STATE PERFORMANCE PLAN CLARIFICATION & CAP PROCESS GUIDE

Texas Education Agency

Updated for the 2026-27 School Year

Overview of State Performance Plan Indicators

The Texas Education Agency (TEA) collects data from local educational agencies (LEAs) for the State Performance Plan/Annual Performance Report (SPP/APR). LEAs are required to report data on sixteen State Performance Plan Indicators (SPPIs) identified by the United States Department of Education's Office of Special Education Programs. LEAs are required to provide valid, timely, and reliable data that reflect the measurement for each SPPI. TEA considers data certified and submitted by LEAs to be final and uses the LEA's performance on the indicators in the annual determinations analysis. See State Performance Plan Indicators | Texas Education Agency for more information on each indicator and the annual submission schedule.

SPP Indicators and Data Source

The data source for four of the sixteen SPP indicators is the Texas Student Data System (TSDS) Special Education Data System (SPEDS) Summer submission. LEAs submit student level data during the annual data collection period. A brief description and link to resources for each indicator is provided below:

SPPI 11a Timely Initial Evaluation (Child Find)

SPPI 11a measures the percentage of children who were evaluated within 45 school days of receiving parental consent for initial evaluations. Timely Initial Evaluation (Child Find) | Texas Education Agency

SPPI 11b Eligibility Determination (Child Find)

SPPI 11b measures the percentage of children who have an eligibility determination within 30 calendar days of the completed Full Individual and Initial Evaluation (FIIE). Timely Initial Evaluation (Child Find) | Texas Education Agency

SPPI 12 Early Childhood Transition

SPPI 12 measures the percentage of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an individualized education program (IEP) developed and implemented by their third birthdays. Early Childhood Transition | Texas Education Agency

SPPI 13 Secondary Transition

While Texas law requires transition planning to begin at age 14 (19 Texas Administrative Code §89.1055), the federal State Performance Plan Indicator (SPPI) 13 specifically measures the percentage of youth with individualized education programs (IEPs) **aged 16 and older** who have appropriate transition planning documented in their IEPs. Therefore, for federal reporting purposes, SPPI 13 only includes students **age 16 and above**, while state requirements mandate transition planning to begin at **age 14**. Secondary Transition | Texas Education Agency

SPPI 13 measures the percent of youth with individualized education programs (IEPs) aged 16 and above with an IEP that includes:

- Appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment;
- Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and
- Annual IEP goals related to the student's transition services needs.
- Evidence that the student was invited to the admission, review, and dismissal (ARD) committee meeting where transition services are to be discussed
- Evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services was invited to the ARD meeting with the prior consent of the parent or student who has reached the age of majority

Valid, Timely and Reliable

LEAs (Local Educational Agencies) must submit **valid, timely, and reliable** in the TSDS SPEDS Summer Data submission data for SPPI 11a, 11b, 12, and 13 by 11:59 pm on July 30, 2026.

- LEAs that do not submit data for an indicator are not eligible to participate in the clarification process for that indicator.
- LEAs that fail to submit data by the published deadline are not eligible for clarifications, whether an extension is requested or not.
- LEAs that submit data by the deadline but later request and utilize an extension to correct and resubmit after the deadline are considered to have submitted untimely data. Such submissions do not meet the timely data requirement and are ineligible for clarifications.
- If the LEA is unable to submit due to a TEA systems issue, the LEA must have a TIMS ticket and TEA confirmation of the issue recorded prior to the submission deadline to be considered for participation in clarifications. This does not include issues originating from the LEA's internal data systems and/or software.

Purpose of the SPPI Clarification Process

After the TSDS SPEDS Summer submission closes, TEA offers LEAs meeting participation criteria the opportunity to submit clarifications containing evidence of any pre-finding corrections for SPPI indicator 11a (Timely Initial Evaluations), 11b (Eligibility Determination), SPPI 12 (Early Childhood Transition), and/or SPPI 13 (Secondary Transition). This clarification process allows LEAs an opportunity to evidence data entry errors and/or to document the correction of any potential findings of non-compliance for SPPI 11A, 11B, 12, and 13 using the criteria of OSEP 23-01 B-11, prior to the state issuing a finding of noncompliance. The two types of noncompliance findings are:

- Child Specific Noncompliance: Correction of Child Specific Noncompliance
- Systemic Compliance: Implementation of regulatory requirements for SPPI compliance indicators

Pre-finding Correction

Pre-finding correction may occur during the clarification process when the LEA has violated an IDEA requirement, but the TEA has not yet issued a finding of noncompliance and can verify, before issuing a finding, that an LEA:

(1) is correctly implementing the specific regulatory requirements (i.e., achieved 100 percent compliance with the relevant IDEA requirements) based on a review of updated data such as data subsequently collected through monitoring (Evidence of policies and procedures, training, self-monitoring); and
(2) if applicable, has corrected each individual case of child-specific noncompliance, unless the child is no longer within the jurisdiction of the LEA; and
(3) has no existing corrective action under a TEA complaint or due process hearing decision for the child (child-specific compliance).

Once each of these requisites are met, then it will be considered a “pre-finding correction.” (OSEP 23-01, B-11)

Clarification Process Participation Criteria

LEAs should begin correcting noncompliance once it is identified regardless of eligibility for or participation in the clarification process.

To participate in the clarification process (pre-finding corrections), the LEA must

- meet the TSDS SPEDS Summer submission deadline
- report 95% or above on the indicator OR report less than 95% and the rate of noncompliance is attributable to a single student

- provide evidence that each child-specific correction was completed prior to the start of the clarification process. The start of the clarification process is the date of the notification sent to eligible LEAs.

LEAs who meet participation requirements and opt to participate in the 10-business day clarification process are not guaranteed pre-finding correction of noncompliance.

Process for LEAs currently in a SPP Corrective Action Plan (CAP)

LEAs who are currently engaged in the SPPI CAP process for one or more indicators at the time of the data submission, are eligible to participate in clarification for any indicator monitored by the current CAP if the LEA can provide evidence that each child specific correction was completed prior to the notification of participation in the clarification process.

LEAs engaged in the SPPI CAP process who report noncompliance on an indicator not included in the current CAP will need to meet the criteria noted above to participate in clarifications for the new area of reported noncompliance.

Clarification Process Notification

After the TSDS SPEDS Summer Submission closes, eligible LEAs will receive an email with a link to indicate their participation in the clarification process. LEAs that do not respond will be recorded as opting out and will receive a noncompliance notification at the conclusion of the process. LEAs that elect to participate will be contacted by their assigned TEA clarification reviewer with instructions on evidence submission requirements and due dates.

Opt Out

LEAs eligible for the clarification process are not required to participate and may opt out. Those that opt out will receive a noncompliance notification at the conclusion of the process. LEAs that participated in the CAP process in the prior year and choose to opt out will be designated as having **uncorrected noncompliance**. Additional requirements related to uncorrected noncompliance will be communicated at the end of the clarification process.

Clarification Process

Participation in the clarification process is optional and does not guarantee a pre-finding corrected status.

The LEA should review and verify that the data submitted during the TSDS SPEDS Summer submission is accurate for each SPP indicator.

The following sections will assist LEAs who meet the participation criteria in determining if their data supports participation in the clarification process, as well as provide guidance on the documentation required to demonstrate correction.

To opt in to the clarification process, eligible LEAs <u>must</u> complete the participation form provided in the SPPI Clarification Participation email and indicate whether the LEA will be participating or not. LEAs that do not respond will be recorded as opting out and will receive a noncompliance notification at the conclusion of the process.

Preparing for Clarifications

SECTION 1: REVIEW THE QUESTIONS BELOW AND ANSWER YES OR NO BASED ON LEA DATA

1. Did the LEA confirm the accuracy of the TSDS report and students identified as noncompliant?
   ☐ Yes ☐No
2. Can the LEA provide evidence that each child specific correction was completed **<u>prior</u>** to the date of the clarification process notification?
   ☐ Yes ☐No
3. Does each child-specific correction (initial or current IEP) contain documentation that the ARD committee discussed the noncompliance, and, when required, determined if the noncompliance resulted in a denial of FAPE and if compensatory services were warranted?
   ☐ Yes ☐No

If the LEA answered yes to the above questions, then the LEA may review the following sections to further guide the determination of participation in the clarification process.

SECTION 2: REVIEW THE QUESTIONS BELOW AND ANSWER YES OR NO BASED ON LEA DATA

1. Did the LEA have incorrect absence reporting data contained in the TSDS (Texas Student Data System) report that resulted in noncompliance?
   ☐ Yes ☐ No
2. Were there data entry errors (i.e., calendar entry errors, incorrect entry of consent or eligibility dates, closures for bad weather or other issues of health or safety) that resulted in noncompliance?
   ☐ Yes ☐ No

3. Did any students transfer into the LEA who were already out of compliance?
   ☐ Yes ☐ No

4. Can the LEA provide documentation to assist in correcting the errors that would result in correcting the identified noncompliance?
   ☐ Yes ☐ No

If answering yes to one or more of the questions in section 2, the LEA may have sufficient data to participate in the clarification process.

SECTION 3: THE FOLLOWING QUESTIONS ONLY APPLY TO YOUR LEA IF YOU DISCOVERED NONCOMPLIANCE PRIOR TO THE SUBMISSION OF DATA ON JULY 30, 2026.

1. Did the LEA find noncompliance with SPPI indicators during routine self-monitoring, prior to the TSDS data submission on July 30, 2026?
   ☐ Yes ☐ No

If the answer is yes to the above question, continue to the next question.

2. Have the self-identified instances of child-specific noncompliance been addressed including the discussion of FAPE (Free and Appropriate Public Education) and compensatory education and services with the family?
   ☐ Yes ☐ No

3. Has the LEA completed training, reviewed, and revised the policies and procedures, if needed, and created a self-monitoring system for required staff in the area of noncompliance?
   ☐ Yes ☐ No

4. Has the LEA met all Child Find timelines since the first instance of noncompliance was identified?
   ☐ Yes ☐ No

If the LEA answered yes to the above, the LEA may have enough data to participate in the clarification process.

SECTION 4: ANSWER THE FOLLOWING QUESTIONS AS THEY APPLY TO YOUR LEA'S TSDS SPEDS SUMMER DATA SUBMISSION

1. Did the district utilize codes 01, 02, or 03 as a reason for noncompliance?
   ☐ Yes ☐ No

2. Did the LEA participate in clarifications for the last 3 years?
   ☐ Yes ☐ No

3. Did closures for bad weather, other issues of health or safety, or a parent delay, keep the district from being compliant for 11B?

   ☐ Yes ☐ No

4. Does the LEA still need to complete Child-Specific corrections?

   ☐ Yes ☐ No

If answering yes to any of the above, the LEA may not have sufficient data to participate in the clarification process.

Participating in the Clarification Process

When participating in the clarification process the LEA must upload the following evidence based on their identified reason(s) to participate in clarifications:

Data Entry Discrepancies Required Evidence:

- SPPI Evidence of Child-Specific Correction Verification Workbook
- School calendars for prior and current school year
- Evidence of compliant data (electronic IEP print out indicating compliance)
- PEIMS data related to absences and transfer students

Identified Noncompliance Required Evidence:

- Child Specific Corrections
  - Complete the sheet in the SPPI Verification of Child-Specific Corrections workbook corresponding to the SPP indicator for which the LEA is providing clarifications.
  - Upload IEP documentation showing child specific corrections including the ARD committee's decision related to the impact of the noncompliance on the student's FAPE and need, if any, for compensatory services for each student indicated as noncompliant on the TSDS report
- Operating Procedures and Policies related to each indicator submitted for clarification-This can be a document uploaded in Ascend or a link provided in the SPPI Verification of Child Specific Corrections Workbook

LEAs will upload supporting data using the SPPI Clarifications section in the Ascend Texas Application via Texas Education Agency Login (TEAL).

While on the Ascend Dashboard, the SPPI Clarifications section is located on the left navigation pane. Detailed instructions for uploading clarification documents are available in the Ascend SPPI Clarifications Quick Guide.

Complete this step for each file and each indicator.

