# TSDS PEIMS and Accountability: Best Practices for the Fall Submission

September 30, 2026
10:00-11:30 am

Texas Education Agency

# Meet your Presenters

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# Session Objectives

- Attendees will
  - learn about changes for Fall TSDS submissions
  - know the critical data that comes from sources such as TSDS PEIMS and how each data element impacts accountability ratings
  - know which TSDS PEIMS reports to leverage and who should look at them to ensure accurate submissions (and accurate accountability ratings!)
  - who to contact if more help is needed
  - get their questions answered!

The Q and A is open - we will be answering questions in real time.

**This meeting is being recorded**

# Agenda

- Important Reminder from PEIMS
- Fall PEIMS Submission Changes
- Data Submissions and Accountability
- PEIMS Fall Snapshot Data in Accountability
- PEIMS Fall Snapshot Reports and Data Accuracy
- Correcting Errors found in PEIMS Fall Submission Reports
- Planning Ahead
- Closing and Next Steps

# So many links, so little time...

We will share A LOT of resources today in the chat with links...

**ALL of these are also linked in your slide deck!**

- **Keep the slide deck link!**
- **No need to keep track of the others, they are all embedded!**

# PEIMS – IMPORTANT REMINDER

# REMINDER: PEIMS Deadline

- School systems have until the PEIMS Extended Year Resubmission due date of **October 1, 2026 (tomorrow)**, to make changes to data in the PEIMS Extended Year Submission reports.
- Request the most recent copy of **ALL** applicable reports from the TSDS PEIMS application and review each student that will be evaluated in 2027 accountability:
  - 2026 graduates
  - Non-graduates who were reported as 12th graders during the 2025-26 school year

# PEIMS – Extended Year Submission 2025-2026

## Detail Reports to Review:

PDM4-120-009 Industry-Based Certification Roster
PDM4-124-007 Graduate Roster by Graduation Type
PDM4-133-001 Students with Dual Credit Courses and College Credit Hours
PDM4-133-002 Number of Students Completing Course by Pass/Fail Indicator
PDM4-133-004 Student Course Completion Detail

## Additional Resources:

Academic Accountability Data Sources Guide (2025-26 PEIMS CCMR)
PEIMS and Accountability Best Practices for the Extended Year Submission (recording)
PEIMS and Accountability Best Practices for the Extended Year Submission (slide deck)

# Fall PEIMS Changes

# 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 point during the school start window (first day of school through the last Friday in September) and before the first Friday in October.

Talk with your ESC if you have questions about the new PEIMS Fall Enrollment Submission.

**NOTE:** ***Data reported through the 2026-2027 PEIMS Fall Enrollment Submission does not impact accountability ratings.***

# 2026-2027 PEIMS FALL SUBMISSION

- The PEIMS Fall Submission represents the state of the school system as of the PEIMS Fall snapshot date, which is the last Friday in October and consist of:
  - All students enrolled on the last Friday in October,
  - All staff employed on the last Friday in October, and
  - Current school-year budget data.

**Note: Beginning in the 2026-2027 school year, the PEIMS Fall Submission will NOT include leaver and graduate data.**

***The 2026-2027 Fall PEIMS Submission will be the focus of today's webinar.***

# Question 1: True or False?

- True or False:
  - Graduation and Leaver Data submitted through the **TSDS PEIMS Fall Submission** will affect 2027 accountability ratings.

# Question 1: Answer

Beginning in the 2026-2027 school year, the PEIMS Fall Submission will **NOT** include leaver and graduate data.

*This data is reported in the PEIMS Summer and Extended Year Submissions.*

# Data Submissions and Accountability

# The accountability system consists of three domains

| Domain 1 | Domain 2 | Domain 3 |
|---|---|---|
| **Student Achievement** | **School Progress** | **Closing the Gaps** |
| A | B | A |
| 93 out of 100 | 85 out of 100 | 96 out of 100 |
| Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school. | School Progress shows how students perform over time and how the school's performance compares to other schools with similar economically disadvantaged student populations. | Closing the Gaps tells us how well a school is ensuring that all student groups are successful. |
| Additional Details | Additional Details | Additional Details |

# Each domain has sub-domains that are aggregated to create a domain score

| Domain 1 | Domain 2 | Domain 3 |
|---|---|---|
| Student Achievement | School Progress | Closing the Gaps |
| A | B | A |
| 93 out of 100 | 85 out of 100 | 96 out of 100 |
| • Domain 1a – STAAR Achievement<br>• Domain 1b – CCMR<br>• Domain 1c – Long'l Grad Rate | • Domain 2a – STAAR Growth<br>• Domain 2b – STAAR Relative Performance<br>• Domain 2b – CCMR Relative Performance (HS/K-12 only)<br>• Domain 2b – AEA Retest Growth | • Domain 3 – STAAR Achievement<br>• Domain 3 – STAAR Growth<br>• Domain 3 – Grad Rate<br>• Domain 3 – Student Success (STAAR)<br>• Domain 3 – School Quality (CCMR)<br>• Domain 3 – Progress in ELP |

# Domains 1 and 2 are calculated using data from the all students group; Domain 3 is calculated using data from specific student groups

| Domain 1 | Domain 2 | Domain 3 |
|---|---|---|
| Student Achievement | School Progress | Closing the Gaps |
| A<br>93 out of 100 | B<br>85 out of 100 | A<br>[illegible] |
| • Domain 1a – STAAR Achievement<br>• Domain 1b – CCMR<br>• Domain 1c – Long'l Grad Rate | • Domain 2a – STAAR Growth<br>• Domain 2b – STAAR Relative Performance | • Domain 3 – STAAR Achievement<br>• Domain 3 – STAAR Growth<br>• Domain 3 – Grad Rate<br>• Domain 3 – Chronic Absenteeism<br>• Domain 3 – School Quality<br>• Domain 3 – Progress in ELP |

**All Students**

**All Students, plus Students from Two Lowest Performing Racial/Ethnic Groups from Previous Year Accountability and High Focus Group**

# Accurate Data Submissions are a critical component to accurate accountability ratings

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Each domain has sub-domains that are aggregated to create a domain score

| Domain 1 | Domain 2 | Domain 3 |
|---|---|---|
| Student Achievement | School Progress | Closing the Gaps |
| A | B | A |
| 93 out of 100 | 85 out of 100 | 96 out of 100 |
| • Domain 1a – STAAR Achievement<br>• Domain 1b – CCMR<br>• Domain 1c – Long'l Grad Rate | • Domain 2a – STAAR Growth<br>• Domain 2b – STAAR Relative Performance<br>• Domain 2b – CCMR Relative Performance (HS/K-12 only)<br>• Domain 2b – AEA Retest Growth | • Domain 3 – STAAR Achievement<br>• Domain 3 – STAAR Growth<br>• Domain 3 – Grad Rate<br>• Domain 3 – Student Success (STAAR)<br>• Domain 3 – School Quality (CCMR)<br>• Domain 3 – Progress in ELP |

