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2025 Texas Assessment Conference

Accountability Data Submission Timelines

Ensuring accurate and on time submissions for data that impacts your accountability rating

Performance Reporting: Katherine Beck and Katie Jubert

Meet your Presenters

Katherine Beck
Performance Reporting Division Director

Katie Jubert
Director of Performance Reporting Policy and Communications

Session Objectives

- Attendees will know the critical data that comes from sources such as TSDS PEIMS and TIDE, and be able to prevent inaccurate data, by knowing the procedures and timelines for resubmission to fix any issues before the need for an appeal.
- Attendees will be able to share information about accountability ratings data quality and appeals with their leaders.
- Attendees will sustain this process through the improved following of agency data submission timelines

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Data Submissions and Accountability

Accountability Overview – Guiding Ideas

- TEA Performance Reporting Division uses multiple data sources to produce a variety of reports on school performance including the state accountability reports.
- **Multiple resources are available with information about the accountability system.** The Accountability Manual provides detailed information on data sources, methodology, and system design, explaining how TEA calculates school performance.
- The accountability system undergoes periodic reviews ("refreshes") for continuous improvement, with few changes between reviews unless required by legislation or new data. **The system remains relatively unchanged between each review except as required by legislative updates (state / federal) and/or changes to available data.**
- Proposed changes follow a structured process, involving accountability advisory groups and stakeholder feedback, with updates to the manual as needed. All feedback received is reviewed by TEA.
- The last system refresh was for 2023; the system will remain stable for 5 years, with a refresh in 2028

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 93 out of 100	B 85 out of 100	A 96 out of 100
• Domain 1a – STAAR Achievement • Domain 1b – CCMR • Domain 1c – Long'l Grad Rate	• Domain 2a – STAAR Growth • Domain 2b – STAAR Relative Performance	• Domain 3 – STAAR Achievement • Domain 3 – STAAR Growth • Domain 3 – Grad Rate • Domain 3 – Student Success • Domain 3 – School Quality • Domain 3 – Progress in ELP

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

Domain 1	Domain 2	Domain 3
Student Achievement	School Progress	Closing the Gaps
A 93 out of 100	B 85 out of 100	A 96 out of 100
• Domain 1a – STAAR Achievement • Domain 1b – CCMR • Domain 1c – Long'l Grad Rate	• Domain 2a – STAAR Growth • Domain 2b – STAAR Relative Performance	• Domain 3 – STAAR Achievement • Domain 3 – STAAR Growth • Domain 3 – Grad Rate • Domain 3 – Student Success • Domain 3 – School Quality • Domain 3 – Progress in ELP

All Students

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

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

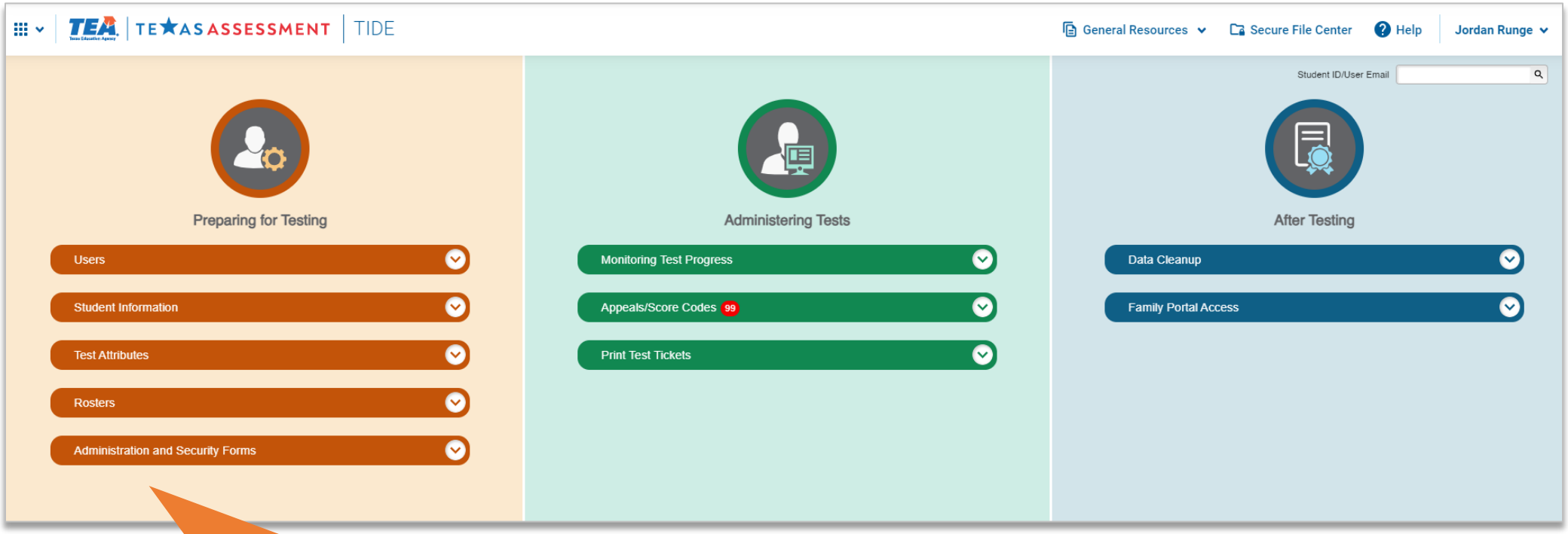
Domain 1	Domain 2	Domain 3
Student Achievement	School Progress	Closing the Gaps
A	B	A
93 out of 100	85 out of 100	96 out of 100
• Domain 1a – STAAR Achievement • Domain 1b – CCMR • Domain 1c – Long'l Grad Rate	• Domain 2a – STAAR Growth • Domain 2b – STAAR Relative Performance	• Domain 3 – STAAR Achievement • Domain 3 – STAAR Growth • Domain 3 – Grad Rate • Domain 3 – Student Success • Domain 3 – School Quality • Domain 3 – Progress in ELP