Clarification Data Review

The TEA reviewer will pull all data submitted in Ascend for each SPPI indicator identified as noncompliant and:

- validate data submitted by LEA
- verify timelines using the school board approved calendar from prior and current school year
- review prior year SPPI compliance and engagement with Review and Support
- request additional data to evidence clarification when applicable

Compliance Determination and Noncompliance Notification

Following the data review, there are two potential outcomes from participation in clarifications:

- Pre-finding corrections: Evidence demonstrates all child-specific and systemic noncompliance has been corrected prior to the start of the clarification process and prior to an issuance of a finding of noncompliance. Please refer to OSEP QA 23-01, Questions B-11 and B-12, for additional information on pre-finding corrections.
- Noncompliance: LEAs that did not provide evidence demonstrating all child-specific and systemic noncompliance had been corrected and LEAs that reported noncompliance and did not participate in the clarifications process, will receive a notification of noncompliance, and participate in the SPP corrective action process.
- For LEAs with a current open CAP, a finding of noncompliance may result in **uncorrected** noncompliance.

Accessing Ascend and the Texas Student Data System (TSDS)

Texas Education Agency is committed to protecting confidential and sensitive data. Access to data in TEA secure web applications is protected by TEA's security gateway, the Texas Education Agency Login **(TEAL)**.

Ascend

Ascend Texas is an application available through TEAL to assist local education agencies (LEAs) with the collection and management of data while engaging in required activities with the Division of Monitoring, Review and Support.

LEA staff can request various roles within Ascend Texas through TEAL to complete TEA monitoring components, including corrective action and strategic support plans. To access the Ascend Texas application, users must first obtain access to the TEAL system.

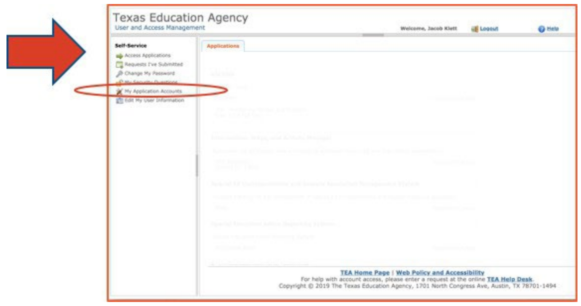
For users who need to create a TEAL account, navigate to https://tealprod.tea.state.tx.us/WebHelp/IAM.htm for further guidance. Be sure to set up the account using your LEA email address.

The steps below are intended to assist users who have existing TEAL access and are ready to request the Ascend Texas application.

Step 1: To request access to Ascend, first navigate to the TEAL login screen.

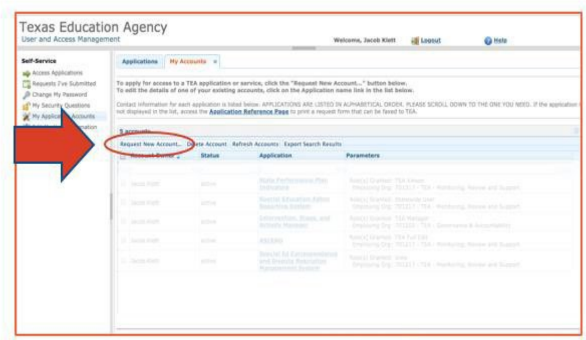
You can reach the TEAL login screen by visiting the TEA main webpage at: tea.texas.gov, then click on "TEAL Access" along the top right-hand side of the screen.

Step 2: Enter your TEAL login and password. You will see your TEAL landing page that lists "Self-Service" options along the left-hand toolbar and applications for which you already have access listed under the "Applications" tab.



From the "Self-Service" toolbar, click on "My Application Accounts."

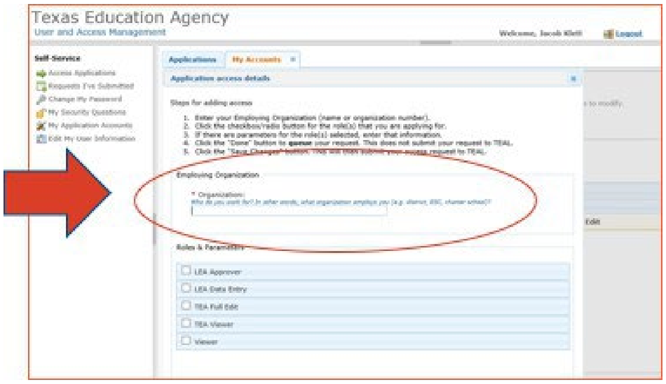
Step 3: You will now see the "My Accounts" tab open. From here, select "Request New Account."



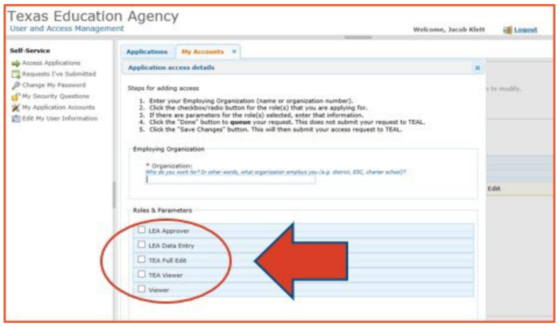
After you select "Request New Account" TEAL will display a full list of available applications shown in alphabetical order.

Choose "Ascend" located toward the top of the applications list.

Step 4: Next, enter your organization. This is a text entry field. Type the name of the LEA for which you are requesting access to the Ascend Application.



Step 5: To complete the request in TEAL, choose the appropriate user access role under "Roles & Parameters." The user allowable user roles for LEA personnel are **LEA Approver**, **LEA Data Entry**, and **Viewer**.



LEA Approver: This role oversees local access to the platform and approves submissions to the TEA. Like other TEAL applications, the LEA approver role functions as the "super-user" who approves all local aspects of the application within their respective LEA. The role is recommended for senior LEA staff, such as an LEA superintendent or superintendent's designee.

LEA Data Entry: This role can enter data into the Ascend Texas Platform, including document uploads. This role is recommended for administrative staff who enter LEA level data into the application.

Viewer: This role is a "read-only" level of access and can view data entered in the Ascend Texas application. Viewers cannot enter data or make edits to any LEA artifacts or submissions. This role is recommended for LEA staff who may have a need to advise on required submissions and are not responsible for completion of data entry into the application or approving final submissions to the TEA.

For additional questions or assistance regarding access to the Ascend Texas application in TEAL, contact the Department of Review and Support at reviewandsupport@tea.texas.gov

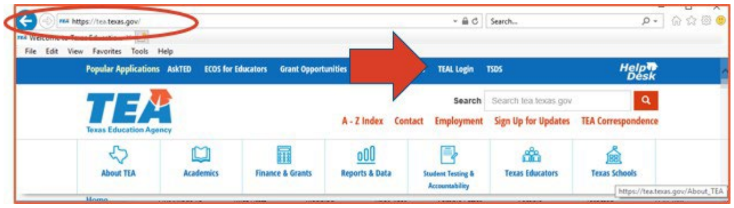
Texas Student Data System (TSDS)

The Texas Student Data System (TSDS) is a data collection and reporting system that improves and standardizes Texas education data collection and management process and equips educators with timely, actionable, and historical student data to drive classroom and student success.

For users who need to create a TEAL account, navigate to https://tealprod.tea.state.tx.us/WebHelp/IAM.htm for further guidance.

The steps below are intended to assist users who have existing TEAL access and are ready to request the Texas Student Data System.

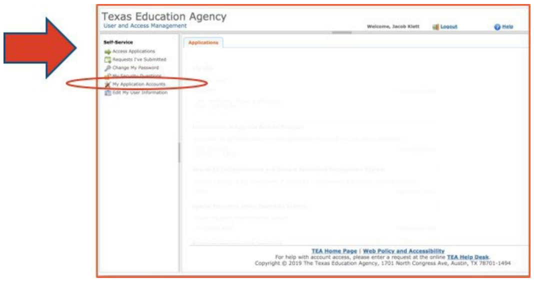
Step 1: To request access to Ascend, first navigate to the TEAL login screen.



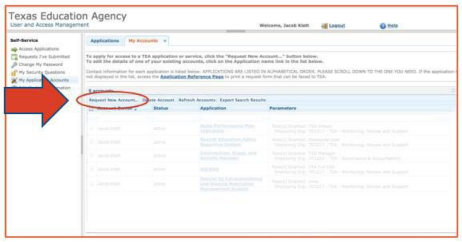
You can reach the TEAL login screen by visiting the TEA main webpage at tea.texas.gov, then clicking on “TEAL Access” along the top right-hand side of the screen.

Step 2: Enter your TEAL login and password. You will see your TEAL landing page that lists “Self-Service” options along the left-hand toolbar and applications for which you already have access listed under the “Applications” tab.

From the “Self-Service” toolbar, click on “My Application Accounts.”

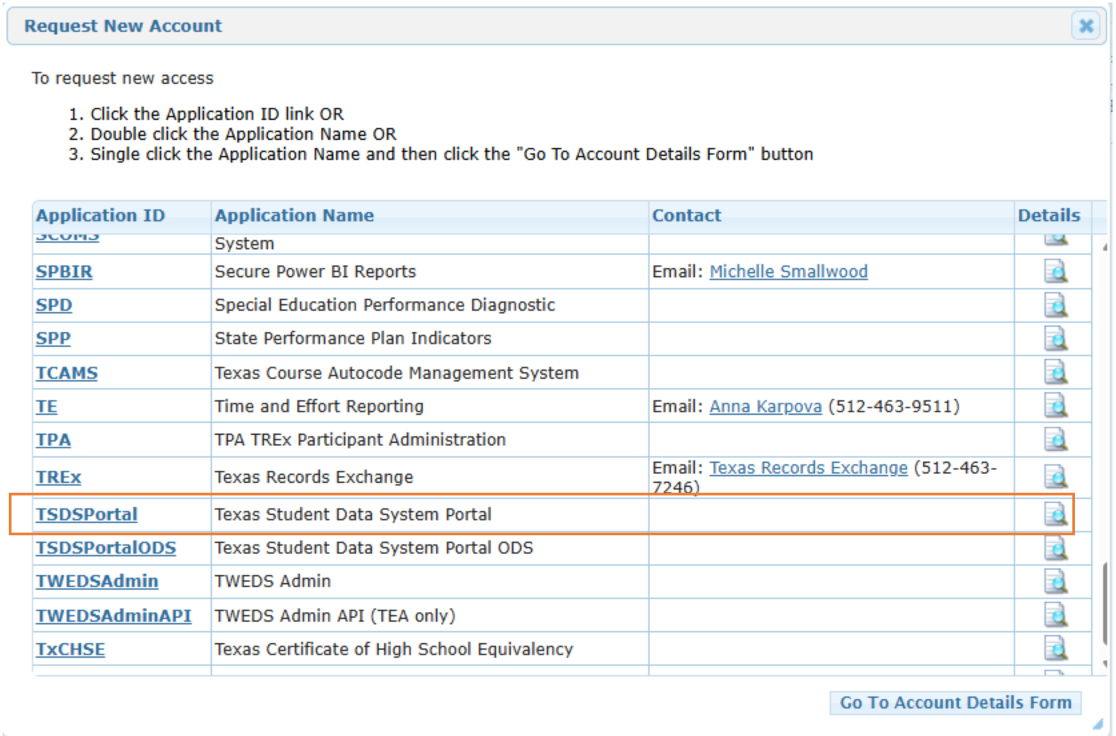


Step 3: You will now see the “My Accounts” tab open. From here, select “Request New Account.”



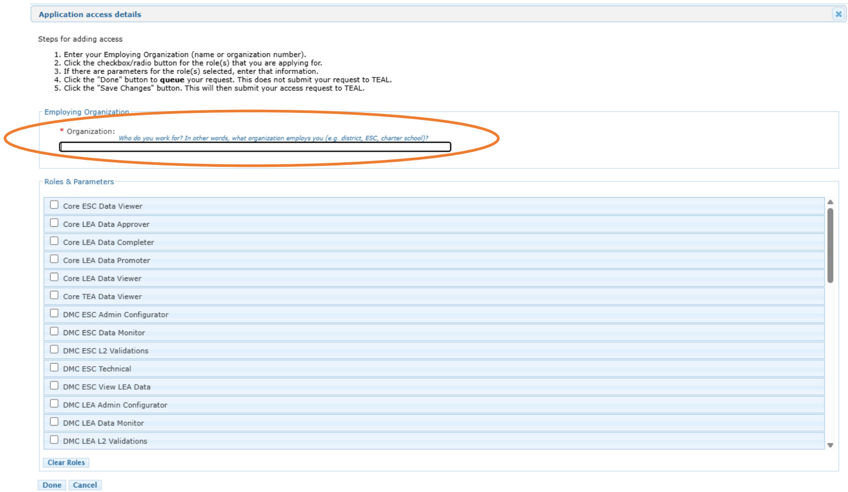
After you select “Request New Account” TEAL will display a full list of available applications shown in alphabetical order.

