMC LEA Data Monitor role
    - DMC L1.5 Filter Access
    - DMC Search Data
    - DMC Summary Access to LEA Data
  - DMC LEA L2 Validations role
    - Enrollment Tracker
  - Uniq-ID LEA
- Click sheet will be available for requesting the TEAL access.

**Users may already have the role access and need only to add the new privileges.*

What to Expect During Implementation

- School systems should run any outstanding batch files for enrollment events by end of day on November 20, 2026.
- School systems will no longer be able to report new enrollment events through batch file upload starting on November 23, 2026.
- TSDS UID Enrollment Tracking dashboard and functionality will be unavailable to utilize the weekend of the implementation.
- After implementation, enrollment events will no longer be edited manually.



Reports

ADA Eligibility Enhancement Reports Impact

- All current enrollment reports will be updated to include the ADA Eligibility (E0787) data element.

Report #	Report Name	XLS		PDF		CSV	
		Status	Run	Status	Run	Status	Run
UID0-000-001	Presumed Duplicate Student Report For Enrollment						
UID0-000-002	Students Showing Withdrawn						
UID0-000-003	Students Not Showing Withdrawn						
UID0-000-004	Enrollment Status of Prior School Year Students						
UID0-000-005	Student Enrollment Roster Report						

UID0-000-001 Presumed Duplicate Student Report for Enrollment

Texas Education Agency
UID0-000-001
vyy.n.n
* * * **Confidential** * * *
LEA: nnnnnn - LEAName1
Campus: nnnnnnnnn - CampusName1

TSDS UID PRESUMED DUPLICATE STUDENT REPORT FOR ENROLLMENT
LEA-level Data
Campuses: <nnn OR All>
2026-2027 School Year

Day MM/DD/YYYY nn:nn AM/PM
Page n of n

Student Name	Unique ID	Local ID	Student ID	Date of Birth	ADA Elig	LEA ID	Campus ID	Verified Flag	Enroll/ Withdraw Type	Enroll/ Withdraw Date
LastName Gen, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	nnnnnn - LEAName	nnn - CampusName	V	nn	MM/DD/YYYY
					n	nnnnnn - LEAName	nnn - CampusName		nn	MM/DD/YYYY
LastName, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	nnnnnn - LEAName	nnn - CampusName		nn	MM/DD/YYYY
					n	nnnnnn - LEAName	nnn - CampusName	V	nn	MM/DD/YYYY
LastName, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	nnnnnn - LEAName	nnn - CampusName		nn	MM/DD/YYYY
		nnnnnnnnn			n	nnnnnn - LEAName	nnn - CampusName	V	nn	MM/DD/YYYY
LastName Gen, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	nnnnnn - LEAName	nnn - CampusName		nn	MM/DD/YYYY
					n				nn	MM/DD/YYYY
LastName Gen, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	nnnnnn - LEAName	nnn - CampusName	V	nn	MM/DD/YYYY
		nnnnnnnnn			n	nnnnnn - LEAName	nnn - CampusName		nn	MM/DD/YYYY

Total Presumed Duplicate Enrollment Students for Campus: nnn

Note: Records where the entry and exit events are on the same day, at the same campus, for the same student are excluded.

UID0-000-002 Students Showing Withdrawn

Texas Education Agency
UID0-000-002
vyy.n.n
* * * **Confidential** * * *
LEA: nnnnnn - LEAName1
Campus: nnnnnnnnn - CampusName1

TSDS UID STUDENTS SHOWING WITHDRAWN
LEA-level Data | Potential <Movers OR Leavers>
Campuses: <nnn OR All>
2026-2027 School Year

Day MM/DD/YYYY nn:nn AM/PM
Page n of n

Student Name	Unique ID	Local ID	Student ID	Date of Birth	ADA Elig	LEA ID	Campus ID	Enroll/ Withdraw Type	Enroll/ Withdraw Date
LastName Gen, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY
		nnnnnnnnn			n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY
					n			nn	MM/DD/YYYY
		nnnnnnnnn			n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY
					n			nn	MM/DD/YYYY
LastName, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY
					n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY
LastName, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY
		nnnnnnnnn			n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY
LastName Gen, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY
					n			nn	MM/DD/YYYY
LastName Gen, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY
		nnnnnnnnn			n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY

Total Potential <Movers OR Leavers> for Campus: nnn

UID0-000-003 Students Not Showing Withdrawn

Texas Education Agency
UID0-000-003
vyy.n.n
* * * **Confidential** * * *
LEA: nnnnnn - LEAName1
Campus: nnnnnnnnn - CampusName1

TSDS UID STUDENTS NOT SHOWING WITHDRAWN
LEA-level Data | Potential <Movers OR Continuing Students>
Campuses: <nnn OR All>
2026-2027 School Year

Day MM/DD/YYYY nn:nn AM/PM
Page n of n

Student Name	Unique ID	Local ID	Student ID	Date of Birth	ADA Elig	LEA ID	Campus ID	Enroll/ Withdraw Type	Enroll/ Withdraw Date
LastName Gen, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY
		nnnnnnnnn			n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY
					n			nn	MM/DD/YYYY
		nnnnnnnnn			n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY
					n			nn	MM/DD/YYYY
LastName, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY
					n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY
LastName, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY
		nnnnnnnnn			n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY
LastName Gen, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY
					n			nn	MM/DD/YYYY
LastName Gen, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY
		nnnnnnnnn			n	nnnnnn - LEAName	nnn - CampusName	nn	MM/DD/YYYY

Total Potential <Movers OR Continuing Students> for Campus: nnn

UID0-000-004 Enrollment Status of Prior School Year Students

Texas Education Agency
UID0-000-004
vyy.n.n
*** **Confidential** ***
LEA: nnnnnn - LEAName1
Campus: nnnnnnnnn - CampusName1

TSDS UID ENROLLMENT STATUS OF PRIOR SCHOOL YEAR STUDENTS
LEA-level Data | All Reports
Campuses: <nnn OR All>
2026-2027 School Year

Day MM/DD/YYYY nn:nn AM/PM
Page n of n

Potential Leavers

Prior Year Information					Current Year Information				
Student Name	Unique ID	Local ID	Student ID	Date of Birth	LEA ID	Campus ID	ADA Elig	Enroll/ Withdraw Type	Enroll/ Withdraw Date
LastName Gen, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY					
LastName, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY					
LastName, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY					
LastName Gen, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY					
LastName Gen, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY					

Total Potential Leavers for Campus: nnn

UID0-000-005 Student Enrollment Roster Report

Texas Education Agency
UID0-000-005
vyy.n.n
* * * **Confidential** * * *
LEA: nnnnnn - LEAName1
Campus: nnnnnn001 - CampusName1

TSDS UID STUDENT ENROLLMENT ROSTER REPORT
LEA-level Data | MM/DD/YYYY - MM/DD/YYYY
Campuses: 001, 002
2026-2027 School Year

Day MM/DD/YYYY nn:nn AM/PM
Page n of n

Grade: 01

Student Name	Unique ID	Local ID	Student ID	Date of Birth	ADA Elig	Sex	Ethnicity	Enroll/ Withdraw Type	Enroll/ Withdraw Date
LastName Gen, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	M or F	X or X, X, X	nn	MM/DD/YYYY
					n			nn	MM/DD/YYYY
					n			nn	MM/DD/YYYY
					n			nn	MM/DD/YYYY
LastName Gen, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	M or F	X or X, X, X	nn	MM/DD/YYYY
					n			nn	MM/DD/YYYY
LastName Gen, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	M or F	X or X, X, X	nn	MM/DD/YYYY
LastName Gen, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	M or F	X or X, X, X	nn	MM/DD/YYYY
LastName Gen, FirstName MiddleName	nnnnnnnnnn	nnnnnnnnn	xxxxxnnnn	MM/DD/YYYY	n	M or F	X or X, X, X	nn	MM/DD/YYYY
					n			nn	MM/DD/YYYY