Each domain is calculated from numerous data sources

We collect this data through 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

Accountability Glossary – Appendix D

Test Information Distribution Engine (TIDE):

- Used to manage students and users for testing and reporting, order test materials, and track student participation.

- Reminder: To ensure data accuracy, LEAs can verify the data submitted in TIDE by the deadlines posted annually in the Texas Student Assessment Program Calendar of Events.

Accountability Glossary – Appendix D (TIDE Examples)

Economically Disadvantaged: Refers to students eligible for free or reduced-price lunch or eligible for other public assistance. A student is identified as Economically Disadvantaged if the student is reported as such in TSDS PEIMS Fall Snapshot. A student's economically disadvantaged status may also be updated in the Test Information Distribution Engine (TIDE) in certain situations as specified in the Texas Assessment *District and Campus Coordinator Resources*. See "Appendix H—Data Sources" of the *Accountability Rating*

Emergent Bilingual (EB) Student: A student whose primary language is other than English and who is in the process of acquiring English. 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*

Years in U.S. Schools: Reported in the Test Information Distribution Engine (TIDE) during the TELPAS administration window, EB students who are year one in U.S. schools are excluded from accountability calculations. EB students in their second year in U.S. schools are included in accountability calculations.

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 Glossary – Appendix D (TSDS Examples)

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.
- Migrant: 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.

Ever Emergent Bilingual (EB) Student: Students reported in TSDS PEIMS as EB students at any time while attending grades 9–12 in a Texas public school. Ever EB students are evaluated in the High Focus student group in the Federal Graduation Rate.

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.

Pause Point

- Which system is more familiar to you- TSDS or TIDE?

- On a scale of 1-10, how comfortable would you be explaining the timelines for and impact of accountability data submissions to a colleague?

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PEIMS Fall Data in Accountability

Updated TEA resources specify the data sources for accountability

- 2025-26 Academic Accountability Data Sources (PEIMS Fall Submission) reflects a more comprehensive set of codes and specific PEIMS Data Collections. This resource and all accountability materials will continue to be updated to align with PEIMS updates as needed.

2025-26 Academic Accountability Data Sources / PEIMS Fall Submission

CCMR Accountability Data Sources from 2025-2026 PEIMS Fall Submission

This chart provides the 2024-2025 Texas Student Data Systems (TSDS) Public Education Information Management System (PEIMS) data sources and accepted values for College, Career, and Military Readiness (CCMR) indicators used in A-F Accountability collected during the 2025-2026 PEIMS Fall Submission, alongside their accompanying reports.

This resource outlines CCMR Accountability data sources for the 2025-2026 PEIMS Fall Submission only. CCMR incorporates multiple data points from different collections. For prior years' resources, please refer to 2024-2025 PEIMS Summer Submission Reports and 2024-25 Academic Accountability Data- PEIMS Extended Year Submission.

For additional information, please contact your supporting Education Service Center (ESC) or TEA by accessing the TSDS Incident Management System (TIMS).

Indicator	25-26 Fall Submission Data Source (TSDS PEIMS) and Accepted Values (NEW)	TSDS PEIMS PDM Report (FALL)
Industry Certification*	PostSecondaryCertLicensureResult C232, E1733 Value = 01 VOCED_STAT C142, E0031 Value = 6 (Concentrator), 7 (Completer) **To earn CCMR credit, a student must have a CTE status of Concentrator or Completer in a Program of Study and earn an aligned IBC.*	Student: Student Advanced Academic Roster by Grade (PDM1-120-016)

Updated TEA resources specify and explain the data sources for accountability

- Appendix H was upgraded in the 2026 Accountability Manual to provide more details about data sources for all accountability indicators.