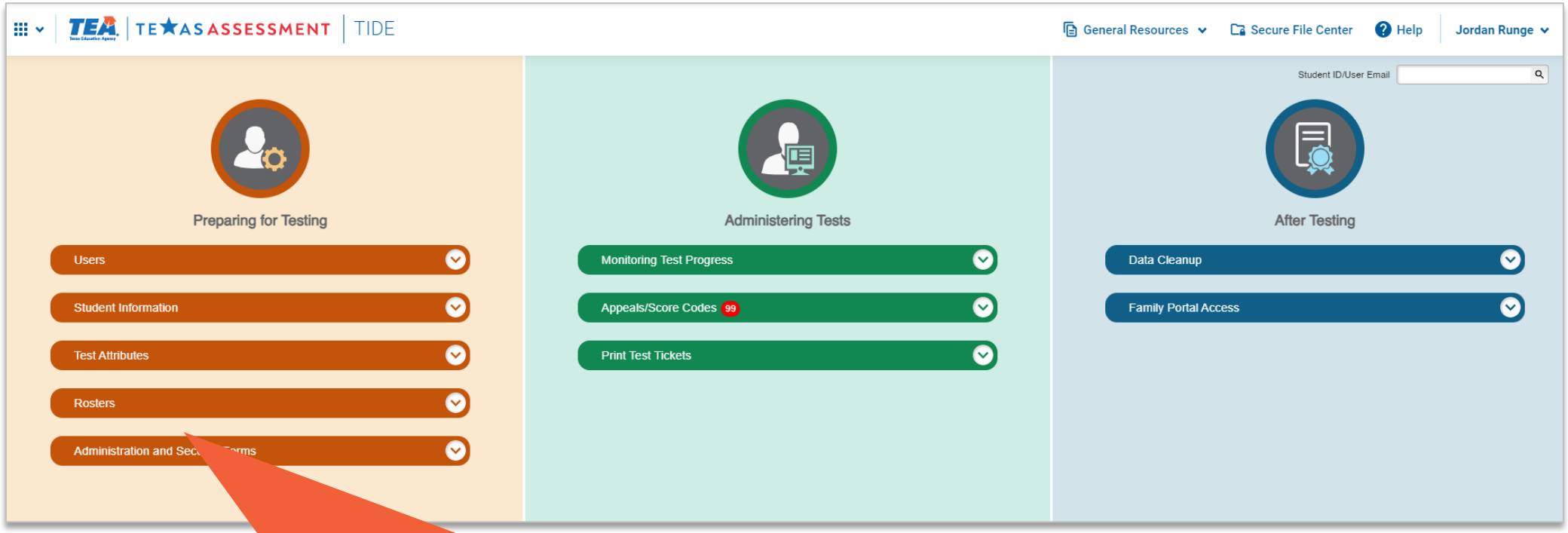
| Indicator | Data Source (Non-TSDS PEIMS) |
|---|---|
| Onramps | Onramps Program --> PR |
| AP | College Board --> Research --> PR |
| IB | IB --> Research --> PR |
| SAT | College Board --> Research --> PR |
| ACT | ACT --> Research --> PR |
| TSIA | College Board --> THECB --> Research --> PR |
| Level I & Level II Certificates | THECB --> Research --> PR |
| Military Readiness | DOD --> PR |

**Each domain is calculated from numerous data sources**

**Most data comes from one of two major systems:**

- **Test Information Distribution Engine (TIDE)**
- **Texas Student Data System/Public Education Information Management System (TSDS PEIMS)**

# The Test Information Distribution Engine (TIDE) is the vendor system used to administer STAAR tests




Testing Coordinators enter demographic info into TIDE when registering students for testing. This TIDE data is used for any STAAR-related accountability measures

***It is crucial for TIDE data to be correct when submitted for accountability to show what you expect.***

# Accountability Glossary – Appendix D (TSDS)

- Texas Student Data System/Public Education Information Management System (TSDS PEIMS):
  - TSDS PEIMS is the software application for the state's Public Education Information Management System.
  - Districts load, validate, and submit their data to TEA via TSDS PEIMS.

Accountability Rating System Manual
2027 Ratings

## Appendix D—Accountability Glossary

# Accountability Glossary – Appendix D (TSDS Examples)

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**Highly Mobile:** Students are included in the highly mobile student group within the Closing the Gaps domain if they are identified in TSDS PEIMS as any of the following:

- Foster Care: Student is currently in the conservatorship of the Department of Family and Protective Services, as indicated with a PEIMS indicator code of 1.
- Homeless: Student is coded with a homeless status PEIMS indicator code of 2, 3, 4 or 5.
- Migratory: Student is, or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity as reported in TSDS PEIMS or updated in TIDE and coded as Y = Yes.

2027 Accountability Manual — Appendix D

S PEIMS as EB students at any time while
are evaluated in the High Focus student

**Former Special Education:** In accordance with TEC §39.053(e), a student is identified as formerly receiving special education services if in the preceding year, they were reported in TSDS PEIMS as receiving special instruction and related developmental, corrective, supportive, or evaluative services, but in the current year, as reported through TSDS PEIMS for Graduation or CCMR, and TIDE for STAAR indicators, are no longer participating in a special education program.

**School Type:** A specific label given to a campus for the purpose of determining its domain targets. The label a campus receives—elementary, middle school, elementary/secondary, or high school—is determined by the grades served by the campus as reported in the Fall TSDS PEIMS enrollment snapshot.

**Snapshot Date:** The "as of" date that is used to determine TSDS PEIMS enrollment information. October 30, 2026, is the TSDS PEIMS Fall Snapshot date for the 2026–27 school year.

# The accountability manual includes TSDS PEIMS source data and reports

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Appendix H in the 2027 Accountability Manual also provides details about data sources for all accountability indicators.

| | |
|---|---|
| High Focus | Students are identified as high focus if they meet at least one of the following criteria:<br>• Economically disadvantaged (Source: TIDE*)<br>• Current or Monitored Emergent Bilingual (EB) Students (Source: TIDE*)<br>• Current special education (Source: TIDE)<br>• Highly Mobile<br>  ○ Homeless (Source: PEIMS, code of 2, 3, 4, or 5)<br>  ○ Foster (Source: PEIMS, code of 1)<br>  ○ Migratory (TIDE*)<br>PEIMS Submission: Closing the Gaps components including Federal Graduation Status and School Quality Component (CCMR |

### 3.1 Inclusion of EB Students

An Emergent Bilingual (EB) is a student whose primary language is other than English and who is in the process of acquiring English. Current and monitored (through year 4) EB students are included in accountability calculations. A student is identified as a current EB student if the student is reported as emergent bilingual in TSDS PEIMS Fall Snapshot. This information may also be updated in the Test Information Distribution Engine (TIDE) in certain situations as specified in the *District and Campus Coordinator Resources* Calendar of Events for the accountability year.

1 = Identified as Emergent Bilingual (EB). A student is identified as a monitored EB student if the student is reported in TSDS PEIMS Fall Snapshot as having met the criteria for exiting a bilingual/ESL program and is in the first through fourth years of academic monitoring as required by 19 Texas Administrative Code, §89.1220(l). This information may also be updated in TIDE in certain situations as specified in the *District and Campus Coordinator Resources* Calendar of Events for the accountability year.

F = Monitored 1st Year (M1), reclassified from EB

S = Monitored 2nd Year (M2), reclassified from EB

3 = Monitored 3rd Year (M3), reclassified from EB

4 = Monit

*(TSDS* *(TSDS PEIMS DataElementID: E0790, EmergentBilingualIndicator)*

| | |
|---|---|
| Continuously and Non-Continuously Enrolled | For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the campus on the TSDS PEIMS Fall Snapshot during the current school year and in the same district each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the campus on the current year TSDS PEIMS Fall Snapshot and in the same district each of the preceding two years.<br>If the enrollment requirement is not met, then the student is considered non-continuously enrolled. Source: PEIMS Fall Snapshot |

# Question 2: True or False?

- True or False:
  - All accountability data that is used to calculate *A-F* ratings comes from data submitted through PEIMS.

