Special Education Data System (SPEDS) Summer Submission Guidance

State Performance Plan Indicators 7, 11, 12, and 13

Texas Education Agency

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Introduction

This document provides information and guidance regarding the submission of data for four state performance plan indicators (SPPIs) collected through the Texas Student Data System (TSDS) Special Education Data System (SPEDS) Summer Submission beginning with the 2025-26 school year (SY). The SPEDS Summer Submission is a consolidated data collection process within TSDS that streamlines reporting for four indicators that are part of the broader set of 18 federally required indicators in the State Performance Plan/Annual Performance Report (SPP/APR).

- SPPI 7 Preschool Outcomes
- SPPI 11 Timely Initial Evaluation (Child Find)
- SPPI 12 Early Childhood Transition
- SPPI 13 Secondary Transition

Indicators 11, 12, and 13 are designated as compliance indicators and must achieve 100% compliance, as mandated by the Office of Special Education Programs (OSEP) within the U.S. Department of Education. Indicator 7 is a performance indicator focused on measuring child outcomes. For performance indicators, targets are established by the Texas Education Agency (TEA) with input from the Texas Continuous Improvement Steering Committee (TCISC). SPPI 7 targets, established for Federal Fiscal Years (FFY) 2020–2025, can be found in the SPP/APR Targets Guidance Document.

The TEA reports the aggregate compliance percentage for all local educational agencies (LEAs) in the state to OSEP in the SPP/APR submission and is also required to publicly report compliance at the LEA level, as mandated by 34 CFR §300.602(b)(1)(i)(A).

The SPEDS Summer Submission reflects TEA's continued commitment to improving data quality, reducing reporting burden, and aligning timelines across special education indicators, while ensuring consistent, efficient, and federally compliant reporting. All LEAs are required to submit data, or certify zero-data, through the SPEDS Summer Submission by the established deadline.

Federal Regulations

The Individuals with Disabilities Education Act (IDEA) requires states to develop a State Performance Plan (SPP) and annually report on 18 indicators in the Annual Performance Report (APR) (20 U.S.C. 1416(b), 34 CFR § 303.701). The SPP/APR evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.

Local Educational Agency Responsibilities

To ensure a successful Special Education Data System (SPEDS) Summer Submission, local educational agency (LEA) special education staff and LEA data stewards or Public Education Information Management System (PEIMS) staff must work closely together. The data reported in SPEDS is highly program-specific, and the special education team holds the expertise in understanding the requirements, measurements, and nuances of the indicators. Meanwhile, the data stewards/PEIMS team bring critical knowledge of navigating the Texas Student Data System (TSDS) and managing the technical aspects of data submission within the application. A strong partnership between these teams is essential for high-quality data reporting.

LEA special education staff are ultimately responsible for the timely submission of valid and reliable data and should review and confirm data accuracy prior to submission.

Key considerations include:

- Ensuring data is captured in a format compatible with TSDS submission requirements
- Verifying that all submitted data is current, complete, and accurate
- Validating data against established business rules and checks
- Promptly correcting any errors identified during validation
- Delivering final submissions that are "fatal-free" and submitted by the Texas Education Agency's (TEA's) established deadline

LEAs must submit valid, timely, and reliable data that accurately reflects the measurement criteria for each indicator, and any issues related to inaccurate or missing data submissions are addressed by the Special Education Monitoring, Review, and Support Division within the Office of Special Populations and Student Supports.

Special Education Data System (SPEDS) Roles

The Special Education Data System (SPEDS) Summer Submission uses the following Texas Education Agency Login (TEAL) roles for both education service centers (ESCs) and local educational agencies (LEAs):

- Core ESC Data Viewer
- Core LEA Data Approver
- Core LEA Data Completer
- Core LEA Data Promoter
- Core LEA Data Viewer

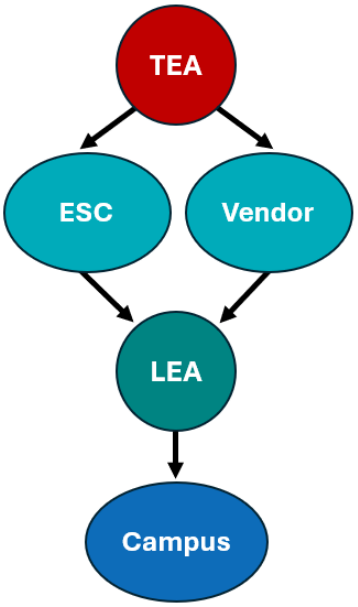
For each role, the "SPEDS Access" privilege must be added to enable access to the SPEDS Summer Submission.