Choose “TSDSPortal” located toward the end of the applications list.



Application ID	Application Name	Contact	Details
SCOMS	System		
SPBIR	Secure Power BI Reports	Email: Michelle Smallwood	
SPD	Special Education Performance Diagnostic		
SPP	State Performance Plan Indicators		
TCAMS	Texas Course Autocode Management System		
TE	Time and Effort Reporting	Email: Anna Karpova (512-463-9511)	
TPA	TPA TREx Participant Administration		
TREx	Texas Records Exchange	Email: Texas Records Exchange (512-463-7246)	
TSDSPortal	Texas Student Data System Portal		
TSDSPortalODS	Texas Student Data System Portal ODS		
TWEDSAdmin	TWEDS Admin		
TWEDSAdminAPI	TWEDS Admin API (TEA only)		
TxCHSE	Texas Certificate of High School Equivalency		

Step 4: Next, enter your employing organization. This is a text entry field. Type the name of the LEA for which you are requesting access to the TSDSPortal Application.



Step 5: To complete the request in TEAL, choose the appropriate user access role under “Roles & Parameters.” The user allowable user roles for LEA personnel are: Core LEA Data Approver, Core LEA Data Completer, Core LEA Data Promoter, Core Data LEA Data Viewer, ODS Data Loader

The following TSDS Portal user roles will be used for the Child Find collection. The roles allow users to load data, promote, and validate data, complete data, and view data. There is also a role for submitting tickets to the help desk. The same person may have multiple roles. When a

Core user role is being requested, the user must also select the “Child Find Access” privilege to access Child Find. The user roles include:

- **Operational Data Store (ODS) Data Loader:** The person designated to load data for Child Find.
- **Core LEA Data Promoter:** The person designated to initiate the promotion that moves data from the OSD into TSDS application-level collections. The role can schedule and monitor promotions and validations and generate reports.
- **Core LEA Data Completer:** The person designated to complete Child Find. The person designated to formally certify the completeness and accuracy of the data and finalize the collection. The role can schedule and monitor promotions and validations and generate reports.
- **Core LEA Data Viewer:** The person designated to view Child Find/Core data reports and monitor data submissions, validations, and promotions. This role has read-only access and cannot load, promote, complete, or approve.
- **Core LEA Data Approver**: The person designated to request an extension to the due date for Child Find or Core Collections. Also, the only role allowed to approve or certify certain final submission actions.
- **Core ESC Data Viewer:** The regional Education Service Center (ESC) person designated to monitor or view LEA Child Find.
- **TIMS L1 Support:** The person designated to submit help desk tickets for Child Find through the TSDS Incident Management System (TIMS).

For assistance with TSDS please contact an ESC Champion.
https://www.texasstudentdatasystem.org/TSDS/About/Deployment/Champions_and_Stewards

Modifying Access to the TSDS Portal

To modify access to TSDS with Child Find Access privileges for SPPI 11a, 11b, 12, & 13. Complete the following steps to obtain the required access to view, promote, validate data:

1. Navigate to TEAL, then log in.
2. From the applications menu, select add/modify access.

3. Users should choose "add" if they cannot access the TSDS application.
   a. Enter your employing organization
   b. Click the checkbox/radio button for the role(s) that you are applying for: *Core TEA data Reviewer, program support.*
   c. Privileges should specify “*Child Find Access.*”

d. Click the “done” button to queue your request. This does not submit your request to TEAL.
e. Click the “Save Changes” button. This will then submit your access request to TEAL.

4. If users can access the TSDS application, they should select "modify" to add "Child Find Access" privileges.

    a. Click on the Access Status and then select “Modify Access.”
    b. A window will open that shows your current role(s)
    c. Select the role to modify and ensure that you have “Child Find Access” selected in the privileges.
    d. Click the “done” button to queue your request. This does not submit your request to TEAL.
    e. Click the “Save Changes” button. This will then submit your access request to TEAL.

Special Education Data System (SPEDS) and Self-Monitoring

The Texas Education Agency (TEA) has streamlined its special education data submission process with the new Texas Student Data System (TSDS) Special Education Data System (SPEDS) Summer Submission.

TEA encourages LEAs to begin loading and promoting SPEDS data into TSDS early in the 2025–26 submission window. LEAs must work proactively with their SIS or third-party vendor and their special education software systems to resolve any data transmission or configuration issues as early as possible within the submission window.

LEAs will continue to promote data, review reports, validate and complete their TSDS submissions as they have in the past based on the latest TWEDS publication. Promoting data regularly throughout the year provides time to resolve validation errors, ensure policy alignment, and achieve both a “fatal-free” and “Complete” status for SPEDS prior to the data submission deadline.

Running reports within SPEDS enables LEAs to compare submitted data against their internal self-monitoring systems. These systems help ensure that errors are identified promptly and that any areas of noncompliance are addressed in real time.

Data Submission

To ensure valid, reliable, and timely data submission, LEAs must adhere to the data submission policies.

- **User Access and Certification:** LEAs must designate at least one staff member with appropriate TSDS roles (e.g., certifier or data approver) to oversee and certify SPPI data submissions. TSDS/TEAL access lists should be reviewed early to ensure the correct personnel have authority for TSDS SPEDS. If a certifier has left or changed roles, a replacement must be appointed.
- **No-Data Certifications:** If an LEA has no students meeting the data submission criteria for a specific indicator (e.g., no eligible preschool students for SPPI 7), the LEA must still log in to TSDS and indicate that "no students meet the data collection criteria." This step is required to confirm the intentional absence of data and to ensure reporting completeness and accuracy.
- **Extension Requests:** TEA expects LEAs to meet the deadline on the last Thursday in July. If this deadline is missed, an extension request can be submitted within five business days. LEAs will have three additional business days to complete the data submission. *LEAs granted an extension will not be eligible to participate in the SPP clarification process and will be penalized for failing to meet the valid, reliable, and timely data submission requirement.*
- **TEA Systems Issue**: If the LEA is unable to submit due to a TEA systems issue, the LEA must have a TIMS ticket and TEA confirmation of the issue recorded prior to the submission deadline to be considered for participation in clarifications. This does not include issues originating from the LEA's internal data systems and/or software.

Steps to Ensure Data Submission Readiness

1. Coordinate with your source system vendors to configure API transactions
2. Receive training from your supporting ESC
3. Ensure LEA staff have obtained the appropriate TEAL access
4. Collaborate with all LEA stakeholders (i.e., special education directors, coordinators, PEIMS personnel, etc.) to ensure accurate and valid data.
5. Verify data are loading as expected to TEA's Data Management Center (DMC) through the Load Summary and Search Data functions
6. Establish effective support channels with your ESC and vendor to resolve issues
7. Complete the TSDS SPEDS data submission by the published TEA deadlines

Running Reports in TSDS to Verify Child Specific Noncompliance

1. Log into the TSDS Portal in TEAL. Select SPEDS under view reports.
2. Select Student Compliance Report from the available SPEDS Reports in TSDS for SPPI 11a, 11b, 12 and 13.
3. Select Report Parameters.
4. The status will say, “In Progress” until the report is ready for download.
5. The Core LEA viewer can use the student non-compliance report in TSDS to verify that all student data is valid and reliable.
6. The Core LEA viewer can verify the delay reason code provided by the LEA for the delayed timelines to ensure that the additional data submitted addresses the reasons for timeline delays with SPPI 11A, 11B, and 12. The table of available delay reason codes below can be accessed at TSDS CODE TABLES.
7. The Core LEA viewer should ensure that delay reason codes inputted are correct to the delay reason code for the missed child find timeline.
8. Core LEA Viewer will use the TSDS report to fill out the SPPI Verification Workbook to evidence child-specific corrections, root causes, and actions taken. All submitted clarification documents will be reviewed to make determinations on pre-finding corrected status.

SPPI Verification of Child-Specific Corrections Workbook

All LEAs engaging in clarifications must complete and submit the SPPI Verification of Child Specific Corrections workbook. Steps to complete the workbook are included below. In addition to the workbook, LEAs will submit IEP documentation supporting the information contained in the workbook.

- All fields must be completed
- Every student from the TSDS report must be documented on the Verification Workbook regardless of the reason for noncompliance.
- Select all applicable reasons in the *Place an X for all that apply column*
- Root Cause for missed timelines: this is not the delay reason code. Identify the root cause of the noncompliance.
- Select the action(s) taken that address the root cause of the noncompliance and correspond to the required evidence uploaded in Ascend.

State Performance Plan Indicators (SPPI) Verification of Child Specific Corrections

District Name: LEARN-A-LOT ISD | Region: 21 | CDN: 123456

Instruction: For verification of correction under requirements found in Office of Special Education Programs (OSEP) QA 23-01, provide the following information for all students where the initial FIE was not conducted within the state established timeline following parental consent as reported in the most recent SPPI 11 Collection and cited as noncompliance. The LEA's corrective action will indicate the processes and procedures that will be taken to ensure that initial timelines are met. Add one student per row ensuring all columns are completed.

	Place an 'X' for all that apply												
	Absence Data Error	Transfer Coding Error	Clerical Entry Error	Withdrawn	DNQ	Student Name	Campus/School	Date Parent Consent Signed	Date Initial Eval Completed	Date Eligibility Determined	Compensatory Education Decision Date	Comp-Ed Required (Y/N)	Root Cause for Missed Timeline
1			X			John Doe	Learn-a-Lot ECC	9/10/2025	11/12/2025	12/2/2025	not needed	N	The date that was submitted to TSDS was 11/21/25. The actual date on the FIIE report was 11/12/25. All child-find timelines were met.
2						Jane Doe	Learn-a-Lot Elementary	9/13/2025	12/16/2025	1/10/2026	1/10/2026	Y	The evaluation staff responsible ws not using the self-monitoring system that was put in place and this student was left off the calendar.

Uploading Clarification Requirements in Ascend

LEAs engaging in the clarification process will submit all required documentation in Ascend using the SPPI Clarification section. Detailed instructions for uploading clarification documents are available in the Ascend SPPI Clarifications Quick Guide.

SPPI Corrective Action Plan (CAP)

If the TEA determined that an LEA is not fully compliant with one or more of SPPI areas using post-clarification data submitted through the Ascend application and identifies instances in which an LEA remains below 100 percent compliant on one or more indicators, then the following is required:

- Under the Individuals with Disabilities Education Act (IDEA) and its implementing regulations, TEA is required to provide written notification of any identified noncompliance.

LEAs that do not demonstrate—through clarification evidence—that all child-specific and systemic noncompliance has been fully corrected within required timelines must engage in the corrective action process. This process ensures alignment with federal and state requirements, supports the identification and remediation of root cause, and promotes sustainable practices that ensure all students receive timely, compliant evaluation, eligibility, and transition services.

- The LEA is required to correct any noncompliance items as soon as possible, but in no case may the correction take longer than one calendar year from the date of identification of noncompliance.

- Failure to correct noncompliance within required timelines will result in uncorrected noncompliance with elevated interventions or sanctions as referenced in Texas Education Code (TEC), Chapter 39, Subchapter E, 19 Texas Administrative Code (TAC) §89.1076, Interventions and Sanctions, for special education, and §97.1071, Special Program Performance; Intervention Stages.

SPPI Corrective Action Plan Implementation Activities

Evidence of Child Specific Correction:

To document that an individual case of child-specific noncompliance is corrected, the LEA must demonstrate that the student documentation is compliant with regulatory requirements. Evidence/documentation of correction should include addressing the area of noncompliance (i.e., delayed initial evaluation), discussion of whether FAPE was impacted, and consideration of compensatory services. If the affected student has been dismissed, has withdrawn, or graduated, the LEA will need to submit documentation records.

Items to be submitted:

- First page of correction ARD/IEP
- SPPI 13-Areas of corrected noncompliance
- Deliberations or PWN with documentation of FAPE, compensatory services discussion, and determinations
- Signature Page

Evidence of Policies and Procedures:

Evidence of revised policies and procedures should address federal and state regulations, and the root cause of noncompliance.