# Question 2: Answer

**Each domain is calculated from numerous data sources.**

**Most data comes from one of two major systems:**

- Test Information Distribution Engine (TIDE)
- Texas Student Data System/Public Education Information Management System (TSDS PEIMS)

**...as well as other non-TSDS PEIMS data from outside sources.**

# PEIMS Fall Snapshot Data in Accountability

# **KEY:** Fall PEIMS data are used to determine which students are included in the **accountability subset**

**TSDS PEIMS Fall Snapshot, *Accountability Subset Rule*:** A subset of assessment results is used to calculate each domain. The calculation includes only assessment results for students enrolled in the campus in a previous fall, as reported on the TSDS PEIMS October snapshot.

**For the 2027 accountability year:**

- Grades 3–8: campuses are responsible for the spring 2027 assessment results for students reported as enrolled in fall 2026, referred to as October snapshot.
- End-of-Course (EOC): campuses are responsible for
  - summer 2026 results for students reported as enrolled in the October 2025 snapshot;
  - fall 2026 results for students reported as enrolled in the October 2026 snapshot; and
  - spring 2027 results for students reported as enrolled in the October 2026 snapshot.

# **KEY:** PEIMS Fall Snapshot data determines a school's 'type'

## TSDS PEIMS Fall Snapshot, School Type Methodology

- Each campus is identified as one of four possible school types—elementary school, middle school, high school, or K-12—as determined by the grades served by the campus, as reported in the TSDS PEIMS Fall snapshot.

- The school type is used to:
  - determine the domain cut scores for assigning letter grades
  - determine the Domain 3 Closing the Gaps federal targets
  - determine campus comparison groups which are used for Distinction Designations
  - determine the components campuses are rated on

**Example: Domain 1 Student Achievement**

| Elementary and Middle School | High School or K-12 |
|---|---|
| STAAR Performance | STAAR Performance |
| | CCMR (if available) |
| | Graduation Rate (if available) |

# **KEY:** PEIMS Fall Snapshot data determines a school's proportional weight in the district rating

## TSDS PEIMS Fall Snapshot, Proportional Weighting District Rating Methodology

- District domain ratings are calculated using a proportionality method. Using this methodology, every campus contributes to each district domain score on a distributed weight based on enrollment in grades 3–12, as reported in the TSDS PEIMS Fall snapshot.
- **The 2027 Campus 3-12 Enrollment (in Membership) List** will be available in March 2027 on the 2027 Accountability Rating System Webpage.
  - This list reflects data from the Fall PEIMS Submission and includes:
    - Campus-level membership counts for students in grades 3-12
    - Campus-level economically-disadvantaged rates

Reference: 2026 Campus 3-12 Enrollment (Membership) List on the 2026 Accountability Rating System Webpage

# Question 3: True or False?

- True or False:
  - Your school type, based on the grade levels served reported through the **TSDS Fall PEIMS Submission**, determines the components your campus is rated on for accountability.

# Question 3: Answer

Each campus is identified as one of four possible school types—elementary school, middle school, high school, or K-12—as determined by the grades served by the campus, **as reported in the TSDS PEIMS Fall snapshot**.

The school type is used to determine the domain components campuses are rated on for accountability, cut scores for assigning letter grades, and Domain 3 Closing the Gaps federal targets.

# Question 4: True or False?

- True or False:
  - The number of grades 3-12 students enrolled (in membership) on my campus does not have any impact on my district's accountability rating.

# Question 4: Answer

District domain ratings are calculated using a proportionality method.

Using this methodology, **every campus** contributes to each district domain score on a distributed weight based on enrollment in grades 3–12, **as reported in the TSDS PEIMS Fall snapshot**.

# Economically Disadvantaged Data is Collected through PEIMS Fall Snapshot Data

## Extended Timeline for Income Eligibility Forms

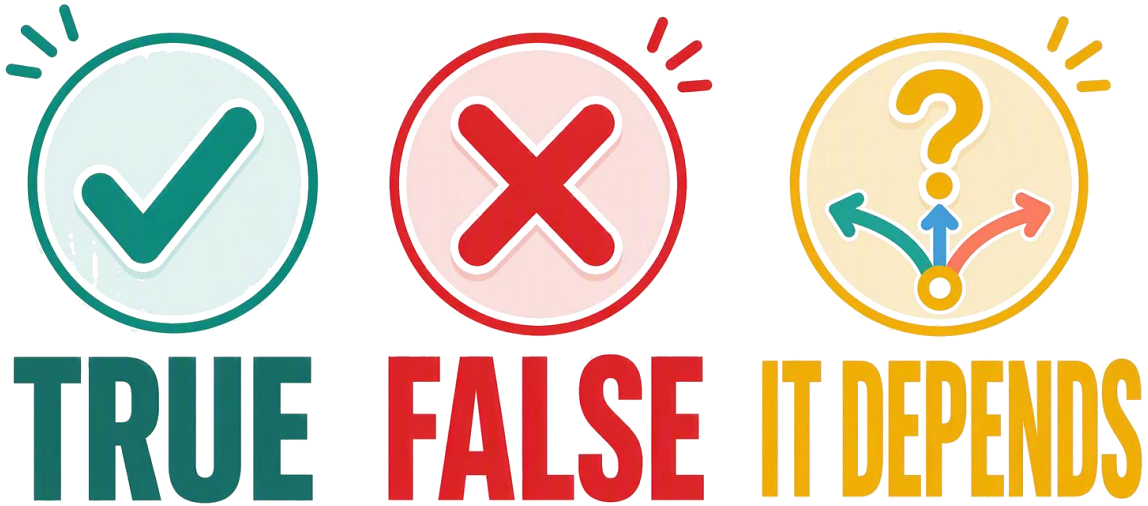
- For the 2026-27 school year, LEAs have until **January 21, 2027 (PEIMS Fall Resubmission deadline)** to update students' Economically Disadvantaged status.
- LEAs can continue to gather income verification after the 2026-27 Fall Snapshot date (October 30, 2026)
  - Documentation must provide evidence the student met the criteria **by October 30, 2026**.
  - For questions, email the Financial Compliance Division: schoolaudits@tea.texas.gov

## Sources of Economically Disadvantaged data used in Accountability

- PEIMS Fall Submission (**Data entry deadline – January 21, 2027**)
  - Domain 2B School Progress Relative Performance
  - Campus Comparison groups used for Distinction Designations
- TIDE (**Data entry deadlines vary** – see **Texas Student Assessment Program 2026-27 Calendar of Events**)
  - Domain 3 Closing the Gaps – High Focus group
  - Under ESSA requirements, Economically Disadvantaged students are evaluated as a separate student group for the purpose of federal school improvement identification.

# Question 5: True, False or It Depends?

- True, False or It Depends:
  - If a student is coded as economically disadvantaged through the **TSDS Fall PEIMS Submission**, this coding will be used for all accountability calculations.



# Question 5: Answer

**Some economically disadvantaged data used for accountability comes from PEIMS, and some comes from TIDE**

- PEIMS Fall Submission (campus level data)
  - Domain 2B School Progress Relative Performance
  - Campus Comparison groups used for Distinction Designations
- TIDE (student level data)
  - Domain 3 Closing the Gaps – High Focus group
  - Under ESSA requirements, Economically Disadvantaged students are evaluated as a separate student group for the purpose of federal school improvement identification.

# Question 6: True or False?

- True or False:
  - **Every student** that takes the STAAR assessment on my campus in Spring 2027 will be included in my accountability rating calculations.