Note: The DMC LEA L2 Validations with "SPEDS Access" privilege must be added to run Level 2 data validations.

For more information, refer to Texas Student Data System Knowledge Base article TSDSKB-606 - TEAL: TEAL Roles for Core Collections.

Training, Guidance, and Support

The Texas Education Agency (TEA) has established a structured support system to assist local educational agencies (LEAs) with the Special Education Data System (SPEDS) Summer Submission. Through a train-the-trainer model, the TEA ensures comprehensive training and support are provided. This approach equips staff at all levels to collect, manage, and report accurate data.



Train-the-Trainer Model

- **TSDS Champions and Vendors**
  Designated Texas Student Data System (TSDS) Champions from each education service center (ESC) and software vendor receive direct training and certification from TEA to ensure they are fully prepared for the SPEDS Summer Submission.
- **TSDS Champions to LEAs**
  ESC Champions provide training sessions and detailed training materials to LEA data stewards within their respective regions. Champions may also provide training to LEA special education program staff.
- **Vendors to LEAs**
  LEAs should communicate with their Student Information System (SIS) and/or individualized education program (IEP) vendors regarding any updates to their system and attend any trainings they offer. LEAs should also contact their vendors for support with using their software or to address issues specific to their system
- **LEA Internal Training**
  It is essential that information regarding the SPEDS Summer Submission is passed on to the appropriate LEA and campus staff. The goal is for everyone to understand their responsibilities.

ESC Champions

TEA trains ESC Champions, who are required to complete training, pass a certification exam, and serve as the primary point of contact for SPEDS Summer Submission information and training. A list of ESC Champions for ESCs 1-10 and ESCs 11-20 is available on the TSDS Champions webpage.

TIMS Tickets

Requests for support can also be submitted via the TSDS Incident Management System (TIMS) available within the Texas Education Agency Login (TEAL) TSDS Portal.

A TIMS ticket can be submitted by logging onto the TEAL secure portal and following these steps:

1. Open the **TSDS Portal.**
2. Click the **Support** tab in the blue banner at the top of the screen.
3. Click the **Submit and View Incidents** button.
4. Complete the required fields in the **Create Issue** section.
5. Click the **Create Issue** button.

Users who do not have a TEAL account may request access by clicking the Request New User Account link on the TEAL login screen. Once the TEAL account is obtained and the user has logged into TEAL, instructions for requesting access to the TSDS Portal are found by clicking the Help link at the top of the page then navigating to Requesting Access to an Application in the Contents Menu on the left of the screen.

Additional support is available through the TSDS Incident Management System (TIMS) Knowledge Base (KB), accessible from the top menu on the TSDS Portal TIMS ticket submission screen in TEAL.

Guidance Documents

Information and guidance specific to each indicator reported in the SPEDS Summer Submission can be found on each indicator's webpage.

SPPI 7 Preschool Outcomes
SPPI 11 Timely Initial Evaluation (Child Find)
SPPI 12 Early Childhood Transition
SPPI 13 Secondary Transition

General SPEDS Frequently Asked Questions (FAQs)

Below are answers to common questions about the Special Education Data System (SPEDS) Summer Submission.