6.2 College, Career, and Military Readiness (CCMR)

See Chapters 2–4 for detailed information on the methodology for each indicator used to calculate the CCMR results in each domain.

Sources and Years of Data:

TSDS PEIMS Data Used for CCMR Indicators	TSDS PEIMS Data Source	TSDS PEIMS PDM Report	Data for
Graduate with Completed IEP and Workforce Readiness	Element ID: • E0806 DiplomaType ○ 04, 05, 54, or 55 with table C062	Fall Leaver: Graduate roster by graduation type (PDM1-124-007)	during 2024–25, 2023–24, 2022–23, and 2021–22 school years
Graduate under an Advanced Diploma Plan and be Identified as a Current Special Education Student	Element IDs • E0806 DiplomaType with table C062 ○ RHSP: 19, 22, 25, 28, or 31 ○ DAP: 20, 23, 26, 29, or 32 ○ FHSP: 34, 35, 54, 55, 56, or 57 ○ Texas-First: 40 • E3089 DistingLevelAchievementGraduate ○ Value = True • E3021 Endorse ○ Valu Special Education • Regular attend • Regular attend • Flexible attend • Flexible attend	Fall Leaver: Graduate roster by graduation type (PDM1-124-007)	
Complete and Earn Credit for a College Prep Course	Element IDs: • E3071 Course(○ ELA: ○ Mat *unic 26 sc		

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 = Monitored 4th Year (M4), reclassified from EB

(TSDS PEIMS DataElementID: E0790, EmergentBilingualIndicator)

- EB students who are in their second year in U.S. schools who have a parental denial for EL services do not receive an EL Performance Measure and are included in the same manner as non-EB students.
- Ever EB are students reported in TSDS PEIMS as EB at any time while attending grades 9–12 in a Texas public school.

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 2026 accountability year:

- Grades 3–8: campuses are responsible for the spring 2026 assessment results for students reported as enrolled in fall 2025, referred to as October snapshot.
- End-of-Course (EOC): campuses are responsible for
  - summer 2025 results for students reported as enrolled in the October 2024 snapshot;
  - fall 2025 results for students reported as enrolled in the October 2025 snapshot; and
  - spring 2026 results for students reported as enrolled in the October 2025 snapshot

KEY: PEIMS Fall Snapshot data determines a school's 'type' and its proportional weight in the district rating

TSDS PEIMS Fall Snapshot, School Type Methodology

Each campus is identified as one of four possible school types —elementary, middle school, elementary/secondary, or high school—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 targets for each campus. School type methodology is also used to determine campus comparison groups which are used for Distinction Designations.

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.

KEY: Economically Disadvantaged Data is Collected through PEIMS Fall Snapshot Data

Extended Timeline for Income Eligibility Forms

- For the 2025-26 school year, LEAs have until **January 15, 2026** **(PEIMS Fall Resubmission deadline)** to update students' Economically Disadvantaged status.
- LEAs can continue to gather income verification after the 2025-26 Fall Snapshot date (October 31, 2025) Documentation must provide evidence the student met the criteria by October 31, 2025.
- 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 15, 2026**)
  - Domain 2B School Progress Relative Performance
  - Campus Comparison groups used for Distinction Designations
- TIDE (**Data entry deadlines vary** – see **Texas Student Assessment Program 2025-26 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.

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PEIMS Upcoming Changes

Background

- The U.S. Department of Education (ED) expects state data submissions to be timely, complete, and accurate on the due date. The Texas Education Agency (TEA) has never been in compliance with meeting federal reporting deadlines for certain EDFacts and Perkins files. TEA is unable to come into compliance because the data are not available for use until after the federal deadlines have passed.
- For the second year in a row, ED has placed a condition on TEA's Title I and Perkins funds, required corrective action on the Perkins grant, excluded Texas data from publicly available graduation rate reports, and excluded Texas from nationwide, public directory of districts and campuses.

Discussions

- TEA had discussions regarding the current issues TEA is facing with federal reporting deadlines and the consequence of late reporting with internal TEA leadership, program area stakeholders, data governance committees (Information Task Force, Policy Committee on Public Education Information, and TEA Data Governance Board), and formed a focus group consisting of district, charter, and ESC PEIMS Coordinators.
- TEA has determined that the 2026-2027 school year is the first TEA could submit data on time due to the implementation of the Ed-Fi upgrade in 2024-2025.
- The Research and Analysis Division met with the ED to provide a proposal to be on time with federal reporting by January 2027.

2025-2026 PEIMS Reporting for Leavers and Graduates

- The Leavers and Graduates from the 2024-2025 school year will be reported in the 2025-2026 PEIMS Fall Submission.
- The Leavers and Graduates from the 2025-2026 school year will be reported in the 2025-2026 PEIMS Summer and Extended Year Submissions.