# Question 6: Answer

**The TSDS PEIMS Fall Snapshot**
***Accountability Subset Rule*:**

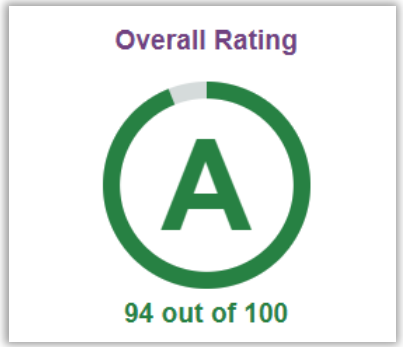
A subset of assessment results is used to calculate each domain. The calculation includes only assessment results for students enrolled in the campus in a previous fall, as reported on the TSDS PEIMS October snapshot.

# Accurate submission of snapshot data contributes to accurate ratings

| Data Submitted | Impacts on Accountability |
| --- | --- |
| Students enrolled at your campus on snapshot date | • **Accountability Subset Rule**<br>○ Calculations for each domain only include students that were enrolled as of **October 30, 2026** and completed the testing window at the same school (Fall 2026 and Spring 2027 results)<br>▪ ***NOTE:*** *Accountability subset for Summer 2026 EOC results based on October 2025 snapshot*<br>• **Proportional Weighting District Rating Methodology**<br>○ District domain ratings are calculated using a proportionality method, based on the percent of students in the district that attend each campus |
| Which grades have enrollment at your campus | • **School Type**<br>○ Each campus is identified as a specific school type, based on grades served<br>▪ Domain cut scores and Domain 3 Closing the Gaps federal targets determined by school type<br>▪ Campus comparison groups determined by school type<br>▪ Components rated determined by school type |

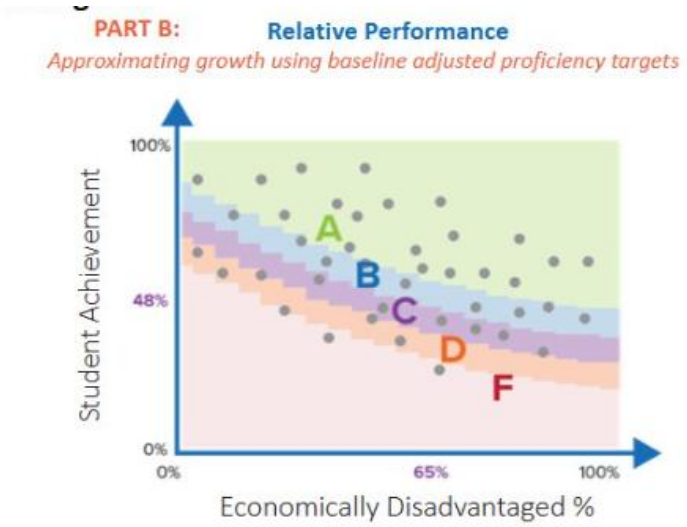
Reminder: Student level accountability data is pulled from TIDE. It's critical to ensure first name, last name and PEIMS ID # match across PEIMS and TIDE for accurate inclusion in accountability subset

Grades Served: **Early Education - Grade 5**



# Economically Disadvantaged Data is Collected through PEIMS Fall Snapshot Data

| Data Submitted | Impacts on Accountability |
|---|---|
| Economically Disadvantaged Status for each student enrolled | • Domain 2b – Relative Performance<br>  ○ Domain 2b like-campus groups: targets and calculations are determined by the percent of students enrolled that are economically disadvantaged<br>▪ Campus comparison groups for distinction designations include % eco dis |




Reminder: Student level accountability data is pulled from TIDE.
Students for the High Focus group in Domain 3 and Eco Dis student group for purpose of school improvement needs are identified from TIDE

## Extended Timeline for Income Eligibility Forms

- For the 2026-27 school year, LEAs have until **January 21, 2027 (PEIMS Fall Resubmission deadline)** to update students' Economically Disadvantaged status.
- LEAs can continue to gather income verification after the 2026-27 Fall Snapshot date (October 30, 2026)
- Documentation must provide evidence the student met the criteria by October 30, 2026.
- For questions, email the Financial Compliance Division: schoolaudits@tea.texas.gov

# PEIMS Fall Snapshot Reports and Data Accuracy

# Leveraging reports to ensure data accuracy is a critical step for LEAs to ensure accurate accountability ratings

**The Texas Education Agency cannot see what is in your Student Information System (SIS)**

- Ensuring accurate data submission is the responsibility of the LEA
- Reports are a tremendous resource for checking that your submission is correct
- For the Fall Submission data, you have until **January 21, 2027** to review, correct errors, and resubmit

We encourage LEAs to:

- Schedule time with your PEIMS team, CCMR leads, Accountability leads, and district leadership
- Review every report connected to the Fall Submission to ensure what is in your records or SIS matches your PEIMS submission

# ENSURE DATA ACCURACY using PEIMS reports

- Use the existing PEIMS Fall report to compare against LEA source system:

**PDM1-120-009**
TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Texas Education Agency
PDM1-120-009
vnn.n.n

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
LEA-level Data
2021-2022 Fall Collection

Monday 9/09/2022 2:41PM
Page n of n

LEA: 020906 - Bugscuffle ISD

TOTAL ENROLLMENT 1

| ENROLLMENT BY GRADE | Student Count | % Enroll |
|---|---|---|
| EARLY EDUCATION | 0 | 0.00% |
| PRE-KINDERGARTEN | 0 | 0.00% |
| KINDERGARTEN | 0 | 0.00% |
| GRADE 1 | 0 | 0.00% |
| GRADE 2 | 0 | 0.00% |
| GRADE 3 | 0 | 0.00% |
| GRADE 4 | 0 | 0.00% |
| GRADE 5 | 0 | 0.00% |
| GRADE 6 | 0 | 0.00% |
| GRADE 7 | 0 | 0.00% |
| GRADE 8 | 1 | 100.00% |
| GRADE 9 | 0 | 0.00% |
| GRADE 10 | 0 | 0.00% |
| GRADE 11 | 0 | 0.00% |
| GRADE 12 | 0 | 0.00% |
| TOTAL | 1 | 100.00% |

| ENROLLMENT BY SEX | Student Count | % Enroll |
|---|---|---|
| MALE | 0 | 0.00% |
| FEMALE | 1 | 100.00% |
| TOTAL | 1 | 100.00% |

| ADA ELIGIBILITY | Student Count | % Enroll |
|---|---|---|
| "0" ENROLLED, NOT IN MEMBERSHIP | 0 | 0.00% |
| "1" ELIGIBLE FOR FULL DAY | 0 | 0.00% |
| "2" ELIGIBLE FOR HALF DAY | 1 | 100.00% |
| "3" TRANSFER FOR FULL DAY | 0 | 0.00% |
| "4" INELIGIBLE FOR FULL DAY | 0 | 0.00% |
| "5" INELIGIBLE FOR HALF DAY | 0 | 0.00% |
| "6" TRANSFER FOR HALF DAY | 0 | 0.00% |
| "7" ELIGIBLE FLEX ATND | 0 | 0.00% |
| "8" INELIGIBLE FLEX ATND | 0 | 0.00% |
| "9" ENRLD, NOT MBRSHP VIRTL LRNG | 0 | 0.00% |
| TOTAL | 1 | 100.00% |