SPEDS General Questions		
Number	**Question**	**Answer**
1.1	What is the Special Education Data System (SPEDS) Summer Submission?	The SPEDS Summer Submission uses student-level data to calculate procedural compliance for State Performance Plan Indicators (SPPI) 11A, Timely Initial Evaluations; 11B, Eligibility Determination; 12, Early Childhood Transition; and 13, Secondary Transition. It also uses student-level data to calculate progress measures for SPPI 7, Preschool Outcomes. SPPI 7, SPPI 11A, SPPI 12, and SPPI 13 data are aggregated at the state level and submitted to the Office of Special Education Programs (OSEP) at the U.S. Department of Education as part of the State Performance Plan and Annual Performance Report (SPP/APR). The Texas Education Agency (TEA) also uses the data to publicly report each local educational agency's (LEA's) performance as part of the LEA's annual State Performance Plan Indicator Report. SPPI 11B, Eligibility Determination, data is reported for general supervision and monitoring purposes, as outlined in 19 TAC §89.1011(g) and 34 CFR §300.323(c)(1).
1.2	How is the reporting year defined for the Special Education Data System (SPEDS) Summer Submission, and how does	The reporting year for the SPEDS Summer Submission is defined as July 1 through June 30, which aligns with the federally recognized school year. This timeframe ensures that data reflects activities and compliance within a complete academic cycle.

Number	Question	Answer
	it align with the school year?	
1.3	What if a local educational agency (LEA) does not have any students to report for the Special Education Data System (SPEDS) Summer Submission?	If an LEA has no students who meet the reporting criteria for a specific SPEDS indicator during a given reporting year, the LEA must report "TRUE" for the indicator's designated data element. This indicates that no students met the criteria for that year. The required data elements for this purpose are: SPPI 7 PreschoolOutcomesReporting E3098 SPPI 11 TimelyInitialEvaluationReporting E3126 SPPI 12 EarlyChildhoodTransitionReporting E3127 SPPI 13 SecondaryTransitionReporting E3128 Note: LEAs must report "FALSE" for this data element if they are submitting data for students who meet the reporting criteria.
1.4	What happens if local educational agencies (LEAs) fail to comply with the data submission requirements for the Special Education Data System (SPEDS) Summer Submission?	If an LEA fails to comply with the data submission requirements for SPEDS, such as submitting inaccurate data, submitting data late, or being in a status of noncompliance, the matter will be addressed by the Monitoring, Review & Support Division within the Office of Special Populations and Student Supports at the Texas Education Agency. This division ensures adherence to data reporting requirements and may implement corrective actions, as necessary.
1.5	How long must the Special Education Data System (SPEDS) Summer Submission student records be kept?	The retention period for special education records is cessation of services plus five years, as outlined in Section 3-1: Special Education Program Records of the *Local Schedule SD: Retention Schedule for Records of Public School Districts*, issued by the Texas State Library and Archives Commission. (*For additional guidance, refer to the Retention Notes included in the schedule.)* The Commission's authority to issue records retention schedules is established under 13 Texas Administrative Code (TAC) §7.125(a)(6).

SPEDS Data Submission		
Number	**Question**	**Answer**
1.6	How are data entered and submitted for the Texas Student Data System (TSDS) Special Education Data System (SPEDS) Summer Submission?	SPEDS data is entered into the local educational agency's (LEA's) Student Information System (SIS) or third-party software that integrates with the SIS. The data is then published through the Application Programming Interface (API) connection into TSDS, following the same process as other TSDS data collections, as they cannot be entered directly into TSDS. The Texas Education Agency recommends that LEAs establish local policies and work with their vendors to ensure data is being captured in a format that is compatible with TSDS submission requirements and data submission is timely and accurate.
1.7	How do I enter the Special Education Data System (SPEDS) Summer Submission data into a Student Information System (SIS)?	Local educational agencies (LEAs) should coordinate with their LEA Data Steward/ Public Education Information Management System (PEIMS) staff, consult their education service center (ESC) Champion (ESCs 1-10, ESCs 11-20) or contact their SIS vendor for assistance with entering data in their specific SIS for the SPEDS Summer Submission.
1.8	What is the timeline for submitting data to the Special Education Data System (SPEDS) Summer Submission?	The timeline for submitting data to the SPEDS Summer Submission is available on the Texas Web-Enabled Data Standards (TWEDS) website under the Data Submission Timelines section.
1.9	What is the Texas Education Agency's (TEA's) recommendation for how often a local educational agency (LEA) should promote the Special Education Data System (SPEDS) Summer Submission data into the Texas Student Data System (TSDS)?	TEA does not restrict the number of times an LEA can promote their data in the SPEDS Summer Submission. LEAs are encouraged to establish local processes for determining the frequency of data promotion. TEA recommends promoting data as soon as the SPEDS Summer Submission opens to identify and address fatal errors, investigate and resolve special warnings, and allow sufficient time to submit and resolve TSDS Incident Management System (TIMS) tickets. All LEAs are required to "Complete" their SPEDS Summer Submission by the deadline. Timelines and due dates are available in the TSDS Web-Enabled Data Standards (TWEDS).