2026-2027 NEW PEIMS Fall Enrollment Submission

- Beginning in the 2026-2027 school year, the Texas Education Agency (TEA) will add one new submission to the Public Education Information Management System (PEIMS) called the PEIMS Fall Enrollment Submission. The new submission will have a snapshot date of the first Friday in October.
- The new PEIMS Fall Enrollment Submission will consist of:
  1. All students enrolled on the first Friday in October with their Special Education program determination, and
  2. Students in grades 7-12 enrolled at any point during the school start window (first day of school through the last Friday in September).
- TEA will collect the data to complete certain federal submissions (EdFacts and Perkins) and for statewide reconciliation.

Timeline

Submission and Resubmission Timelines

PEIMS Fall Submission (Sub 1)	
TSDS PEIMS ready to load data to IODS	August 4, 2025
Close of school-start window - Last Friday in September	September 26, 2025
PEIMS Fall snapshot date	October 31, 2025
TSDS PEIMS Fall ready for users to complete, approve, and accept submissions	November 3, 2025
Requests to retire Unique IDs due at TEA for PEIMS Fall First Submission	December 5, 2025
PEIMS Fall First Submission due date for LEAs and ESCs	December 11, 2025
Requests to retire Unique IDs due at TEA for PEIMS Fall Resubmission	January 9, 2026
PEIMS Fall Resubmission due date for LEAs and ESCs	January 15, 2026
PEIMS Fall data available to customers	February 12, 2026
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 (Transition Year)

- 2024-2025 school year Leavers and Graduates reported in the 2025-2026 PEIMS Fall Submission.
- 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

- 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.

Pause Point 3

- What systems must your LEA have in place for this PEIMS timeline transition?

- What is a win from this shift? What's a potential worry?

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Data Accuracy

Accountability Manual – Chapter 1 – Ensuring Data Integrity

Ensuring Data Integrity: Accurate data is fundamental to accountability ratings

- The system depends on the responsible collection and submission of assessment and TSDS PEIMS information. Responsibility for the accuracy and quality of data used to determine district and campus ratings, therefore, rests with local authorities. An appeal that is solely based on a district's submission of inaccurate data will likely be denied.

- Because accurate and reliable data are the foundation of the accountability system, TEA has established several steps to protect the quality and integrity of the data and the accountability ratings that are based on that data.

Accountability Manual – Chapter 1 – Data Validation System

Data Validation System: A data-driven system designed to confirm the integrity of district submitted data

- Annual data validation analyses examine districts' leaver and dropout data, student assessment data, and discipline data and may also validate other district submitted data.
- Districts identified with potential data integrity concerns engage in a process to either validate the accuracy of their data or determine that erroneous data were submitted.
- This process is fundamental to the integrity of all the agency's evaluation systems.

For more information, see the Data Validation Manuals on the PBM website at http://tea.texas.gov/pbm/DVManuals.aspx

Accountability Manual – Chapter 1 – Data Compliance Reviews

Data Compliance Reviews: Reviews based on data submitted by districts (or other sources) that could impact performance results

- A collaborative review process with districts to ensure they are acting in accordance with state law and other regulatory requirements.
- TEA requests documentation and other information from districts by a particular deadline to review and determine whether there has been a violation and commonly works with the districts to bring them into compliance and/or to establish better local practices.
- If TEA's data-related compliance reviews do not resolve the concerns raised, TEA may elect to open a special investigation under TEC §39.003 to review these more consequential concerns

Accountability Manual – Chapter 1 – Special Investigations

Special Investigations: As a result of a special investigation, TEA may elect to take actions and interventions including (but not limited to) lowering an accountability rating.

- If TEA makes a preliminary determination that the accuracy and/or integrity of performance results may have been compromised (whether intentional or not), TEA may issue a temporary Data Under Review label at any point, including on either a preliminary or final rating.
- If the results of a special investigation determine that the accuracy and/or integrity of performance results have been compromised (whether intentional or not), TEA may elect to issue the district or campus a Not Rated: Data Integrity Issues final accountability rating label.
- All districts and campuses with a final rating label of Not Rated: Data Integrity Issues are automatically subject to desk audits the following year.

Accuracy of TSDS PEIMS requires the use of several mechanisms in place

The TSDS PEIMS data collection has a prescribed process and timeline that offers school districts the opportunity to correct data submission errors or data omissions discovered following the initial data submission.

- Districts are responsible for the accuracy of all their TSDS PEIMS data.
- Several mechanisms are in place to facilitate the collection of accurate data.
  - First, all submitted data must pass an editor program before being accepted.
  - In addition, districts can access various summary reports through the TSDS PEIMS application to assist them in verifying the accuracy of their data prior to submission deadlines.
  - For each submission, a resubmission window allows districts an opportunity to resubmit information if an error is detected. Data submitted to the Working File are not used in accountability calculations.