Items to be submitted:

- Revised Policies and Procedures on official letterhead

Evidence of Training:

Evidence of training and professional development should address the root cause as well as federal and state regulations.

Items to be submitted (examples):

- Agendas of trainings
- Sign in sheets with roles of attendees

Evidence of Self-Monitoring:

Evidence of self-monitoring should address the root cause of the noncompliance and the LEA's efforts to self-monitor to prevent future noncompliance. The evidence submitted should demonstrate the implementation of the self-monitoring system that the LEA put in place, changed, modified, or updated based on the root cause of the noncompliance and include a description of the system of self-monitoring.

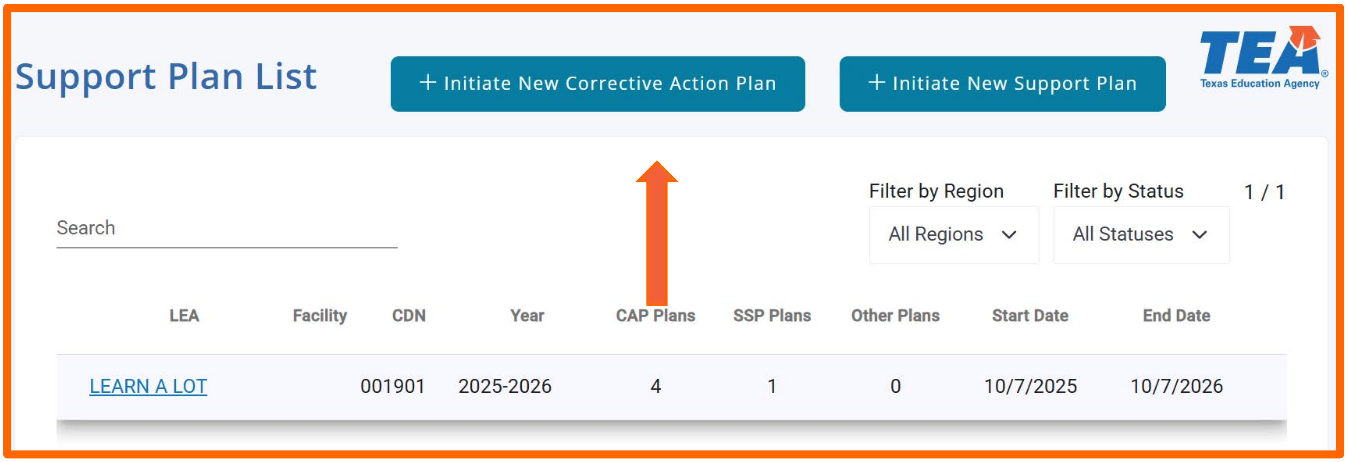
Evidence of Systemic Compliance: **Any systemic evidence submitted that contains noncompliance must be addressed through child-specific corrections.*

Evidence of Systemic Compliance should show that the LEA is correctly implementing the specific regulatory requirements. The TSDS SPEDS Summer submission will serve as evidence of systemic compliance. The TSDS SPEDS Summer submission report available following the July due date will be reviewed. Following the review, TEA will issue one of the following:

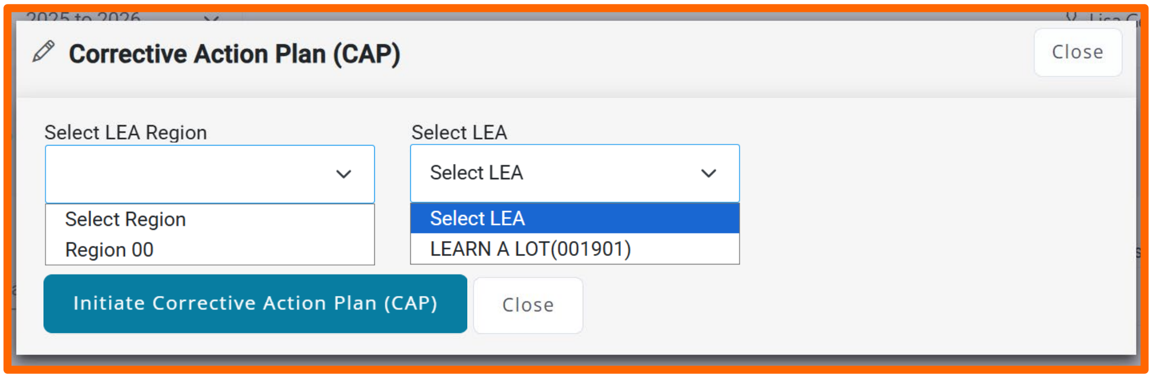
- Notice of Correction- TEA will issue the notice of correction when the LEA has completed all required elements of the CAP including reporting 100% compliance on the TSDS SPEDS Summer submission for the indicator(s) addressed by the CAP
- Notice of Clarification- TEA will issue the notice of clarification when the LEA is engaged in a CAP for one or more SPP indicators and reports less than 100% for the indicator(s) during the TSDS SPEDS Summer submission. The clarification process will allow the LEA an opportunity to submit documentation demonstrating all child specific corrections were made prior to the start of the clarification process.
- Notice of uncorrected noncompliance- TEA will issue the notification of uncorrected noncompliance when an LEA is engaged in a CAP and reports less than 100% for the indicator(s) during the TSDS SPED Summer submission and the LEA:
  - does not engage in the clarifications process OR
  - engages in the clarification process but does not demonstrate compliant child specific corrections and/or that corrections were not completed prior to the start of the clarification process OR
  - does not complete the other remaining items of the CAP Or self-reports non-compliance.

Initiating the SPPI CAP in Ascend

To initiate a Corrective Action Plan, click on + Initiate New Corrective Action Plan.

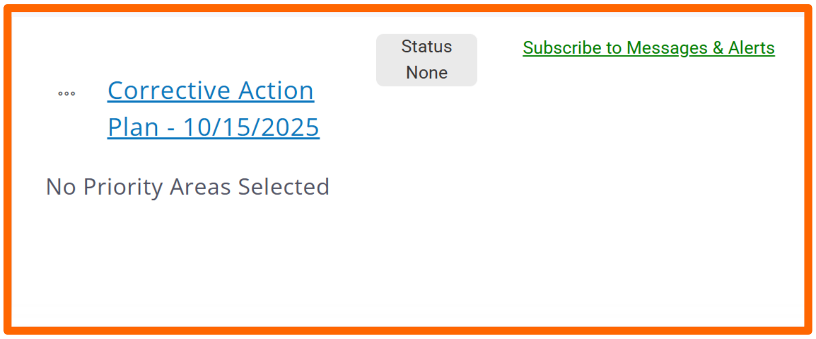


- Complete the information using the drop-down menus: Select LEA Region and Select LEA
- Click the *Initiate Corrective Action Plan (CAP).*



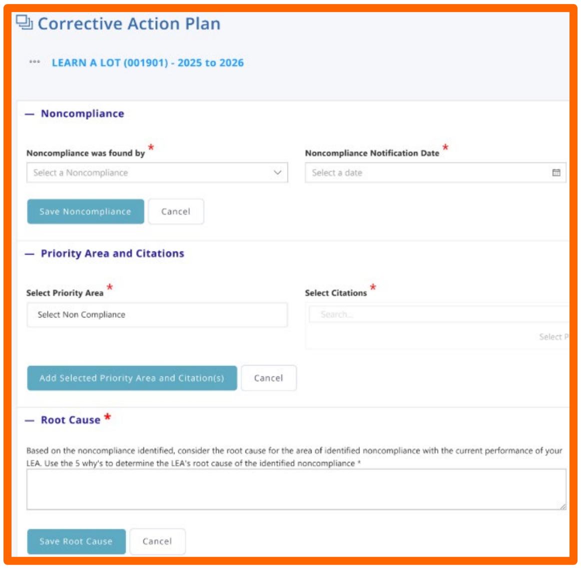
Accessing the New Support Plan (CAP)

- Clicking on the Corrective Action Plan hyperlink at the top of the Support Plans page will open the LEA's page and allow the LEA to complete the required steps for the CAP process.

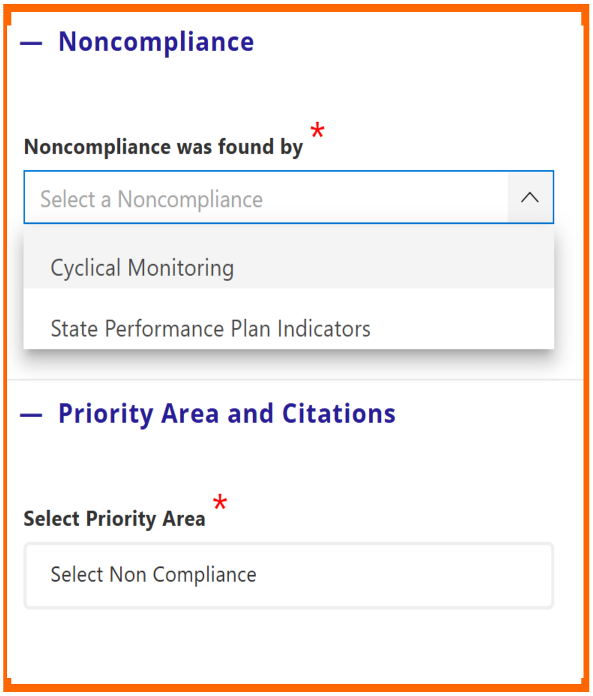


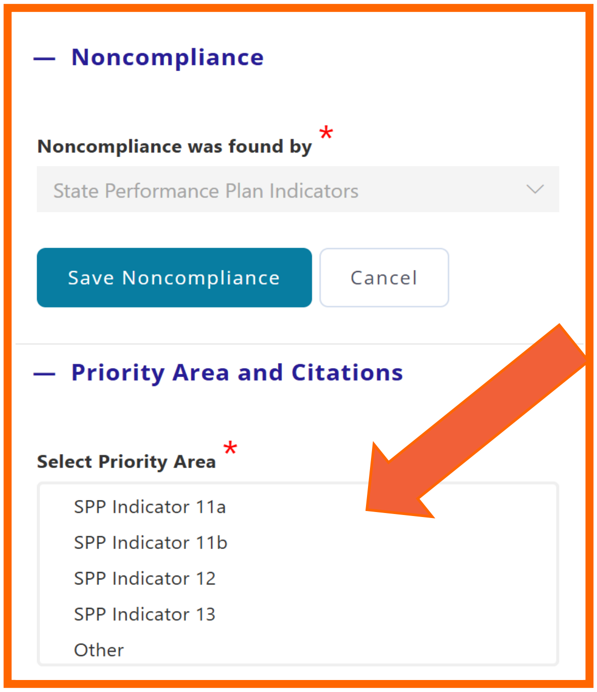
Completing the CAP Landing Page for the SPPI CAP

- The CAP Landing page is divided into sections; each section is required to be filled out prior to moving on to the next.
- Use the drop-down menu to fill in the required sections
- Use the text box to complete the Root Cause section.
- Click on Save after each section is completed.

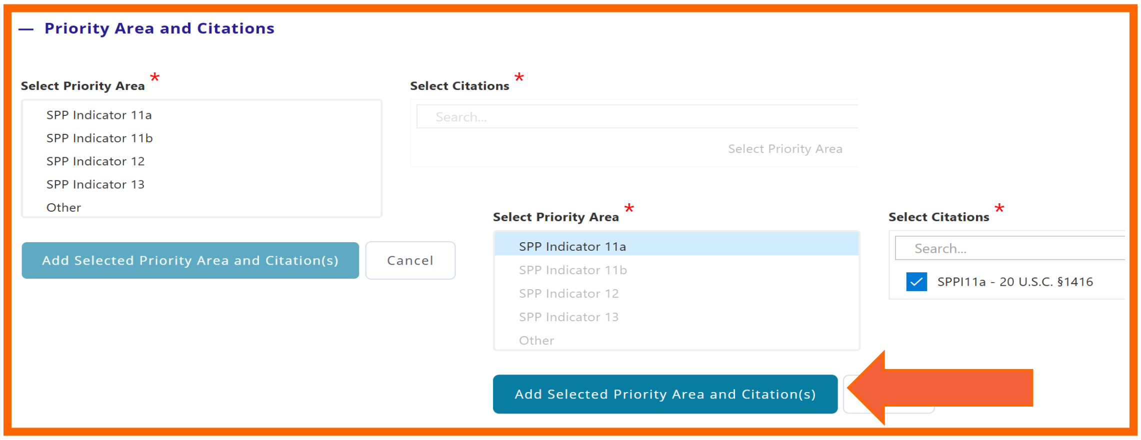


- The *Noncompliance was found by* will populate the priority area and citations section once the save noncompliance button is clicked.