Number	Question	Answer
1.10	How do local educational agencies (LEAs) report Special Education Data System (SPEDS) Summer Submission data if they operate on a year-round calendar?	LEAs operating on year-round calendars are not exempt from the SPEDS Summer Submission requirements. All LEAs must report data for children who meet the reporting criteria for each SPEDS indicator or submit the designated data element indicating that no students met the criteria during the reporting year (July 1 through June 30).
1.11	Which ProgramType E1337 should be reported for the Special Education Data System (SPEDS) Summer Submission?	The PROGRAM-TYPE "Special Education" should be reported for the SPEDS Summer Submission.
1.12	Will the Texas Education Agency (TEA) be monitoring the Special Education Data System (SPEDS) Summer Submission activity to ensure local educational agencies (LEAs) are proactively working on the collection, similar to the Residential Facility (RF) Tracker?	Texas Student Data System (TSDS) staff monitor all collections throughout the year as submissions are being made to ensure any outreach needed is addressed. However, LEAs should not rely on external entities, such as TEA or ESCs, to monitor data quality. LEAs are strongly encouraged to review data frequently and monitor reports available in TSDS in order to proactively identify and resolve any data concerns. The Data Strategy and Reporting Division collaborates with education service centers (ESCs) to support LEAs whose SPEDS Summer Submissions are not “complete” two weeks before the submission deadline.
1.13	Previously, local educational agencies (LEAs) entered State Performance Plan Indicator (SPPI) 11 and SPPI 12 data into their Student Information System (SIS), and it was promoted into the Texas Student Data System (TSDS) Child Find collection. Do LEAs continue to enter data for these indicators into the SIS, and the data will be promoted into the Special	The LEA may continue using its current process. The rules and definitions for SPPI 11 and SPPI 12 remain unchanged; the data is just being collected through the unified SPEDS Summer Submission. LEAs are encouraged to contact their vendor to verify whether any updates have been made to their system.

Number	Question	Answer
	Education Data System (SPEDS)?	
1.14	Can indicator data be entered directly into the Texas Student Data System (TSDS) for the Special Education Data System (SPEDS) Summer Submission?	Local educational agencies (LEAs) cannot manually enter indicator data directly into the TSDS SPEDS Summer Submission. All data must flow into TSDS through Application Programming Interface (API) transactions from the LEA's Student Information System (SIS) or approved third-party special education vendor systems. LEAs should work with their SIS vendors to ensure data is being captured in a format that is compatible with SPEDS Summer Submission requirements.

State Performance Plan Indicator 7: Preschool Outcomes

SPPI 7 Measurement

The Texas Education Agency (TEA) follows the calculation and reporting requirements as specified by the U.S. Department of Education's Office of Special Education Programs (OSEP) for State Performance Plan Indicator (SPPI) 7: Preschool Outcomes. These requirements are detailed in the Part B State Performance Plan/Annual Performance Report (SPP/APR) Measurement Table (OMB NO:1820-0624).

SPPI 7: Preschool Outcomes measures the percent of preschool children aged 3 through 5 with individualized education programs (IEPs) who demonstrate improved:

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
C. Use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416(a)(3)(A))

SPPI 7 Inclusion Criteria and Reporting Requirements

SPPI 7 includes 3-, 4-, and 5-year-old children (not in kindergarten) receiving Early Childhood Special Education (ECSE) services through an individualized education program (IEP) for a minimum of six months and an ECSE Service Exit Reason (ECSEServiceExitReason E3103) between July 1 and June 30 of the reporting year.