ENSURE DATA ACCURACY

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
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

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%

Pause Point 4

- To what extent are your PEIMS and Accountability teams currently working side by side for accurate and on time submissions?
- What is your ideal state?

Special Session Update

House Bill 8 (2nd called) - Accountability Implications

College, Career, and Military Readiness (CCMR)

- Prior-year CCMR indicator data: Similar to how a current-year CCMR data submission update opportunity is provided by TEA for accountability with the CCMR Verifier, TEA must provide a process for the submission of prior-year CCMR data for accountability purposes.

Additional details are forthcoming on timelines and processes. In the interim, districts that are aware of errors in 2024-2025 PEIMS Submissions that impact accountability, may begin the process of a Working Submission

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TIDE Data Sources

The other primary source of data used in the accountability system is the TIDE System.

TIDE-Based Indicators

Demographic data, and scoring status information as entered by May 1, 2026, are used to determine the student groups for campus accountability.

- After the testing dates, districts have a data verification window during which they can provide corrections to the testing contractor. These results are available to all districts during the final assessment results for accountability release.
- Only corrections to the Test Taken Information field during the data verification window are reflected in the consolidated accountability file (CAF). Please refer to the TIDE User Guide for more information about the testing and data verification window.

- Demographic data Demographic data can not be changed during the data verification window. Empty values are updated during a different time period and is listed separately on the calendar of events (March 9, 2026 for 2025-26 school year) Districts are responsible for verifying accurate data prior to the close of the test administration window (May 1st).

Data Verification Windows

- District coordinators **must** review and verify the data and make corrections as needed.
- Correction submitted during the window will be reflected in final administration reports for accountability.

Can Be Done	Cannot Be Done
Submit score code changes	Enter a score code
Resolve test discrepancies	Enter student responses in RE
Merge temporary TSDS IDs	Add a student
Submit rescore requests	Correct existing student demographic information
Correct student name	Enter holistic ratings
Correct student date of birth	Change holistic ratings
Correct years in U.S. schools	

The TIDE system provides data for the CAF.

Consolidated Accountability File (CAF)

The testing contractor (Cambium Assessment Inc, “CAI”) provides TEA, ESCs, school districts, and open-enrollment charter schools with a CAF, which contains all performance information as well as all demographic and program information for every student.

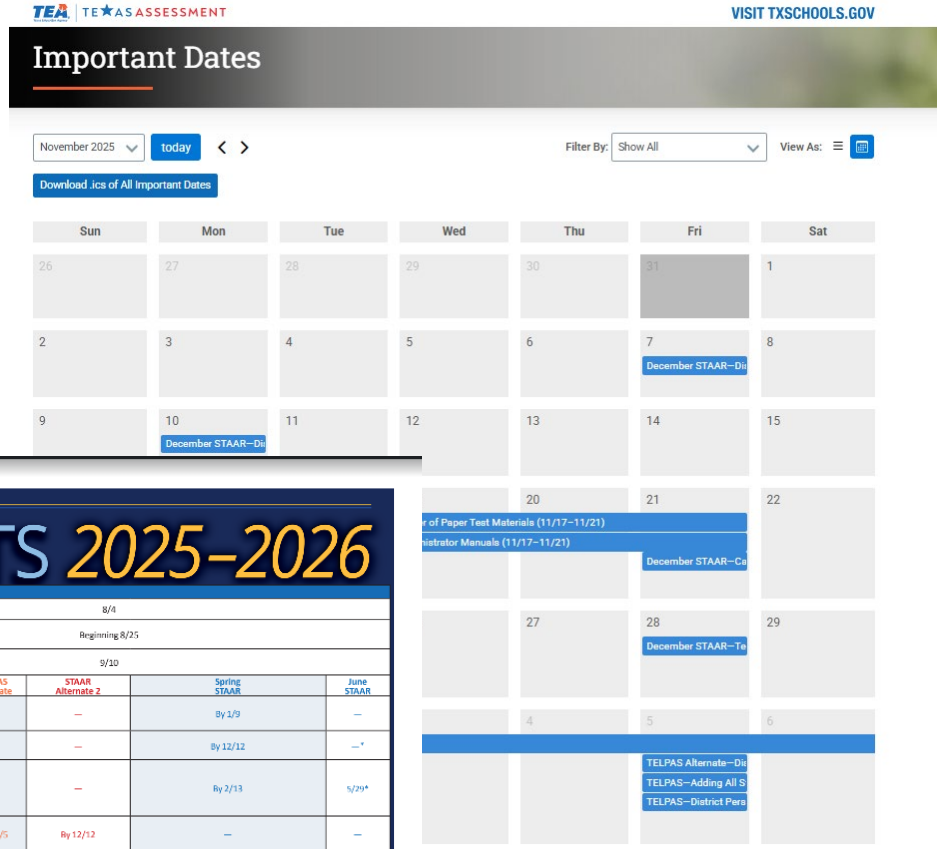
Accountability calculations are based on the data in the CAF.