| | Student Count | % Enroll |
|---|---|---|
| EMERGENT BILINGUAL | 1 | 100.00% |
| IMMIGRANT | 1 | 100.00% |
| ECONOMIC DISADVANTAGE | 1 | 100.00% |
| MILITARY CONNECTED | 0 | 0.00% |
| FOSTER CARE | 0 | 0.00% |
| DYSLEXIA | 0 | 0.00% |
| PK ELIGIBLE PREVIOUS YEAR | 0 | 0.00% |

| ENROLLMENT BY ETHNICITY | Student Count | % Group | % Enroll |
|---|---|---|---|
| AMER. INDIAN/ALASKAN | 0 | 0.00% | 0.00% |
| ASIAN | 1 | 100.00% | 100.00% |
| BLACK/AFRICAN AMER. | 0 | 0.00% | 0.00% |
| HISPANIC/LATINO | 0 | 0.00% | 0.00% |
| WHITE | 0 | 0.00% | 0.00% |
| HAWAIIAN/PAC ISLAND | 0 | 0.00% | 0.00% |
| TWO OR MORE | 0 | 0.00% | 0.00% |
| TOTAL | 1 | 100.00% | 100.00% |

| MIGRATORY | Student Count | % Group | % Enroll |
|---|---|---|---|
| AMER. INDIAN/ALASKAN | 0 | 0.00% | 0.00% |
| ASIAN | 0 | 0.00% | 0.00% |
| BLACK/AFRICAN AMER. | 0 | 0.00% | 0.00% |
| HISPANIC/LATINO | 0 | 0.00% | 0.00% |
| WHITE | 0 | 0.00% | 0.00% |
| HAWAIIAN/PAC ISLAND | 0 | 0.00% | 0.00% |
| TWO OR MORE | 0 | 0.00% | 0.00% |
| TOTAL | 0 | 0.00% | 0.00% |

| OTHER ECON DISADV | Student Count | % Group | % Enroll |
|---|---|---|---|
| AMER. INDIAN/ALASKAN | 0 | 0.00% | 0.00% |
| ASIAN | 1 | 100.00% | 100.00% |
| BLACK/AFRICAN AMER. | 0 | 0.00% | 0.00% |
| HISPANIC/LATINO | 0 | 0.00% | 0.00% |
| WHITE | 0 | 0.00% | 0.00% |
| HAWAIIAN/PAC ISLAND | 0 | 0.00% | 0.00% |
| TWO OR MORE | 0 | 0.00% | 0.00% |
| TOTAL | 1 | 100.00% | 100.00% |

| ELIGIBLE FOR FREE/REDUCED MEALS | Student Count | % Group | % Enroll |
|---|---|---|---|
| AMER. INDIAN/ALASKAN | 0 | 0.00% | 0.00% |
| ASIAN | 0 | 0.00% | 0.00% |
| BLACK/AFRICAN AMER. | 0 | 0.00% | 0.00% |
| HISPANIC/LATINO | 0 | 0.00% | 0.00% |
| WHITE | 0 | 0.00% | 0.00% |
| HAWAIIAN/PAC ISLAND | 0 | 0.00% | 0.00% |
| TWO OR MORE | 0 | 0.00% | 0.00% |
| TOTAL | 0 | 0.00% | 0.00% |

| BILINGUAL | Student Count | % Group | % Enroll |
|---|---|---|---|
| AMER. INDIAN/ALASKAN | 0 | 0.00% | 0.00% |
| ASIAN | 0 | 0.00% | 0.00% |
| BLACK/AFRICAN AMER. | 0 | 0.00% | 0.00% |
| HISPANIC/LATINO | 0 | 0.00% | 0.00% |
| WHITE | 0 | 0.00% | 0.00% |
| HAWAIIAN/PAC ISLAND | 0 | 0.00% | 0.00% |
| TWO OR MORE | 0 | 0.00% | 0.00% |
| TOTAL | 0 | 0.00% | 0.00% |

| ESL | Student Count | % Group | % Enroll |
|---|---|---|---|
| AMER. INDIAN/ALASKAN | 0 | 0.00% | 0.00% |
| ASIAN | 0 | 0.00% | 0.00% |
| BLACK/AFRICAN AMER. | 0 | 0.00% | 0.00% |
| HISPANIC/LATINO | 0 | 0.00% | 0.00% |
| WHITE | 0 | 0.00% | 0.00% |
| HAWAIIAN/PAC ISLAND | 0 | 0.00% | 0.00% |
| TWO OR MORE | 0 | 0.00% | 0.00% |
| TOTAL | 0 | 0.00% | 0.00% |

| ALTERNATIVE LANGUAGE PROGRAM | Student Count | % Group | % Enroll |
|---|---|---|---|
| AMER. INDIAN/ALASKAN | 0 | 0.00% | 0.00% |
| ASIAN | 0 | 0.00% | 0.00% |
| BLACK/AFRICAN AMER. | 0 | 0.00% | 0.00% |
| HISPANIC/LATINO | 0 | 0.00% | 0.00% |
| WHITE | 0 | 0.00% | 0.00% |
| HAWAIIAN/PAC ISLAND | 0 | 0.00% | 0.00% |
| TWO OR MORE | 0 | 0.00% | 0.00% |
| TOTAL | 0 | 0.00% | 0.00% |

| GIFTED & TALENTED | Student Count | % Group | % Enroll |
|---|---|---|---|
| AMER. INDIAN/ALASKAN | 0 | 0.00% | 0.00% |
| ASIAN | 0 | 0.00% | 0.00% |
| BLACK/AFRICAN AMER. | 0 | 0.00% | 0.00% |
| HISPANIC/LATINO | 0 | 0.00% | 0.00% |
| WHITE | 0 | 0.00% | 0.00% |
| HAWAIIAN/PAC ISLAND | 0 | 0.00% | 0.00% |
| TWO OR MORE | 0 | 0.00% | 0.00% |
| TOTAL | 0 | 0.00% | 0.00% |

# ENSURE DATA ACCURACY using PEIMS reports

- Use the existing PEIMS Fall report to compare against LEA source system:

**PDM1-120-009**
TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Texas Education Agency
PDM1-120-009
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TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
LEA-level Data
2021-2022 Fall Collection

Monday 9/09/2022 2:41PM
Page n of n

LEA: 020906 - Bugscuffle ISD

| TITLE I, PART A | Student Count | % Enroll |
|---|---|---|
| "0" DOES NOT PARTICIPATE | 0 | 0.00% |
| "6" ATTENDS SCHOOL WIDE | 0 | 0.00% |
| "7" ATTENDS AND PARTICIPATES | 0 | 0.00% |
| "8" PREVIOUSLY PARTICIPATED | 0 | 0.00% |
| "9" HOMELESS RECEIVING SRV | 0 | 0.00% |
| "A" NEGLECTED RECEIVING SVC | 1 | 100.00% |
| TOTAL | 1 | 100.00% |

| HOMELESS/UNACCOMPANIED YOUTH | Student Count | % Enroll |
|---|---|---|
| HOMELESS | 0 | 0.00% |
| UNACCOMPANIED YOUTH CODE 3 | 0 | 0.00% |
| UNACCOMPANIED YOUTH CODE 4 | 0 | 0.00% |
| UNACCOMPANIED YOUTH TOTAL | 0 | 0.00% |