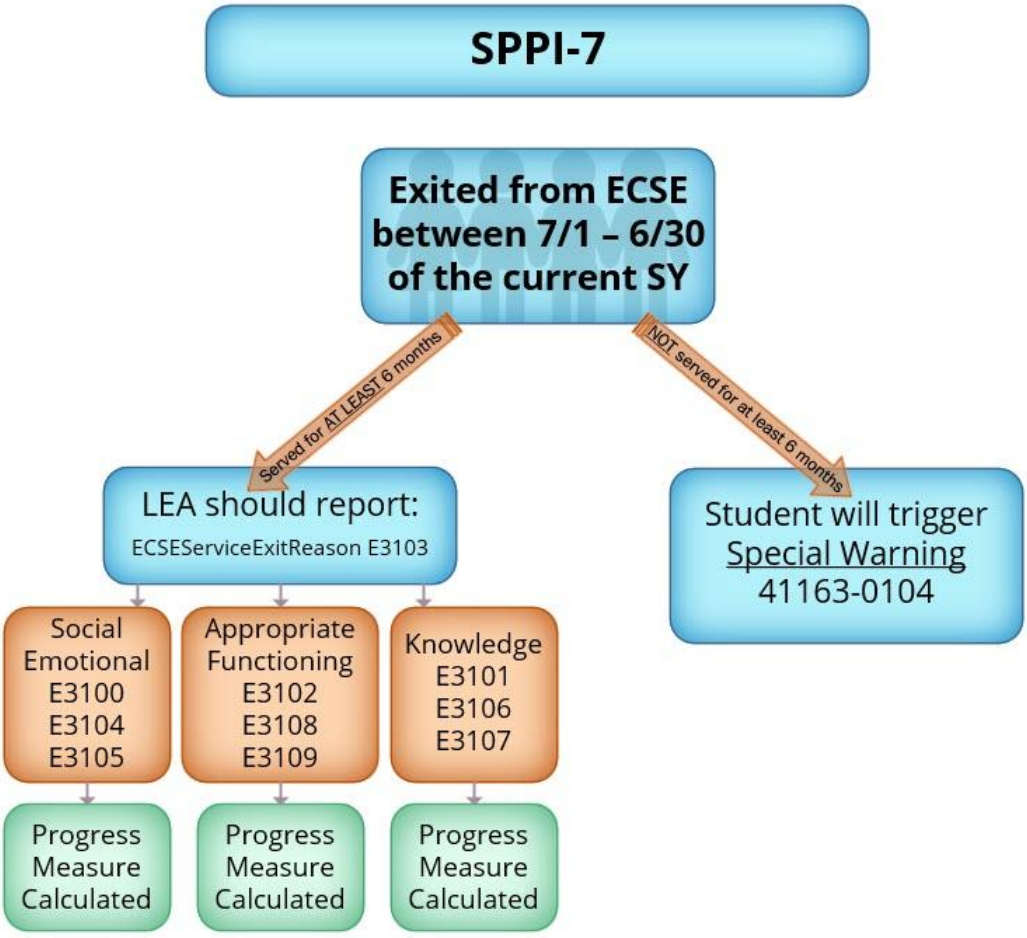
ECSE indicates whether the preschool student, age three through five years old and not in kindergarten, is receiving any special education and related services through an IEP from the local educational agency (LEA) in any setting(s) or environment. [See 19 TAC §89.1035, and 34 CFR §300.101(b)] Additional information regarding ECSE can be found in the Texas Student Data System (TSDS) Web-Enabled Data Standards (TWEDS) Data Components Entity List DR7 and the Student Attendance Accounting Handbook.

SPPI 7 data is submitted by entering the information into the LEA's Student Information System (SIS) or through third-party software that integrates with the SIS, using data element specifications outlined in the TSDS Web-Enabled Data Standards. LEAs submit all required SPPI 7 data elements, both entry and exit, together as a single record. Information regarding data elements and their definitions can be found on the TSDS Web-Enabled Data Standards webpage.

The data is then published through the Application Programming Interface (API) connection into TSDS, following the same procedures as other TSDS data collections. Data cannot be entered directly into TSDS.