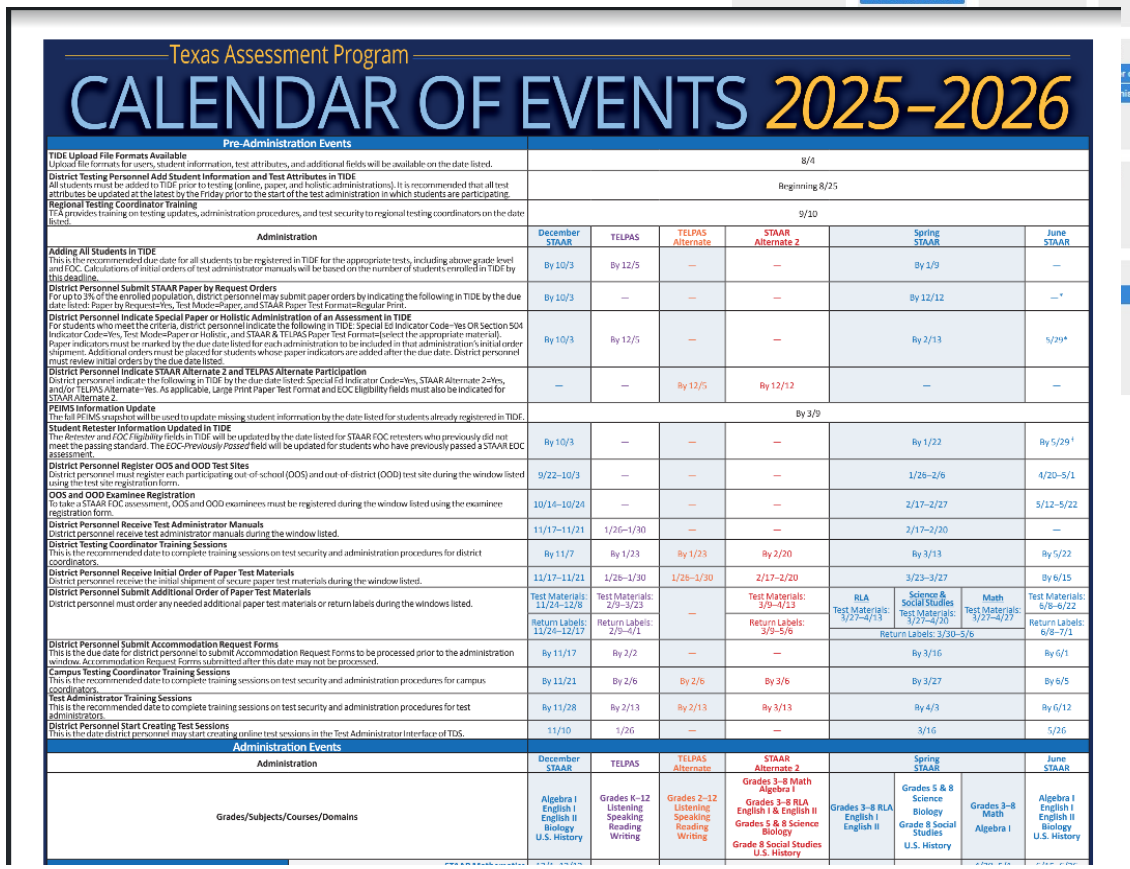
- CAI is TEA’s testing contractor for STAAR grades 3–8 and EOC assessments, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and TELPAS Alternate.
- CAI produces the consolidated accountability file (CAF) used to assign accountability ratings and award distinction designations.

2025-2026 Assessment Calendars

TIDE and CAF Windows: See the Calendar of Events for assessments at [Texas Assessment Calendar]() for more details about the submission and resubmission deadlines

The [Calendar of Events - District and Campus Coordinator Resources - Confluence]() provides a condensed "year at a glance" for key dates for assessment