Total Student Enrollment for Grade: nnn

Additional Data in UID0-000-005 CSV Only

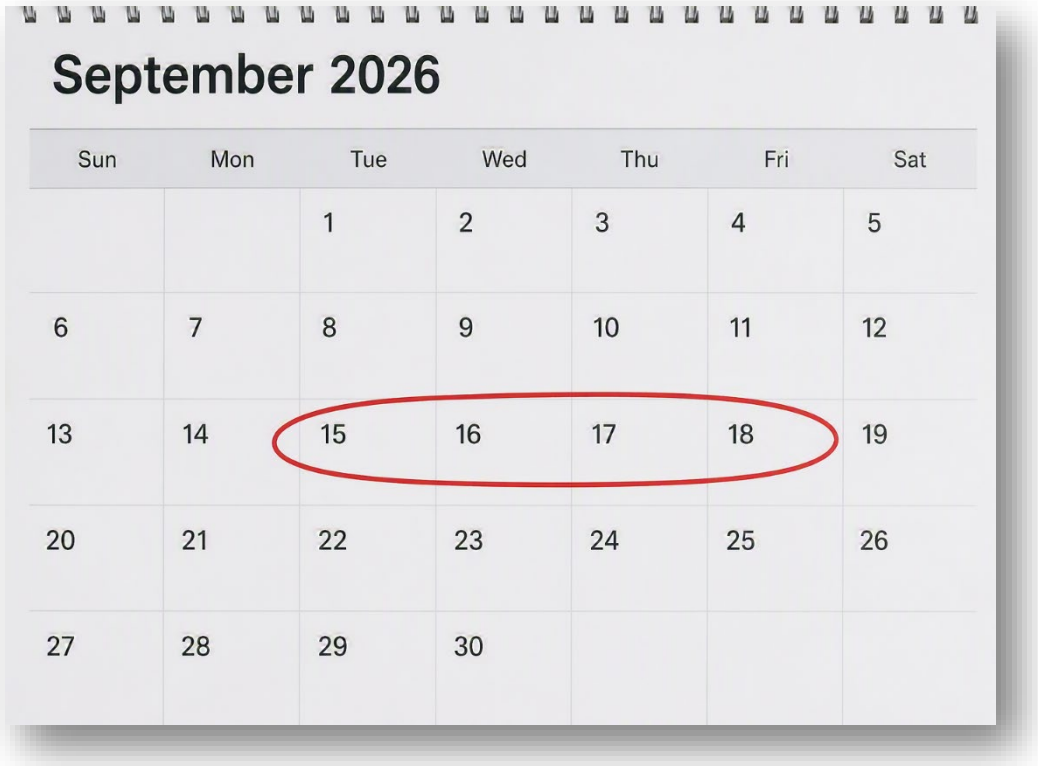
- The Last Updated Date/Time stamp will be added to the CSV version of the UID0-000-005 Student Enrollment Roster Report.

Report #	Report Name	XLS		PDF		CSV	
		Status	Run	Status	Run	Status	Run
UID0-000-001	Presumed Duplicate Student Report For Enrollment						
UID0-000-002	Students Showing Withdrawn						
UID0-000-003	Students Not Showing Withdrawn						
UID0-000-004	Enrollment Status of Prior School Year Students						
UID0-000-005	Student Enrollment Roster Report						

- This will provide a way to sort data by the updated date/time stamp when the data is automatically sent.

Additional Parameter for UID0-000-005

- A new Date Range parameter will be available when running either the PDF or CSV versions of the UID0-000-005 Student Enrollment Roster Report.



QUESTIONS



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The Granular Attendance Pilot

July 22, 2026

Agenda 2026-2027 The Granular Attendance Pilot





The Background

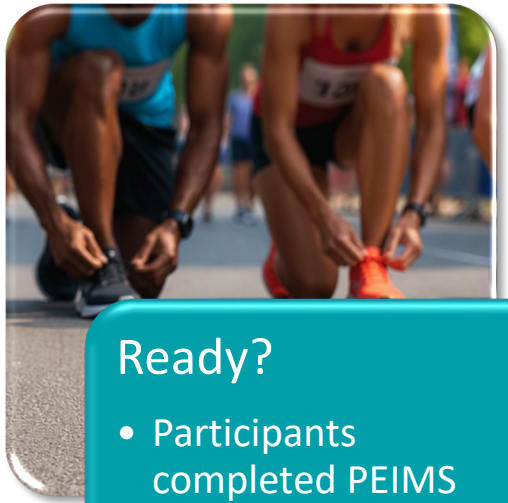
Why is TEA Piloting Granular Attendance?

- As part of the TSDS Upgrade Project and future initiative, TEA will collect granular student attendance and allow the system to calculate ‘cumulative attendance’ rather than rely upon source system vendors to calculate.
- Granular (transactional) attendance data is submitted through the StudentSchoolAttendanceEvent Entity.
- Piloting this project is critical to ensuring accuracy and readiness for the statewide parallel year.

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The Plan

What is the Plan for the Pilot?