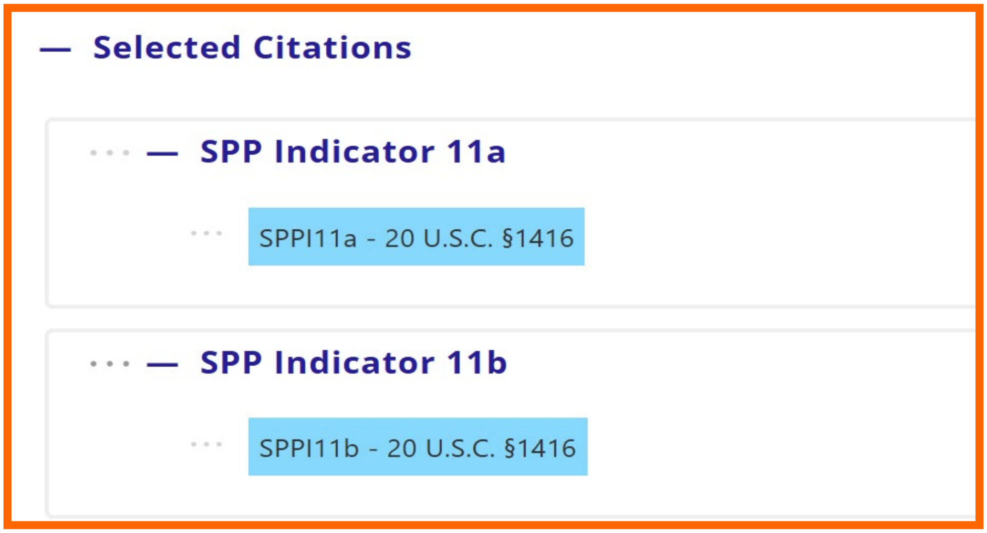




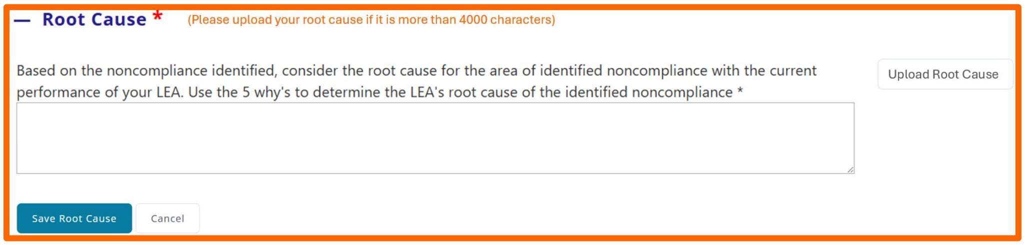
- Selecting the Priority Area will populate the Select Citations area.
- Click on all citations cited as noncompliant from the notification of noncompliance and click *Add Selected Priority Area and Citation(s).* Repeat for all other priority areas as needed



- Priority areas and citations chosen in the previous section will appear for each indicator.

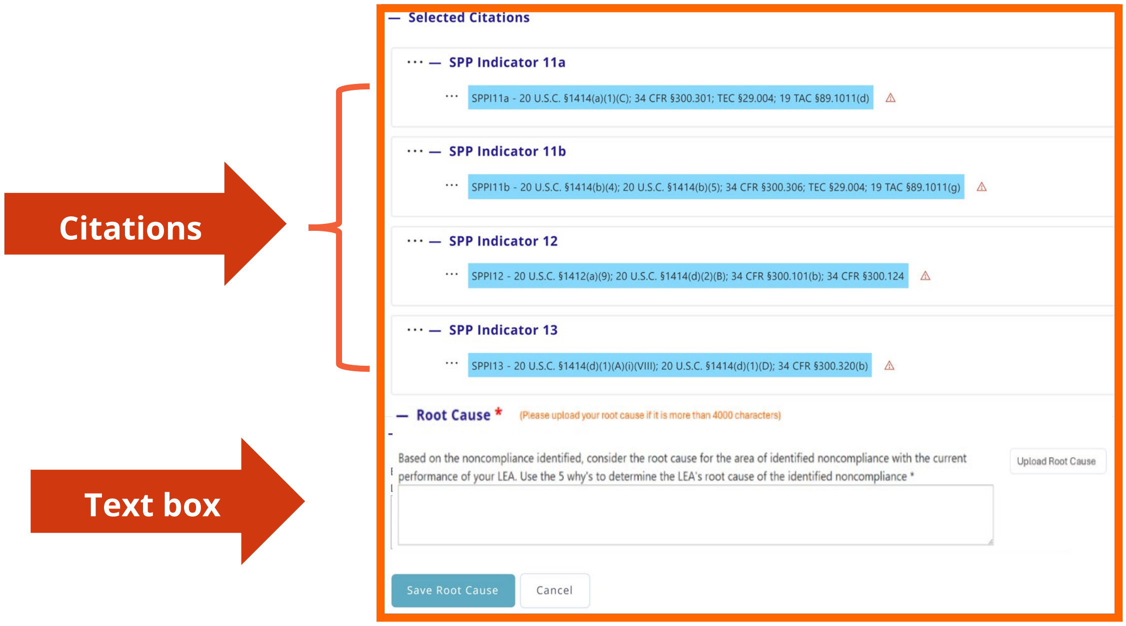


- Priority areas previously selected require a Root Cause Analysis before advancing to the implementation activities.

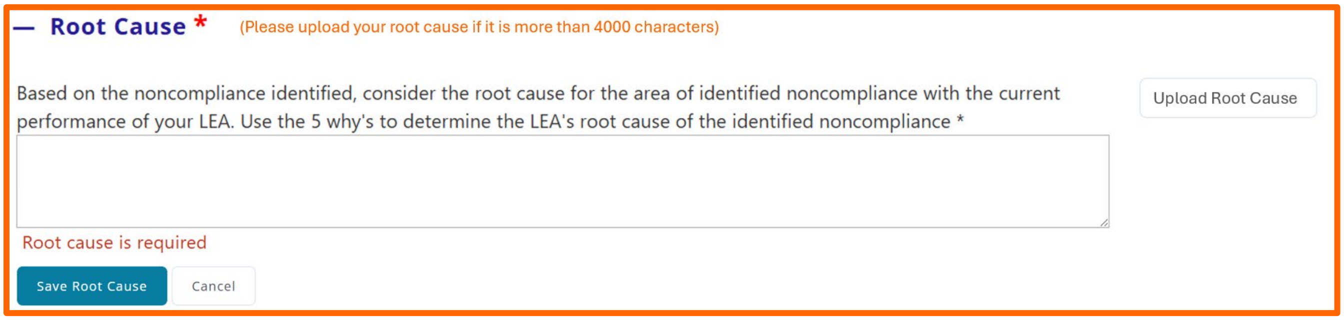


- Address the root cause for all citations found to be noncompliant using the text box.

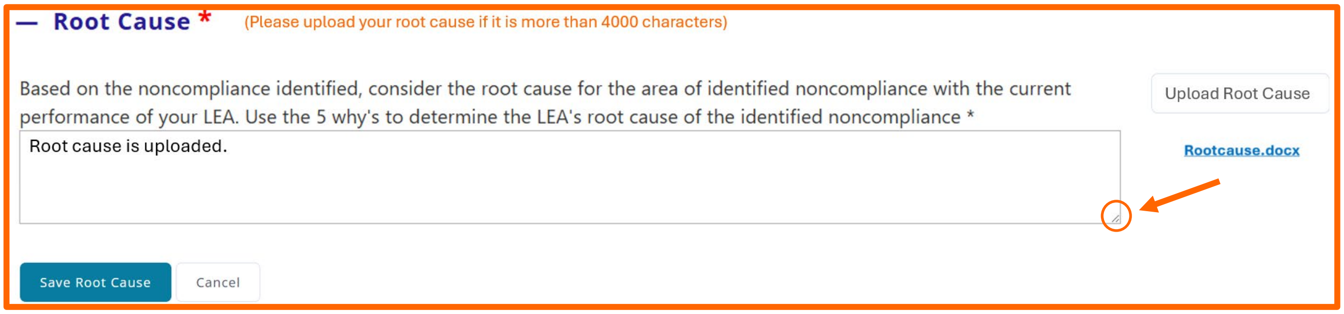
TEA Texas Education Agency



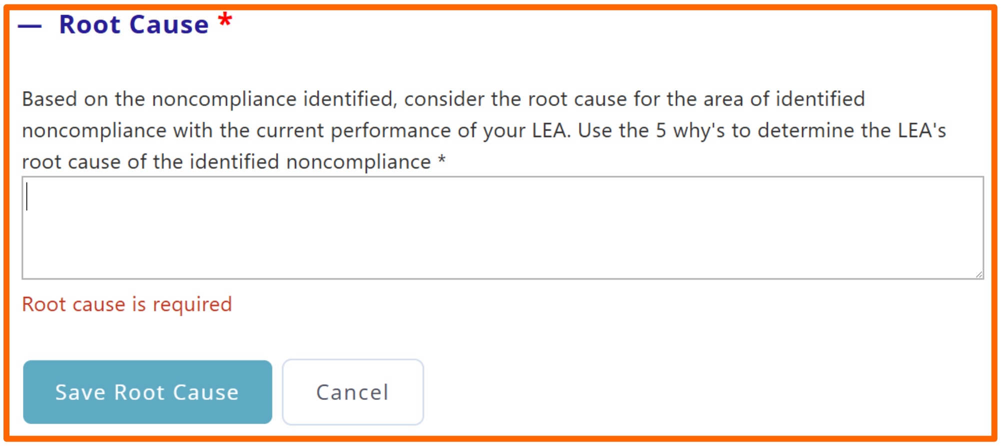
- Utilize the bottom right corner to expand the text box.

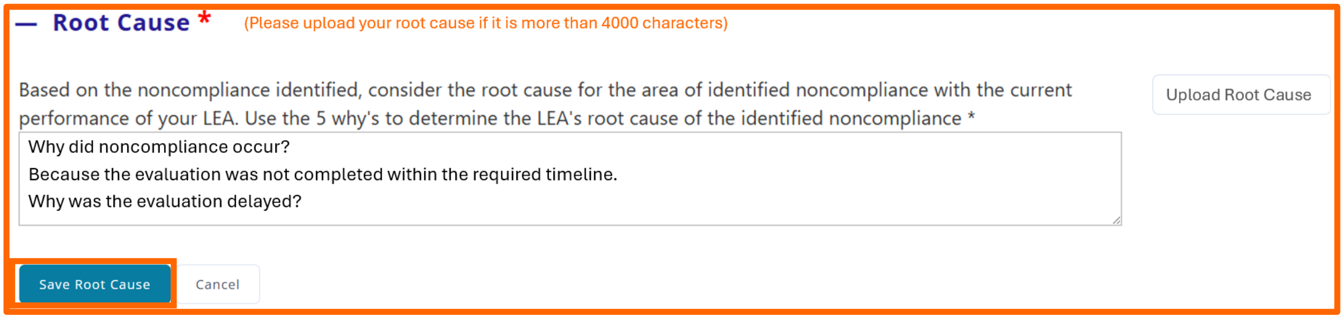


- If the root cause is more than 4000 characters use the Upload Root Cause button to upload a Word document with the root cause for all citations identified as noncompliant.