Texas Assessment Program

CALENDAR OF EVENTS 2025–2026

Pre-Administration Events						
TIDE Upload File Formats Available Upload file formats for users, student information, test attributes, and additional fields will be available on the date listed.	8/4					
District Testing Personnel Add Student Information and Test Attributes in TIDE All students must be added to TIDE prior to testing (online, paper, and holistic administrations). It is recommended that all test attributes be updated at the latest by the Friday prior to the start of the test administration in which students are participating.	Beginning 8/25					
Regional Testing Coordinator Training TEA provides training on testing updates, administration procedures, and test security to regional testing coordinators on the date listed.	9/10					
Administration	**December STAAR**	**TELPAS**	**TELPAS Alternate**	**STAAR Alternate 2**	**Spring STAAR**	**June STAAR**
Adding All Students in TIDE This is the recommended due date for all students to be registered in TIDE for the appropriate tests, including above grade level and FOC. Calculations of initial orders of test administrator manuals will be based on the number of students enrolled in TIDE by this deadline.	By 10/3	By 12/5	—	—	By 1/9	—
District Personnel Submit STAAR Paper by Request Orders For up to 3% of the enrolled population, district personnel may submit paper orders by indicating the following in TIDE by the due date listed: Paper by Request=Yes, Test Mode=Paper, and STAAR Paper Test Format=Regular Print.	By 10/3	—	—	—	By 12/12	—*
District Personnel Indicate Special Paper or Holistic Administration of an Assessment in TIDE For students who meet the criteria, district personnel indicate the following in TIDE: Special Ed Indicator Code=Yes OR Section 504 Indicator Code=Yes, Test Mode=Paper or Holistic, and STAAR & TELPAS Paper Test Format=(select the appropriate material). Paper indicators must be marked by the due date listed for each administration to be included in that administration's initial order shipment. Additional orders must be placed for students whose paper indicators are added after the due date. District personnel must review initial orders by the due date listed.	By 10/3	By 12/5	—	—	By 2/13	5/29*
District Personnel Indicate STAAR Alternate 2 and TELPAS Alternate Participation District personnel indicate the following in TIDE by the due date listed: Special Ed Indicator Code=Yes, STAAR Alternate 2=Yes, and/or TELPAS Alternate=Yes. As applicable, Large Print Paper Test Format and EOC Eligibility fields must also be indicated for STAAR Alternate 2.	—	—	By 12/5	By 12/12	—	—
PEIMS Information Update The fall PEIMS snapshot will be used to update missing student information by the date listed for students already registered in TIDE.	By 3/9					
Student Retester Information Updated in TIDE The *Retester* and *EOC Eligibility* fields in TIDE will be updated by the date listed for STAAR FOC retesters who previously did not meet the passing standard. The *EOC-Previously Passed* field will be updated for students who have previously passed a STAAR EOC assessment.	By 10/3	—	—	—	By 1/22	By 5/29 †
District Personnel Register OOS and OOD Test Sites District personnel must register each participating out-of-school (OOS) and out-of-district (OOD) test site during the window listed using the test site registration form.	9/22–10/3	—	—	—	1/26–2/6	4/20–5/1
OOS and OOD Examinee Registration To take a STAAR EOC assessment, OOS and OOD examinees must be registered during the window listed using the examinee registration form.	10/16–10/24	—	—	—	2/17–2/27	5/12–5/22
District Personnel Receive Test Administrator Manuals District personnel receive test administrator manuals during the window listed.	11/17–11/21	1/26–1/30	—	—	2/17–2/20	—
District Testing Coordinator Training Sessions This is the recommended date to complete training sessions on test security and administration procedures for district coordinators.	By 11/7	By 1/23	By 1/23	By 2/20	By 3/13	By 5/22
District Personnel Receive Initial Order of Paper Test Materials District personnel receive the initial shipment of secure paper test materials during the window listed.	11/17–11/21	1/26–1/30	1/26–1/30	2/17–2/20	3/23–3/27	By 6/15
District Personnel Submit Additional Order of Paper Test Materials District personnel must order any needed additional paper test materials or return labels during the windows listed.	Test Materials: 11/24–12/8 Return Labels: 11/26–12/17	Test Materials: 2/9–3/23 Return Labels: 2/9–4/1	—	Test Materials: 3/9–4/23 Return Labels: 3/9–5/6	RLA Test Materials: 3/27–4/13 Science & Social Studies Test Materials: 3/27–4/20 Math Test Materials: 3/27–4/27 Return Labels: 3/30–5/6	Test Materials: 6/8–6/22 Return Labels: 6/8–7/1
District Personnel Submit Accommodation Request Forms This is the due date for district personnel to submit Accommodation Request Forms to be processed prior to the administration window. Accommodation Request Forms submitted after this date may not be processed.	By 11/17	By 2/2	—	—	By 3/16	By 6/1
Campus Testing Coordinator Training Sessions This is the recommended date to complete training sessions on test security and administration procedures for campus coordinators.	By 11/21	By 2/6	By 2/6	By 3/6	By 3/27	By 6/5
Test Administrator Training Sessions This is the recommended date to complete training sessions on test security and administration procedures for test administrators.	By 11/28	By 2/13	By 2/13	By 3/13	By 4/3	By 6/12
District Personnel Start Creating Test Sessions This is the date district personnel may start creating online test sessions in the Test Administrator Interface of TDS.	11/10	1/26	—	—	3/16	5/26
Administration Events						
Administration	**December STAAR**	**TELPAS**	**TELPAS Alternate**	**STAAR Alternate 2**	**Spring STAAR**	**June STAAR**
Grades/Subjects/Courses/Domains	Algebra I English I English II Biology U.S. History	Grades K–12 Listening Speaking Reading Writing	Grades 2–12 Listening Speaking Reading Writing	Grades 3–8 Math Algebra I Grades 3–8 RLA English I & English II Grades 5 & 8 Science Biology Grade 8 Social Studies U.S. History	Grades 3–8 RLA English I English II Grades 5 & 8 Science Biology Grade 8 Social Studies U.S. History Grades 3–8 Math Algebra I	Algebra I English I English II Biology U.S. History