* Unaccompanied Youth Total should match Homeless count

| AT RISK | Student Count | % Group | % Enroll |
|---|---|---|---|
| AMER. INDIAN/ALASKAN | 0 | 0.00% | 0.00% |
| ASIAN | 1 | 100.00% | 100.00% |
| BLACK/AFRICAN AMER. | 0 | 0.00% | 0.00% |
| HISPANIC/LATINO | 0 | 0.00% | 0.00% |
| WHITE | 0 | 0.00% | 0.00% |
| HAWAIIAN/PAC ISLAND | 0 | 0.00% | 0.00% |
| TWO OR MORE | 0 | 0.00% | 0.00% |
| TOTAL | 1 | 100.00% | 100.00% |

| SPECIAL EDUCATION | Student Count | % Group | % Enroll |
|---|---|---|---|
| AMER. INDIAN/ALASKAN | 0 | 0.00% | 0.00% |
| ASIAN | 0 | 0.00% | 0.00% |
| BLACK/AFRICAN AMER. | 0 | 0.00% | 0.00% |
| HISPANIC/LATINO | 0 | 0.00% | 0.00% |
| WHITE | 0 | 0.00% | 0.00% |
| HAWAIIAN/PAC ISLAND | 0 | 0.00% | 0.00% |
| TWO OR MORE | 0 | 0.00% | 0.00% |
| TOTAL | 0 | 0.00% | 0.00% |

| PK PROGRAM CODE | Student Count | % Enroll |
|---|---|---|
| "00" NOT APPLICABLE | 0 | 0.00% |
| "01" PK ELIG >2 <4 HRS/DAY | 0 | 0.00% |
| "02" PK ELIG 4+ HRS/DAY | 75 | 64.66% |
| "03" PK ELIG 4+ HRS/DAY + SP ED | 0 | 0.00% |
| "04" PK INELIG >2 <4 HRS/DAY | 0 | 0.00% |
| "05" PK INELIG 4+ HRS/DAY | 41 | 35.34% |
| TOTAL | 116 | 100.00% |

| PRIMARY PK FUNDING SOURCE | Student Count | % Group | % Enroll |
|---|---|---|---|
| "1" TUITION FEES | 0 | 0.00% | 0.00% |
| "2" LOCAL DIST SHARE | 1 | 100.00% | 4.89% |
| "3" STATE GRANT | 0 | 0.00% | 0.00% |
| "4" FEDERAL | 0 | 0.00% | 0.00% |
| "5" EARLY ED ALLOTMENT | 0 | 0.00% | 0.00% |
| "9" OTHER | 0 | 0.00% | 0.00% |
| TOTAL | 1 | 100.00% | 4.89% |

| SECONDARY PK FUNDING SOURCE | Student Count | % Group | % Enroll |
|---|---|---|---|
| "1" TUITION FEES | 0 | 0.00% | 0.00% |
| "2" LOCAL DIST SHARE | 1 | 100.00% | 4.89% |
| "3" STATE GRANT | 0 | 0.00% | 0.00% |
| "4" FEDERAL | 0 | 0.00% | 0.00% |
| "5" EARLY ED ALLOTMENT | 0 | 0.00% | 0.00% |
| "9" OTHER | 0 | 0.00% | 0.00% |
| TOTAL | 1 | 100.00% | 4.89% |

# PEIMS- Fall Submission 2026-2027

Texas Education Agency

Home: Fall Reports / Fall Special Reports / LEA-Level QA Reports / PDM1-231-002 Percentage of Change from Prior Year: Student Demographics, Characteristics & Prc

## PDM1-231-002 Percentage of Change from Prior Year: Student Demographics, Characteristics & Programs

### Description

This report compares the percentage change of student counts in various programs and statuses from the previous year to the current year for a campus or LEA. As a resource for verifying student participation, this report supports your LEA in verifying the data submission.

If needed, you can generate a **CSV** version of the report and then filter the results as needed.

The report is divided into two sections. The first part is the Summary section which provides information about student status. It is displayed first and is not affected by the sort order. The second part is the Program section which provides information about the programs selected.

Availability: LEA and Campus

# Things to Review:

## PEIMS Fall Snapshot

Any large increase or decrease can be explained.

Texas Education Agency | TSDS PEIMS PERCENTAGE OF CHANGE FROM PREVIOUS YEAR: STUDENT DEMOGRAPHICS, CHARACTERISTICS & PROGRAMS | Monday 12/9/2026 2:41PM

PDM1-231-002 | Campus-level Data - Grouped by Selected Programs | All Programs | Programs - Alphabetically in Ascending Order | Page n of n

vnn.n.n

Campuses: All Campuses

2025-2026 Fall First Submission Instance

LEA: nnnnnn - DistrictName1

**Summary**

| Campus | Student Status | Previous Year | Current Year | % Change | Compared to Prev Year |
|---|---|---|---|---|---|
| High School | Enrollment | 2,605 | 2,536 | -3% | Decrease |
| Middle School 1 | Enrollment | 1,649 | 1,714 | 4% | Increase |
| Elementary School 1 | Enrollment | 699 | 683 | -2% | Decrease |
| Elementary School 2 | Enrollment | 305 | 210 | -31% | Decrease |

**At Risk**

| Campus | Program Indicator | Previous Year | Current Year | % Change | Compared to Prev Year |
|---|---|---|---|---|---|
| High School | At Risk | 774 | 275 | -64% | Decrease |
| Middle School 1 | At Risk | 693 | 385 | -44% | Decrease |
| Elementary School 1 | At Risk | 231 | 249 | 8% | Increase |
| Elementary School 2 | At Risk | 287 | 300 | 5% | Increase |

**Economic Disadvantage**

| Campus | Program Indicator | Previous Year | Current Year | % Change | Compared to Prev Year |
|---|---|---|---|---|---|
| High School | 01-Eligible For Free Meals | 472 | 426 | -10% | Decrease |
| | 02-Eligible for Reduced-Price Meals | 40 | 65 | 63% | Increase |
| | 99-Other Economic Disadvantage | 76 | 83 | 9% | Increase |
| Middle School 1 | 01-Eligible For Free Meals | 519 | 401 | -23% | Decrease |
| | 02-Eligible for Reduced-Price Meals | 22 | 29 | 32% | Increase |
| | 99-Other Economic Disadvantage | 139 | 116 | -17% | Decrease |
| Elementary School 1 | 01-Eligible For Free Meals | 276 | 231 | -16% | Decrease |
| | 02-Eligible for Reduced-Price Meals | 8 | 11 | 38% | Increase |
| | 99-Other Economic Disadvantage | 82 | 97 | 18% | Increase |
| Elementary School 2 | 01-Eligible For Free Meals | 226 | 194 | -14% | Decrease |
| | 02-Eligible for Reduced-Price Meals | 6 | 5 | -17% | Decrease |
| | 99-Other Economic Disadvantage | 98 | 123 | 26% | Increase |

**Immigrant**

| Campus | Program Indicator | Previous Year | Current Year | % Change | Compared to Prev Year |
|---|---|---|---|---|---|
| High School | Immigrant | 774 | 275 | -64% | Decrease |
| Middle School 1 | Immigrant | 693 | 385 | -44% | Decrease |
| Elementary School 1 | Immigrant | 231 | 249 | 8% | Increase |
| Elementary School 2 | Immigrant | 287 | 300 | 5% | Increase |

**Migratory**

| Campus | Program Indicator | Previous Year | Current Year | % Change | Compared to Prev Year |
|---|---|---|---|---|---|
| High School | Migratory | 255 | 255 | 0% | No Change |
| Middle School 1 | Migratory | 3 | 1 | -67% | Decrease |
| Elementary School 1 | Migratory | 189 | 189 | 0% | No Change |
| Elementary School 2 | Migratory | 276 | 276 | 0% | No Change |

# Correcting Errors found in PEIMS Fall Submission Reports

# Working Together

- LEAs have until the PEIMS Fall Resubmission due date of **January 21, 2027**, to correct any issues found in the PEIMS Fall Submission reports.
- Ask the PEIMS Coordinator for the most recent copy of **ALL** reports listed in this presentation from the TSDS PEIMS application and review each campus and student coding.