- Once the root cause has been entered into the text box or uploaded click *Save Root Cause.*





Initiating Implementation Activities

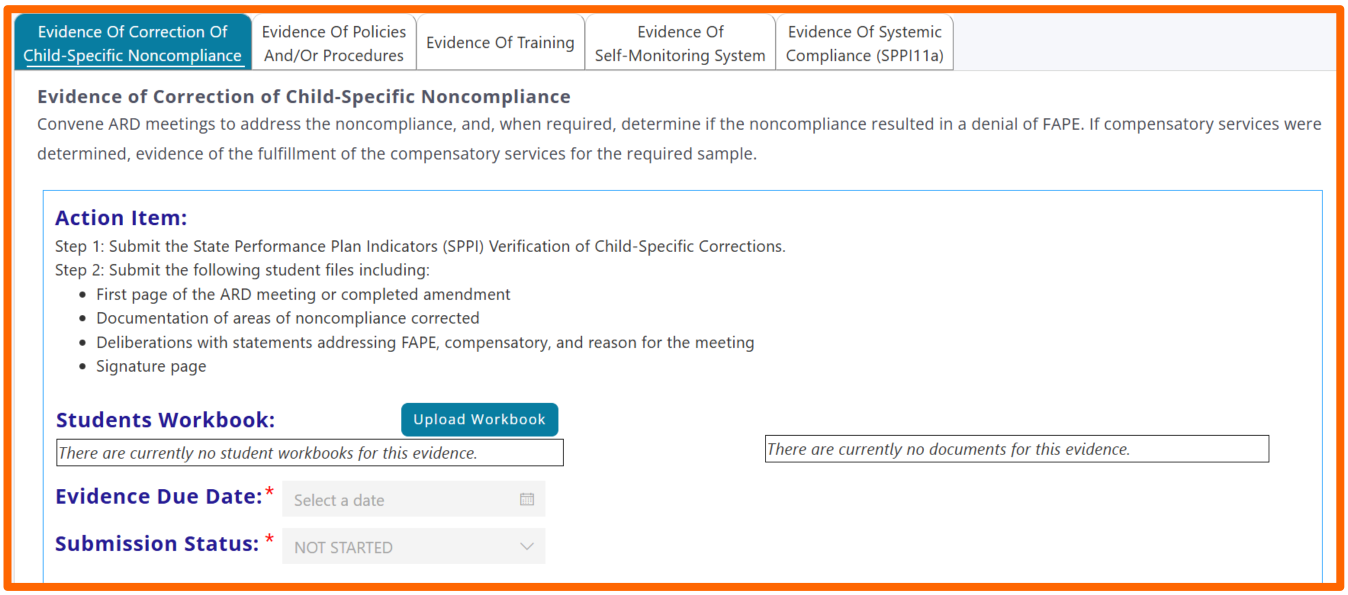
- Click on Initiate Implementation Activities
- Upon initiation of the implementation activities, the tabs will display the necessary actions to address and rectify the noncompliance issues for the specified priority area and citation.

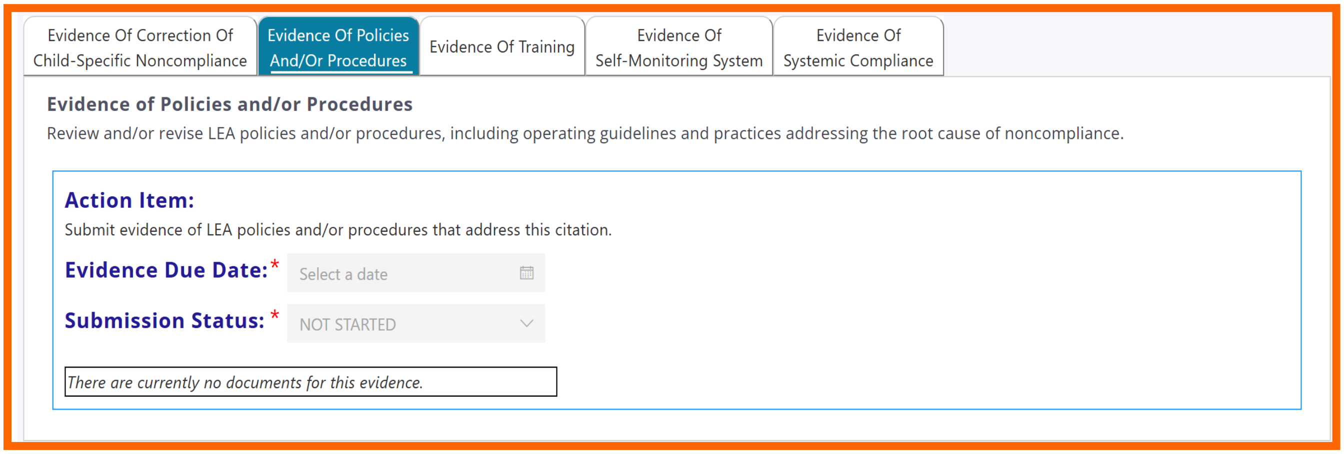
CAP Implementation Activities

The Ascend Corrective Action Plan (CAP) module provides dedicated activity screens to guide Local Education Agencies (LEAs) through documenting and demonstrating implementation of required actions. Each CAP activity is organized into its own tab within the system. These tabs are designed to help users easily navigate between activities, review applicable requirements, and upload the necessary evidence.

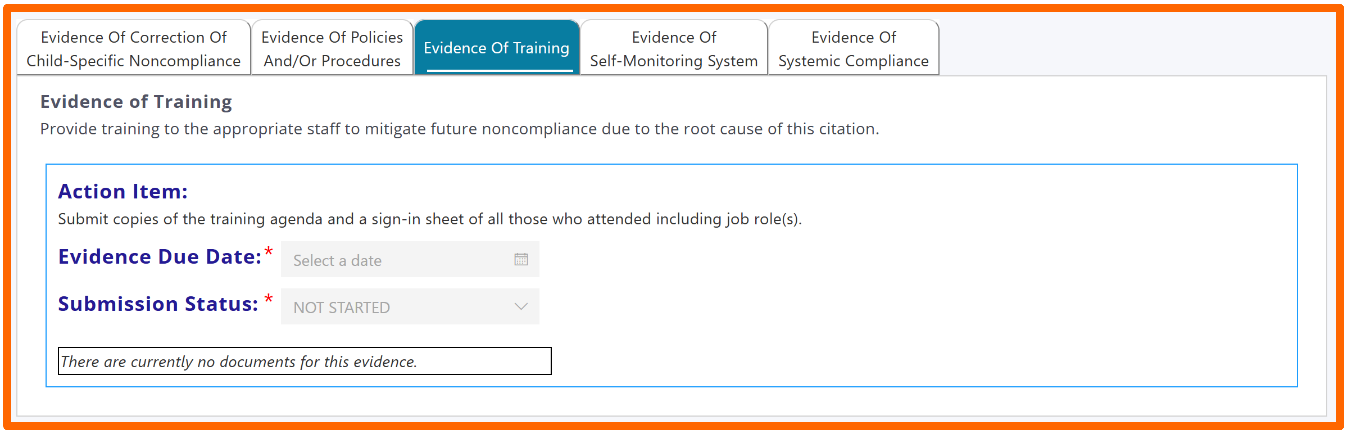
Each activity tab includes detailed instructions outlining the specific documentation or artifacts the LEA must submit. These instructions ensure that users understand what constitutes acceptable evidence and how to demonstrate progress toward meeting compliance expectations. LEAs should carefully review the guidance provided within each tab and upload all required files directly to the designated evidence-upload section.

By organizing CAP activities in a structured, tabbed format, the Ascend system supports consistent, clear, and complete submission of implementation evidence, facilitating timely review and feedback from Monitoring, Review and Support (MRS) staff.





Texas Education Agency


Evidence Of Correction Of Child-Specific Noncompliance | Evidence Of Policies And/Or Procedures | Evidence Of Training | Evidence Of Self-Monitoring System | Evidence Of Systemic Compliance

Evidence of Training

Provide training to the appropriate staff to mitigate future noncompliance due to the root cause of this citation.

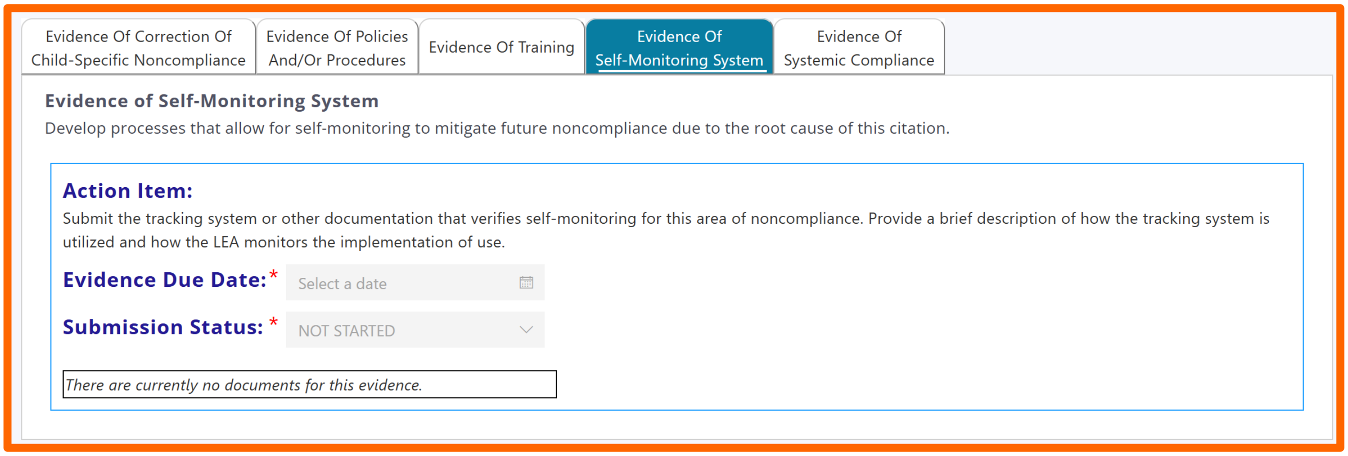
Action Item:

Submit copies of the training agenda and a sign-in sheet of all those who attended including job role(s).

Evidence Due Date:* Select a date

Submission Status:* NOT STARTED

There are currently no documents for this evidence.


Evidence Of Correction Of Child-Specific Noncompliance | Evidence Of Policies And/Or Procedures | Evidence Of Training | Evidence Of Self-Monitoring System | Evidence Of Systemic Compliance

Evidence of Self-Monitoring System

Develop processes that allow for self-monitoring to mitigate future noncompliance due to the root cause of this citation.

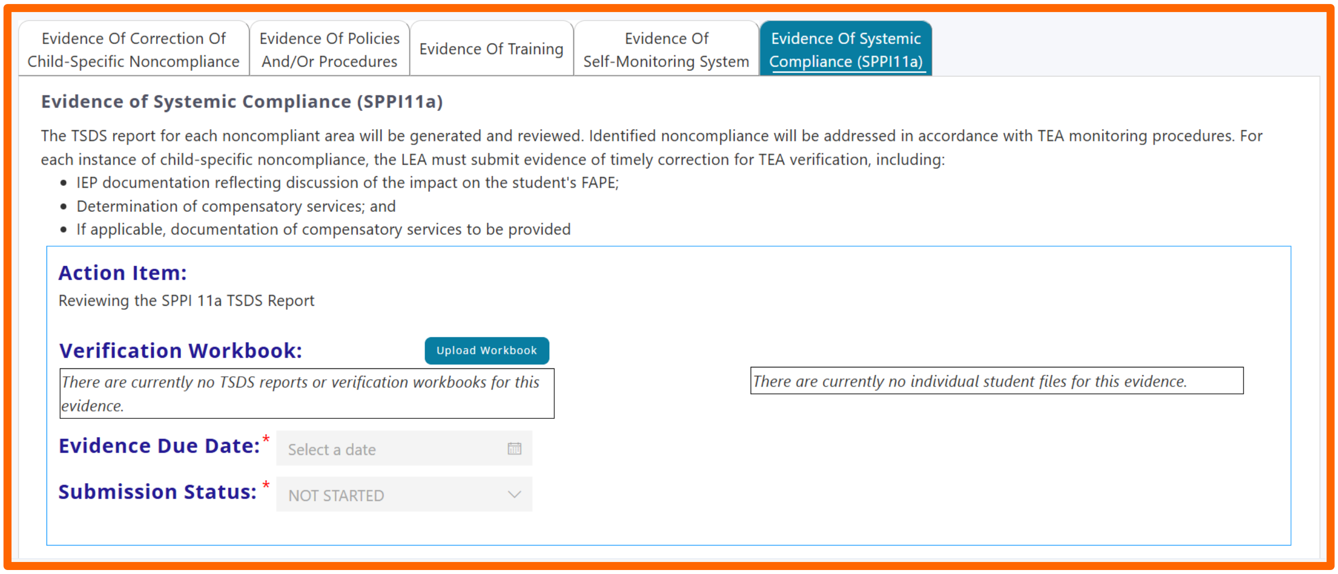
Action Item:

Submit the tracking system or other documentation that verifies self-monitoring for this area of noncompliance. Provide a brief description of how the tracking system is utilized and how the LEA monitors the implementation of use.