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A-F Accountability Appeals

Appealing the Ratings – Chapter 8

Appeals are limited to:

Errors attributable to the testing contractor(s), a regional education service center (ESC), or the Texas Education Agency (TEA)

Appeals are not:

To correct data inaccurately reported by the district or to request an exception to the rules

Appeals must:

Explain how the proposed change will affect the district, charter school, or campus rating

Districts and charter schools are responsible for providing accurate information to TEA, including information provided on student answer documents or submitted via online testing systems. Districts and charter schools have several opportunities to confirm and correct data submitted for accountability purposes during the correction window.

Appealing Ratings based on methodology – Chapter 8

Methodology is adopted into rule.

Requests to modify the state accountability calculations adopted by commissioner rule are not considered.

- **Rounding**
- **Minimum size criteria**
- **Small- numbers analysis**
- **Student groups evaluated in Closing the Gaps**

Some methodology is statutorily required

Requests to modify statutorily required implementation rules defined by the commissioner are not considered.

Denied Appeals

Appeals based on poor data quality will not receive favorable consideration.

Appeals from districts and charter schools that missed data resubmission window opportunities are denied.

Appeal requests for TSDS PEIMS data corrections are not considered: 1) Student identification information or program participation 2) Student racial/ethnic categories 3) Student economic status 4) Student at-risk status 5) Student attribution codes 6) Student leaver data 7) Student grade-level enrollment data 8) Student course completion

Appeal requests for TIDE data corrections are not considered: STAAR, STAAR Alternate 2, TELPAS Alternate, and TELPAS TIDE data, specifically, the following: 1) Student identification information, demographic, or program participation 2) Student racial/ethnic categories 3) Student economic status 4) Score codes or test version codes 5) Student years in an U.S. school information as reported on TELPAS 6) Campus ID

Districts and charter schools are responsible for providing accurate information to TEA, including information provided on student answer documents or submitted via online testing systems. Districts and charter schools have several opportunities to confirm and correct data submitted for accountability purposes during the correction window.

District Data Processes Help Prevent Data Errors

District verification of PEIMS and TIDE data prior to each final submission is an essential step that helps ensure the data accurately reflect LEA performance.

- The accepted data in the PEIMS system as of each final deadline are used by numerous programs across TEA, including calculating and reporting state and federal accountability outcomes. Data submitted through working collections are not used for accountability purposes.
- The data in TIDE as of the final correction deadlines are captured in the CAF and used for accountability calculations.
- ESC PEIMS and Accountability staff are available to help – be proactive to allow adequate time to receive a response.

District processes for proactively ensuring data accuracy, throughout each step of the data entry, review, and correction phases, greatly reduce data errors.

- Ensure LEA staff involved with data entry and verification have received all relevant training and updates for each year.
- Establish a coordinated plan with a realistic timeline, based on LEA size and staffing, for collecting and submitting data to PEIMS / TIDE according to the deadlines for initial entry and correction provided through each system.
- Check with chosen LEA system vendor(s) to ensure the district has clear and current instructions on how and when data are entered and transferred into PEIMS.
- Verify the data in **PEIMS** during the correction window. ***LEAs, not information system vendors, are ultimately responsible for the accuracy of the data submitted to PEIMS.***

Pause Point 5

- Based on your learning today, what are systems you want to keep or upgrade to ensure accurate data submissions?

Strong and Cohesive District Data Processes Help Prevent Data Errors

GOAL: 100% accurate data for every student and LEA

- **Provides a complete and accurate picture of student and LEA performance, both successes and areas of need, to inform and prioritize resources.**

- **Ensures full credit for student and LEA progress to celebrate current success and collaborate for future success.**

Strict deadlines for data submission and correction are necessary to allow for adequate time to process the large volume of data and ensure consistency across the state.

Thank you

Scan for Quick Survey

Email: performance.reporting@tea.Texas.gov
Phone: 512.463.9704
Website: Performance Reporting | Texas Education Agency

https://tinyurl.com/TEA-PR-Feedback