# 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

- PEIMS Fall Enrollment Snapshot Date: **October 2, 2026**.
- PEIMS Fall Enrollment Submission Due Date: **October 15, 2026**. *
- PEIMS Fall Snapshot Date: **October 30, 2026**.
- PEIMS Fall Submission Due Date: **December 10, 2026**.
- PEIMS Fall Resubmission Due Date: **January 21, 2027**.

*NOTE: There is **NO** resubmission date for the **October 15 Fall Enrollment Submission**

Only YOU
can prevent inaccurate data submissions.
DATA RANGER
DATA QUALITY
✓ Review
✓ Verify
✓ Submit
Stronger Together
Accountability Dashboard
Performance Indicators
On Track
Needs Review
Data Validation
Enrollment
Attendance
Program Participation
Course Completion
Special Populations
Needs Review
Submission Timeline
Validate Data
Review Reports
Resolve Issues
Final Submission
Accountability
Data Drives Results!
Data Validation
Reports
Accountability
Review. Verify. Collaborate.
PEIMS
Assessment
Accountability
CCMR
District Leadership

# Planning Ahead

# PEIMS Working Submissions

**Beginning with 2026 accountability, in response to HB 8, the TSDS PEIMS Working Submission was formalized as an accountability data source for CCMR, allowing schools systems to correct eligible CCMR data errors.**

Additional information will be released later in the year containing the timeline, process, and best practices for submitting a TSDS PEIMS Working Submission for 2027 accountability.

# CCMR Accountability Data Sources Guide has been updated for 2026-27

Texas Education Agency

## 2026-27 CCMR Accountability Data Sources Guide

### What's included:

- The 2026-27 TSDS data sources and accepted values for **Summer** and **Extended Year** submissions
- **NEW:** AFQT and JROTC information
- For IBC/Completer, a 3-step process is outlined
- Special considerations for Industry-Based Certifications

TEA Texas Education Agency | *Office of Analytics, Assessment & Reporting*

Updated September 2026

*Was this resource helpful? Share your feedback.*

## 2026-2027 CCMR Accountability Data Sources Guide

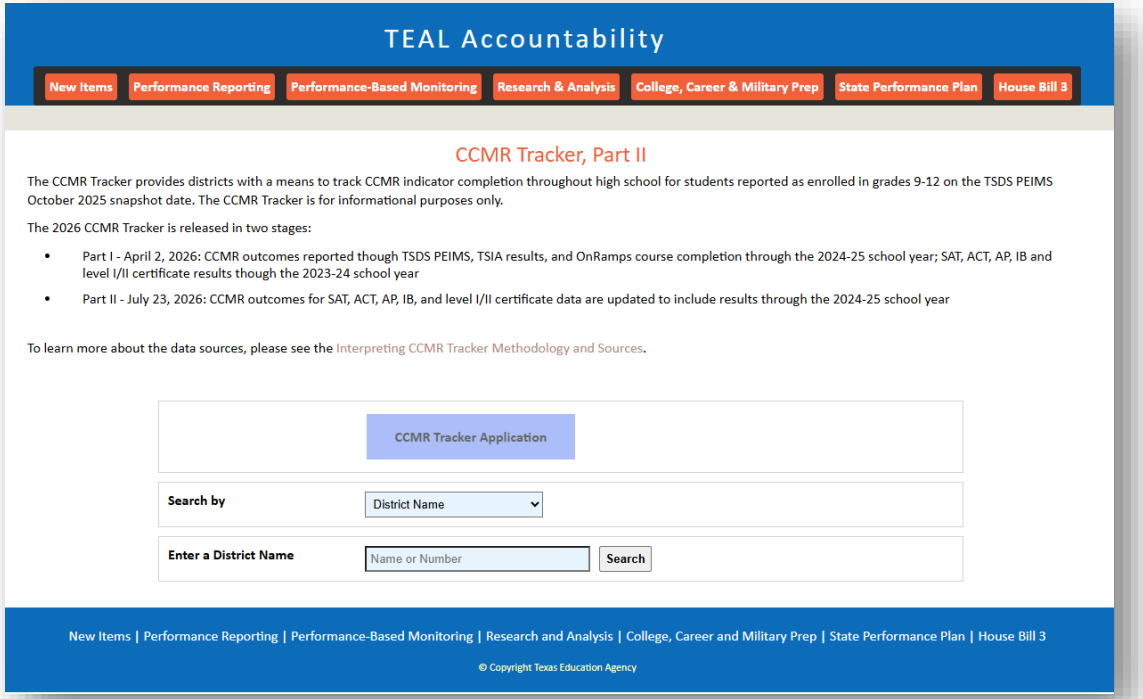
This document outlines CCMR data collection requirements by the school year in which the data are collected, rather than the school year in which they are reported. ***Data collected for CCMR during the 2026–27 school year will be reported beginning with 2028 ratings.***
**The CCMR indicators and requirements described in this document are based on the information available in the 2028 A–F Accountability Framework. This document will be revised, if needed, following the adoption of the 2028 *Accountability System Manual* in Spring 2027.**

| Indicator | Data Source (TSDS PEIMS) and Accepted Values | 2026-2027 TSDS PEIMS PDM Report<br>Summer and Extended Year Submissions |
|---|---|---|
| **Dual Credit**<br><br>*Note: Dual Credit course sequence codes impact TAPR reports and Distinction designations but do not impact CCMR Accountability.*<br><br>*If OnRampsDualEnrollmentIndicator is TRUE, then DualCreditIndicator must be FALSE or not reported. An OnRamps dual enrollment course must not also be reported as a dual credit course.* | • **DualCreditIndicator** (E1011)<br>o Value = True<br>• **CollegeCreditHours** (E1081)<br>o Value = Total credit hours earned<br>• **CourseSequence** C135,E0948<br>o Value = D0,D2,D5,or D9<br>• **CourseAttemptResult** (C136, E0949)<br>o Value = 01 or 08 | **SUMMER**<br>• Course Completion: Number of Students Completing Courses with Dual Credit or OnRamps (PDM3-133-002)<br>• Student: Students Completing Courses with Dual Credit or OnRamps (PDM3-120-008)<br><br>**EXTENDED YEAR**<br>• Course Completion: Students Completing Courses with Dual Credit (PDM4-133-003)<br>• Student: Students with Dual Credit Courses and College Credit Hours (PDM4-133-001) |
| **Completer in a Program of Study with an Aligned IBC**<br>*** see additional info on earning CCMR through IBCs below* | **STEP 1: Earn an Approved IBC**<br>•**PostSecondaryCertificationLicensure** (C214, E1640)<br>o Value = Select code to match the IBC<br>• **PostSecondaryCertLicensureResult** (C232, E1733)<br>o Value = 01<br>Resource: 2025-2030 Industry-Based Certification List for Public School Accountability | **Industry-Based Certification**<br>**SUMMER**<br>• Student: Industry-Based Certification Roster (PDM3-120-019)<br><br>**EXTENDED YEAR**<br>• IBC Roster PDM4-120-009 |

The CCMR indicators and requirements described in this document are based on the information available in the 2028 A–F Accountability Framework. This document will be revised, if needed, following the adoption of the 2028 *Accountability System Manual* in Spring 2027.