Evidence Due Date:* Select a date

Submission Status:* NOT STARTED

There are currently no documents for this evidence.


Evidence Of Correction Of Child-Specific Noncompliance | Evidence Of Policies And/Or Procedures | Evidence Of Training | Evidence Of Self-Monitoring System | Evidence Of Systemic Compliance (SPPI11a)

Evidence of Systemic Compliance (SPPI11a)

The TSDS report for each noncompliant area will be generated and reviewed. Identified noncompliance will be addressed in accordance with TEA monitoring procedures. For each instance of child-specific noncompliance, the LEA must submit evidence of timely correction for TEA verification, including:

- IEP documentation reflecting discussion of the impact on the student's FAPE;
- Determination of compensatory services; and
- If applicable, documentation of compensatory services to be provided

Action Item:

Reviewing the SPPI 11a TSDS Report

Verification Workbook: Upload Workbook

There are currently no TSDS reports or verification workbooks for this evidence.

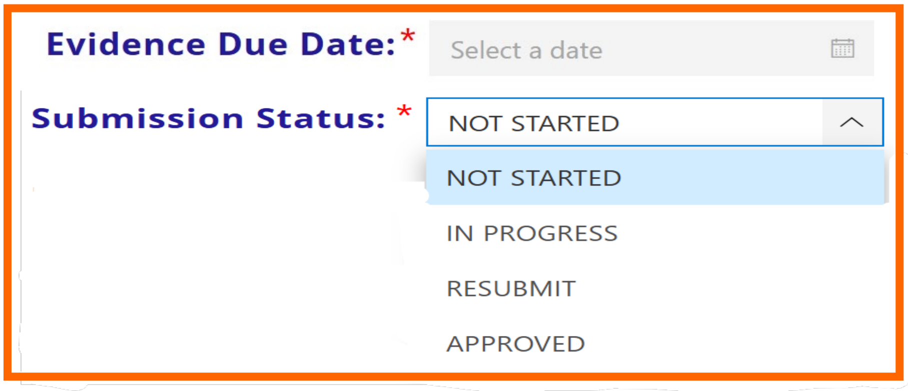
There are currently no individual student files for this evidence.

Evidence Due Date:* Select a date

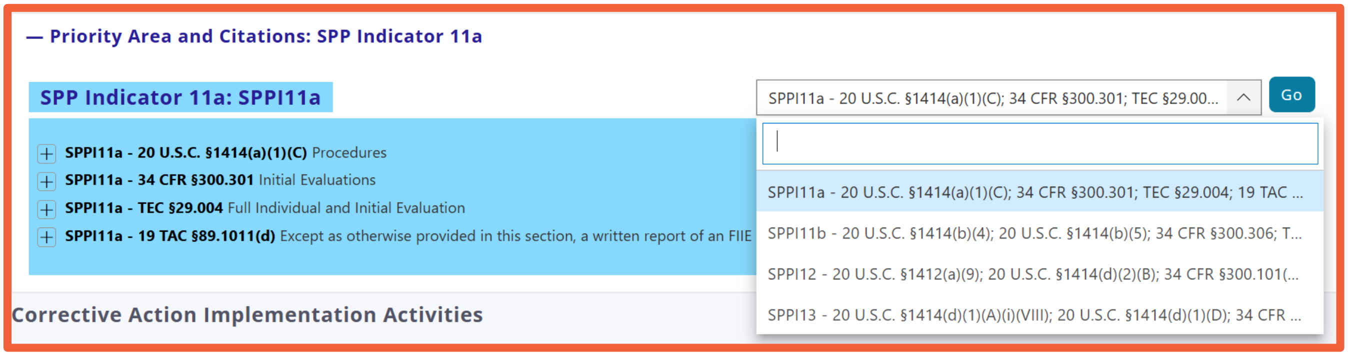
Submission Status:* NOT STARTED

Evidence Due Date and Submission Status

- Evidence due date will be updated during the initial CAP conference with the TEA reviewer
- Submission Status will be updated by the TEA reviewer through the CAP monitoring period.

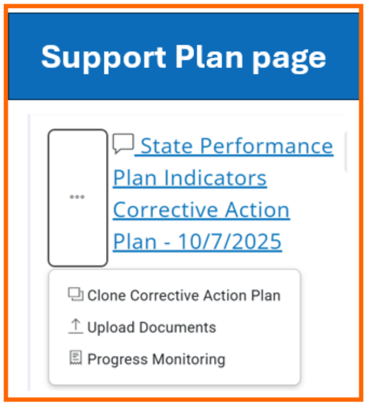


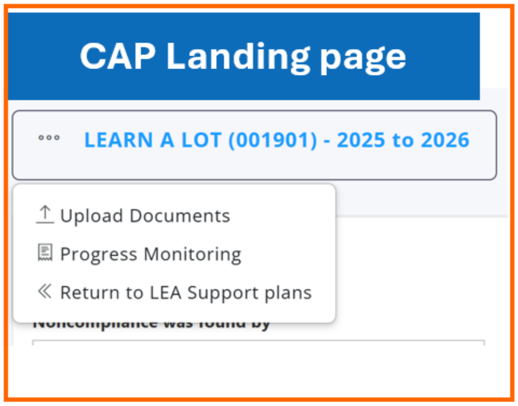
- To navigate to other citations within the CAP, click on the drop-down menu, select the citation, and click on Go.

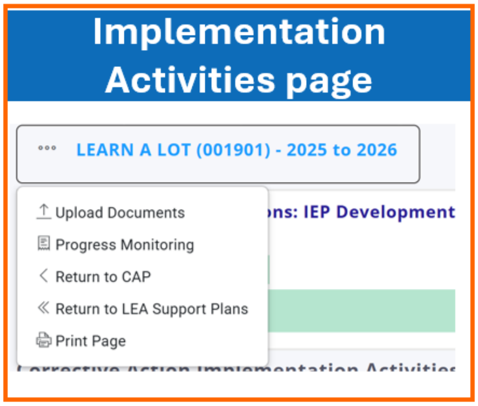


Navigate Pages with Ellipsis Menu

- There are ellipsis menus on the Support Plan page next to the CAP.
- There are ellipsis menus next to the LEA name on the CAP landing page, and the Implementation Activities page.

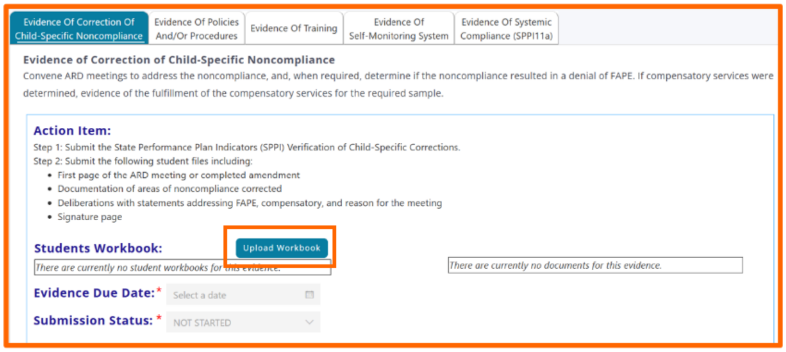




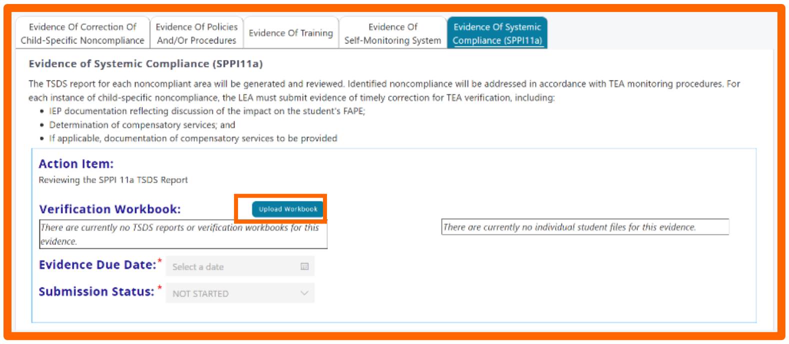


Uploading Evidence to SPPI CAP

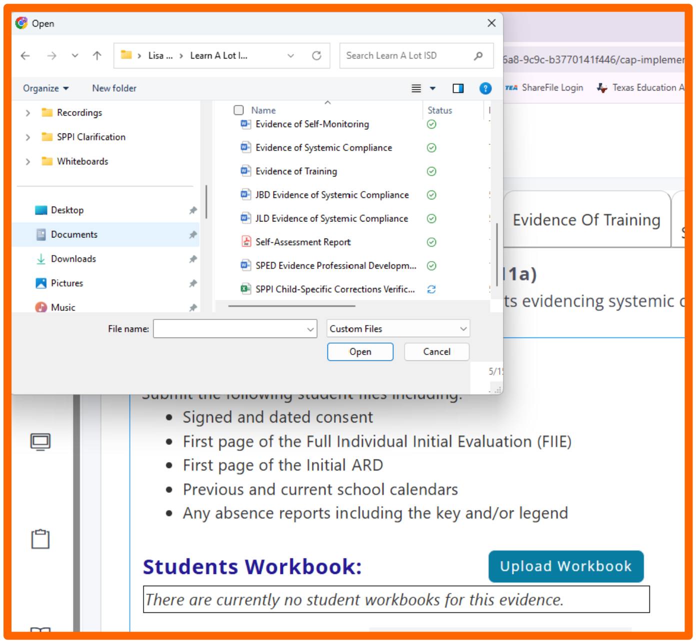
- Upload the *SPPI Child-Specific Corrections Verification Workbook* directly into the *Evidence of Correction of Child-Specific Noncompliance* implementation activity.



- Upload the correct TSDS report directly into the *Evidence of Systemic Compliance* implementation activity.
- The file explorer will open after clicking on upload workbook, allowing for the specific file to be selected.

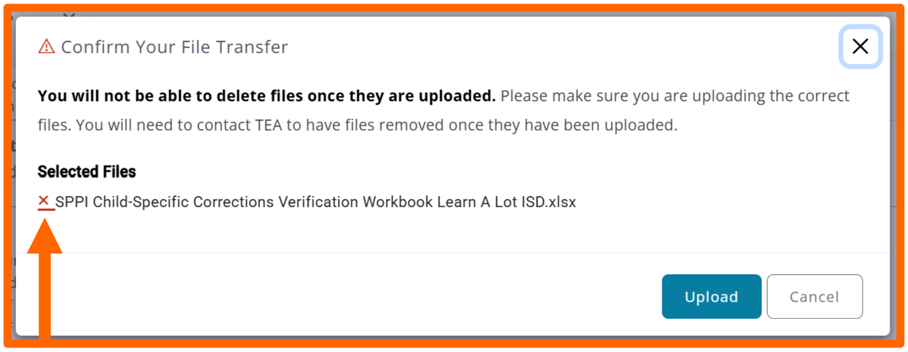


- Click the file, click open.
- A warning pop-up window will appear to ensure that it is the correct document to be uploaded to that implementation activity. Click upload