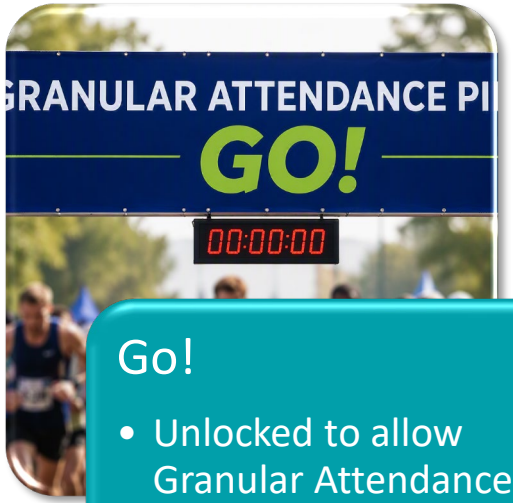
Ready?

- Participants completed PEIMS Summer First Submission
- Promote PEIMS Summer Resubmission base data



Set…

- Basic Attendance
- Flex Regular Attendance
- Data Validation
- Roster of Student Attendance



Go!

- Unlocked to allow Granular Attendance data to promote
- Cannot promote further after PEIMS Summer Resubmission is marked Complete

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The Pilot

Who is Participating?

ESC	Pilot Participants
01	6
04	11
05	2
06	6
07	1
08	5
09	2
10	7
11	3
12	3
13	4
14	1
15	5
16	3
17	6
18	5
19	1
20	3
Grand Total	**74**

Vendor	Pilot Participants
Ascender	34
eSchoolPlus	4
Focus	1
Frontline	5
Harris Websmart	3
Infinite Campus	1
PowerSchool	2
Skyward Q	6
Skyward SMS	17
Grand Total	**74**

LEA Type	Pilot Participants
Charter	6
ISD	68
Grand Total	**74**

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The Test

What is Being Tested?

- Basic Attendance calculations
  - PDM3-130-001 vs. PDM3-130-101
  - PDM3-130-008 vs. PDM3-130-108
- Flexible Attendance Regular calculations
  - PDM3-130-011 vs. PDM3-130-111
  - PDM3-130-014 vs. PDM3-130-114
- Data Validations
- New report:
  - PDM3-130-050 Roster of Student Attendance

Attendance Type	Total Records Promoted
Basic Attendance	3,133,831
OFSDP	254,927
OFSDP (TED 29.081 e-2)	89,574
HSEP	65
R-PEP	4

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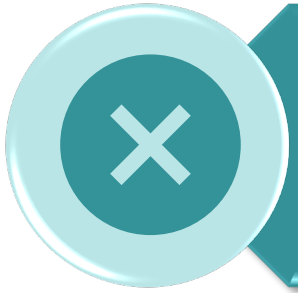
The Result

What are the Results?

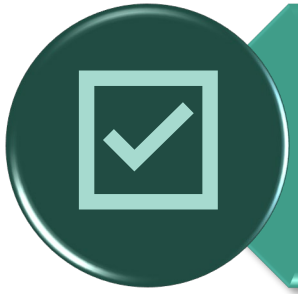
- Majority of returned worksheets show NO difference between the vendor calculated and promoted attendance data by reporting period and the TEA calculated promoted attendance by reporting period.
- For a small few, there is a 0.001% difference, which is due to rounding calculation differences.



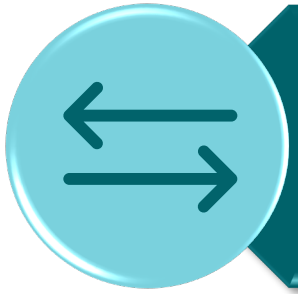
A Unique Result – What We Know Today



Students cannot be absent on their first day of enrollment.



Students must attend one day before being considered in membership.



Grade-level and calendar changes often create a new StudentSchoolAssociation.

Historically, these changes have not been treated as a break in enrollment.

How Granular Attendance Changes the Impact

- Ed-Fi/API processing interprets a new StudentSchoolAssociation as a new enrollment.
- Absences reported on the new EntryDate is validated as a first day of enrollment.
  - The SIS might not send an attendance event for that date due to this validation, even if it is accurate that the student was absent.
- Absence events on that date will trigger validation errors.
- This has created differences between vendor and TEA cumulative attendance calculations.

Previously treated as continuous enrollment in XML-based processing, now evaluated as a new enrollment event within the API framework.

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The Future

What Happens Next?

2026-2027

- Testing CTE Attendance
- Testing Special Program Attendance
- Testing Special Education Attendance
- Continue testing Basic/Flex attendance including Disaggregations

QUESTIONS