# CCMR Tracker, Part II – Now Available

- The CCMR Tracker Part II and explanatory materials were released on July 23, 2026, and are available in the TEA Login (TEAL) Accountability application. Link to TAA.
- The CCMR Tracker Part II includes: CCMR outcomes for SAT, ACT, AP, IB, and level I/II certificate data updated to include results through the 2024-25 school year.
- Please review the 2026 Interpreting CCMR Tracker Methodology and Sources Part II resource which contains important information about data reported for these students.
- Results from the 2025-26 school year are not included, as those data have yet to be reported.
- **Data corrected through Working Submissions in the 2025-26 school year are not reflected in the CCMR Tracker, Part II.**




The next CCMR Tracker will be available in Spring 2027

# The CCMR Tracker Part II supports IBC tracking

Texas Education Agency

**Using embedded filters, users can answer three big questions that ultimately answer whether the student met CCMR Requirements for Industry-Based Certifications**

### Did the Student Earn an IBC?

| IBC Title | IBC Code | Licensure Result | Program of Study Code | Program of Study Title |
|---|---|---|---|---|
| Autodesk Associate (Certified User) AutoCAD | 939 | 01 | 006 | Architectural Drafting and Design |
| | | | 022 | Engineering Foundations |
| | | | 069 | Mechanical and Aerospace Engineering |
| | | | 070 | Electrical Engineering |
| | | | 071 | Civil Engineering |

**Yes**

- The IBC code is for a current IBC
- The Licensure Result is 01, meaning credit was earned

### Did the student earn a CTE status of Completer in any Program of Study?

| Program of Study Code | Program of Study Title | CTE Status |
|---|---|---|
| 002 | Advanced Manufacturing and Machinery Mechanics | Concentrator (6) |
| 022 | Engineering Foundations | Completer (7) |
| 049 | Renewable Energy | Concentrator (7) |

**Yes**

- The student is a Completer in one program of study

### Do any of the IBC's aligned Program of Study match a Program of Study with a CTE status of Completer?

| IBC Title | IBC Code | Licensure Result | Program of Study Code | Program of Study Title | CTE Status |
|---|---|---|---|---|---|
| Autodesk Associate (Certified User) AutoCAD | 939 | 01 | 006 | Architectural Drafting and Design | -- |
| | | | 022 | Engineering Foundations | Completer (7) |
| | | | 069 | Mechanical and Aerospace Engineering | -- |
| | | | 070 | Electrical Engineering | -- |
| | | | 071 | Civil Engineering | -- |

**Yes**

- IBC 939 was earned and aligns with POS 022
- The student has a CTE status of Completer in POS 022
- IBC 939 counts for CCMR Credit

## NEW:

- 9-12 CTE Tab
- 9-12 IBC-CTE Combo Tab

**This feature can be used to quickly spot:**

- Which students need to earn an IBC
  - 9-12 IBC Tab
- Which students need additional courses to be a completer
  - 9-12 CTE Tab
- Which students have earned an IBC and are completers in an aligned program of study
  - 9-12 IBC-CTE Combo Tab

**The CCMR Tracker is available through the TEA Login (TEAL) Accountability application – approved login credentials required.**

# Closing

# Big ideas we hope you are taking away

- **Accurate PEIMS submissions are critical for accurate accountability ratings**
  - **TEA cannot see into our SIS - it's what's in PEIMS that counts!**
- **In the Fall Submission, there are multiple data submissions that impacts our accountability rating**
- **We have until January 21st, 2027, to review our initial submission and make corrections**
- **Our district's success depends on reviewing these reports as a T.E.A.M.**
  - **Together Everyone Achieves More**

# If you need additional support…

| Accessing Reports or TSDS systems, other system-based challenges | Reviewing Reports, Pinpointing Errors, or Making Corrections | Understanding the relationship between PEIMS data and accountability ratings |
|---|---|---|
| TSDS<br><br>**TSDS Customer Support** – TSDSCustomerSupport@tea.texas.gov<br><br>**PEIMS Help Desk** – TSDS PEIMS Support | ESCs<br><br>Your ESC is a tremendous resource!<br><br>If you are not sure who to contact first, general ESC Contact information is a great place to start | Performance Reporting<br><br>**Submit a Help Desk ticket:** Performance Reporting Help Desk |

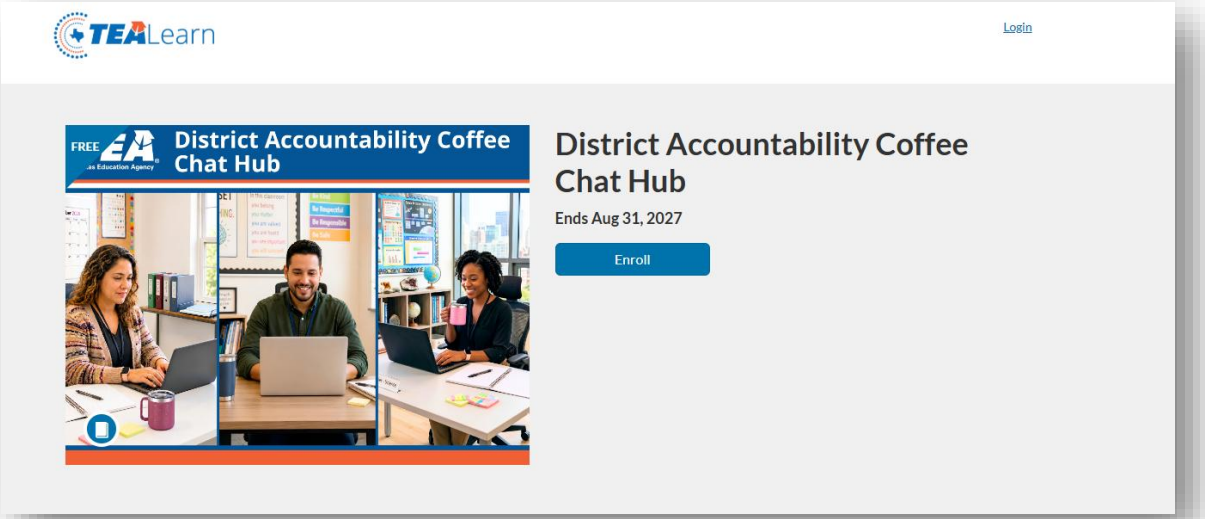
# Join our 2026-27 District Coffee Chat Hub

Texas Education Agency

**Sign up to join the District Accountability Coffee Chat Hub today! Our next coffee chat is October 6.**

**The District Accountability Coffee Chat Hub serves as your central space to:**

- Access Coffee Chat materials and supporting resources, including submitting questions from the field




**Sign up today!**

Please Note: You will need a TEA Learn account to access the Hub. If you don't have an account already, you will be prompted to sign up.

# Upcoming Webinar

## Understanding Consecutive Unacceptable Counts in Accountability and Requirements for School Improvement

Join TEA accountability and school improvement experts on October 29 from 10:00-11:30 a.m. CT to learn how consecutive unacceptable counts are calculated, how accountability ratings influence school improvement requirements, and what pathways exist for returning to acceptable performance. Participants will gain a clearer understanding of accountability expectations, key school improvement requirements, and important timelines and deadlines associated with required interventions.

**Oct 29, 2026, 10:00 AM (CT)**

Register to attend!

# Thank you

We appreciate your feedback!

Please let us know how we did so we can improve future training opportunities

**Click here for a quick survey!**