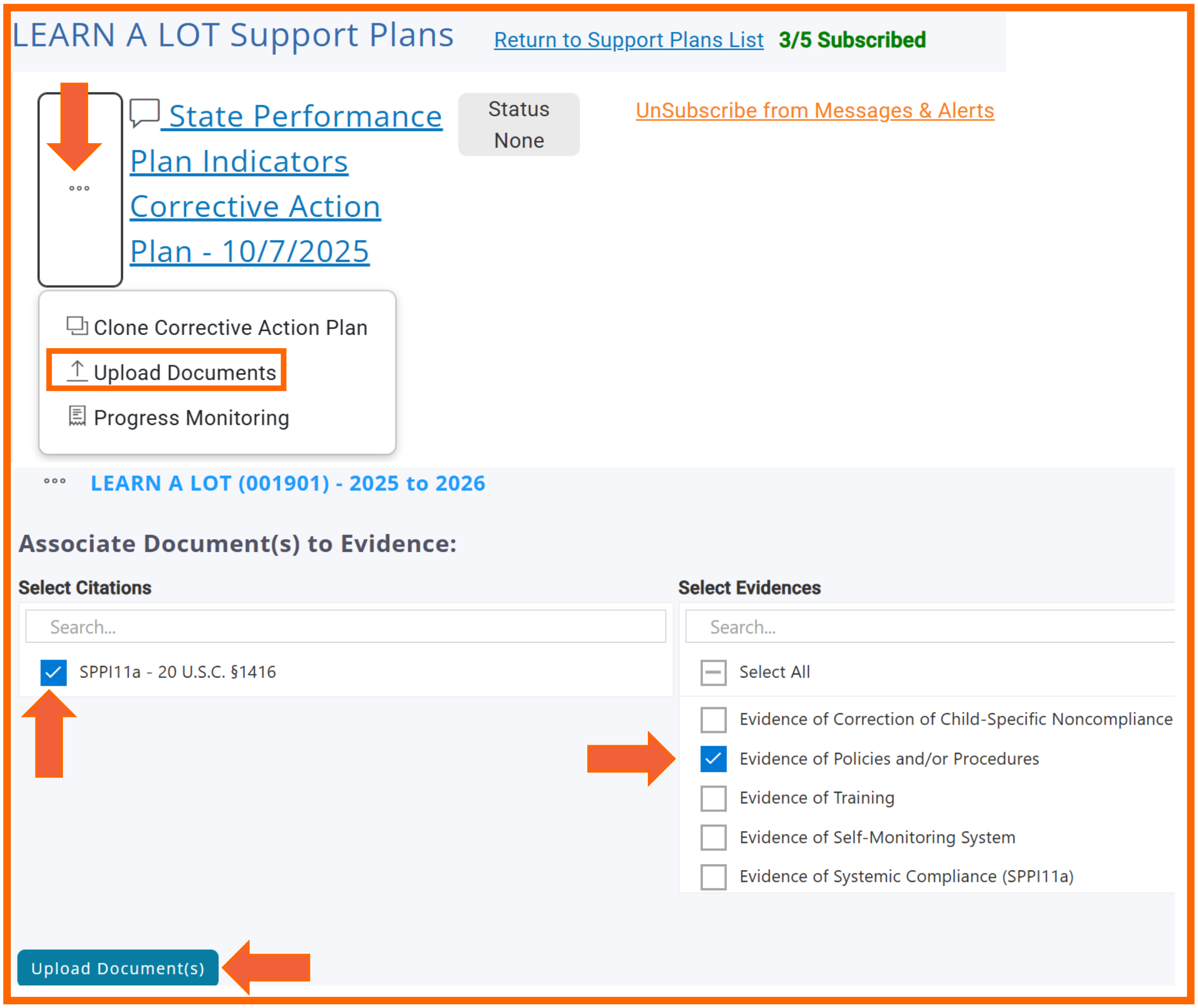
Texas Education Agency

- To delete, click the red "x" next to the file name or click cancel.

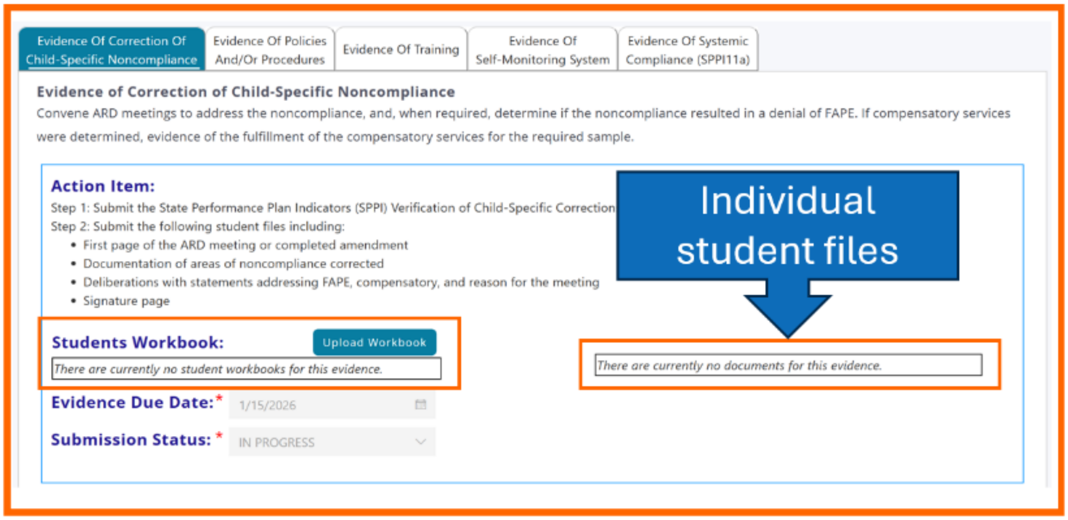


Uploading student files, policies, procedures, training, and self-monitoring

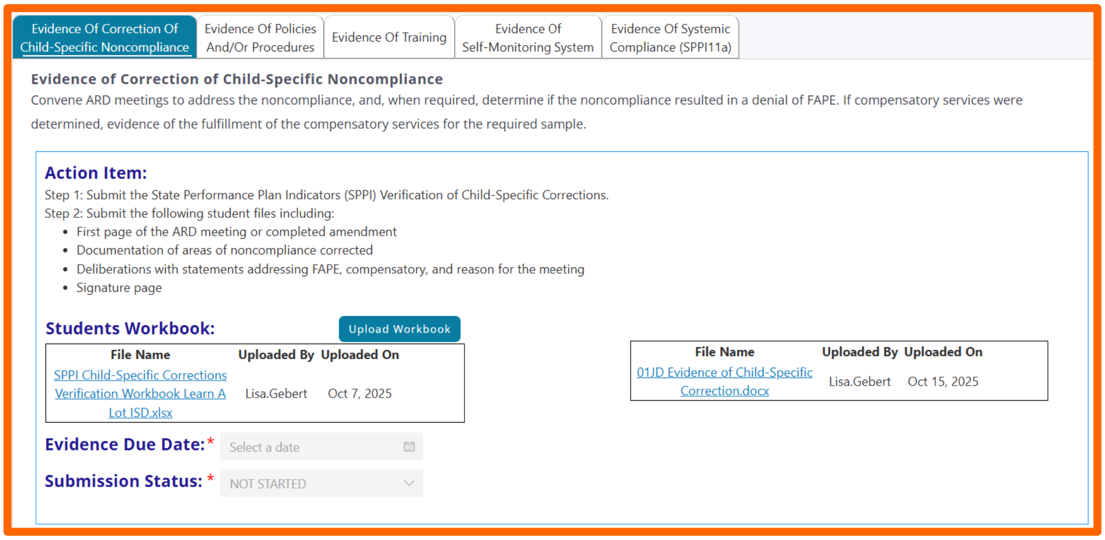
- Click on the ellipsis menu to access the upload screen.
- Click on the citation and the implementation activity(s) where the evidence is being uploaded.
- Click on upload document(s)



- Uploaded individual student files for *Evidence of Correction of Child-Specific Noncompliance* will be housed on the right side of the implementation activity. This allows users to easily view and verify the uploaded evidence related to each specific child, ensuring clear organization and accessibility within the system.

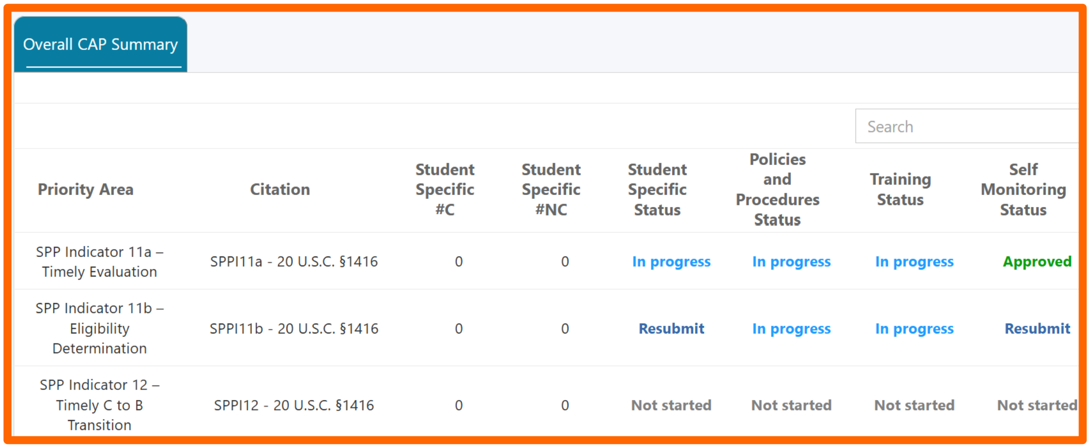


- Files uploaded will be located within the designated implementation activity from the upload screen.
- File name, uploaded by, and uploaded on for each evidence uploaded



Progress monitoring

- The SPPI progress monitoring page provides a comprehensive overview of the status of each implementation activity associated with each citation.



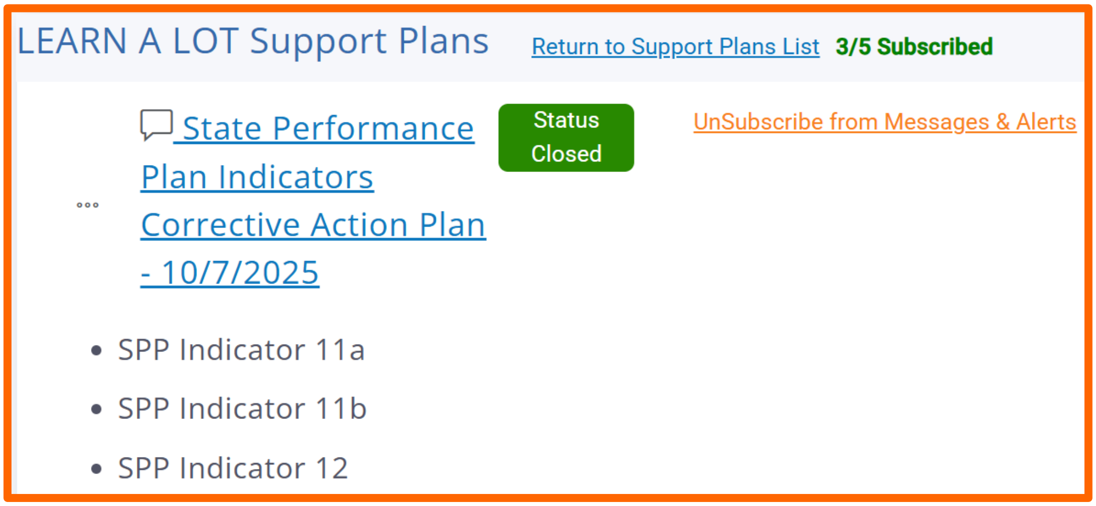
Overall CAP Summary

Search

Priority Area	Citation	Student Specific #C	Student Specific #NC	Student Specific Status	Policies and Procedures Status	Training Status	Self Monitoring Status
SPP Indicator 11a – Timely Evaluation	SPPI11a - 20 U.S.C. §1416	0	0	In progress	In progress	In progress	Approved
SPP Indicator 11b – Eligibility Determination	SPPI11b - 20 U.S.C. §1416	0	0	Resubmit	In progress	In progress	Resubmit
SPP Indicator 12 – Timely C to B Transition	SPPI12 - 20 U.S.C. §1416	0	0	Not started	Not started	Not started	Not started

Corrective Action Plan Status Closed

- Once all implementation activities have been approved by the TEA reviewer the status of the CAP will be marked as closed.



Resources

- ESC TSDS Champions for both ESCs 1–10 and ESCs 11–20
- TSDS Incident Management System (TIMS): Online technical support system for LEAs
- TSDS Upgrade Project: Webpage for general project information, data collection documentation, and resources for LEAs and vendors
- TSDS Training & Support Certified Vendors and ESCs: Vendors certified to train and support LEAs with TSDS
- TWEDS: Online resource for changes to the TSDS Core collection, data elements, descriptor tables, submission timelines, validation rules, and other reporting requirements
- Indicator 11:Timely Initial Evaluation (Child Find)
- Indicator 12**:** Early Childhood Transition
- Indicator 13: Secondary Transition