SPPI 7 Promotion Logic

The graphic below illustrates the promotion logic used when reporting SPPI 7 data in the Special Education Data System (SPEDS) Summer Submission.



SPPI 7 Data Source

Texas requires LEAs to use the Child Outcomes Summary (COS) process developed by the Early Childhood Technical Assistance (ECTA) Center to summarize the three outcome areas on the COS Form. The accuracy of the ratings and high-quality outcomes data are dependent upon understanding and implementing the COS process with fidelity. LEAs are encouraged to use the multiple training tools available on ECTA's website.

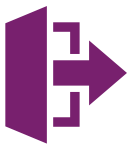
The COS process is used to collect SPPI 7 data at two points in time, spaced at least six months apart. The data collection process generates both an **entry record** and an **exit record** for each child.

Entry Record

Entry data must be collected by completing the COS process **within 30 school days after ECSE services begin**.

Entry Criteria

- Is aged 3 – 5 (not in kindergarten), and
- Begins receiving Early Childhood Special Education through an IEP



Exit Record

For children who **have received at least six months of ECSE services**, exit data must be collected by completing the COS process **no earlier than 30 school days before the child meets one of the three exit criteria.** The 30-day calculation is based on the last day the child receives ECSE services, not the date of the Admission, Review, and Dismissal (ARD) Committee meeting or other administrative actions.

Exit Criteria

- Transitioned into kindergarten
- Dismissed by the ARD Committee, or
- Child Turned Six Years Old

Data must be submitted in the federal fiscal year (July 1–June 30) when services end, not delayed to the next data collection year.

> ***Example:*** If services end on May 29, 2026, data is submitted during that year's federal reporting window (July 1, 2025–June 30, 2026).

LEAs should establish local procedures and processes to ensure that the COS process for entry and exit records are completed within established timelines for all children meeting the criteria.

Maintaining COS documentation

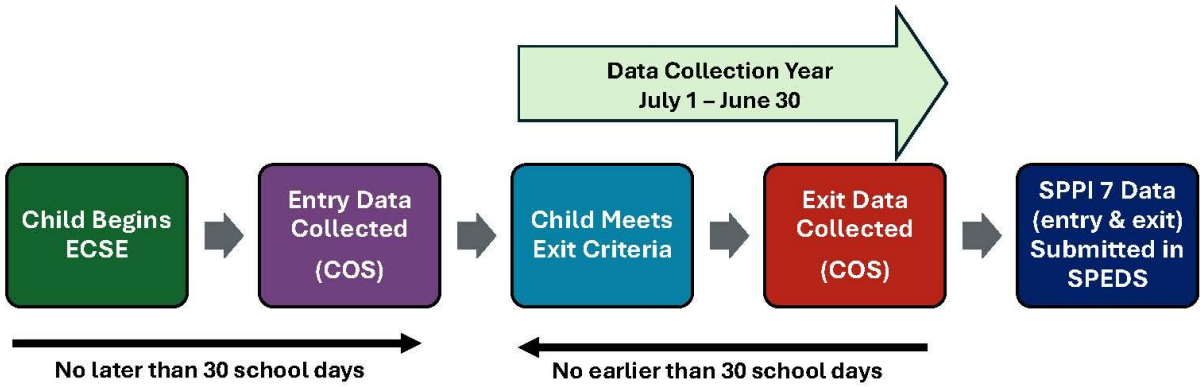
LEAs should maintain COS Forms and related documentation in the child's educational record.

Managing COS Forms When Children Move Between LEAs

LEAs should establish local procedures and processes to ensure that COS Forms and related documents are appropriately transmitted or requested as part of the special education records exchange. This may include methods such as the Texas Records Exchange (TREx), mail, fax, secure electronic transmission, or third-party secure software.

SPPI 7 Flowchart

The SPPI 7 flowchart provides a visual guide to the data collection and reporting process for Indicator 7: Early Childhood Outcomes. The flowchart outlines the steps LEAs must follow to ensure accurate and timely reporting of entry and exit data, aligned with federal requirements and TEA's data reporting standards.



SPPI 7 Frequently Asked Questions (FAQs)

Below are answers to common questions about the SPPI 7 data collection.

SPPI 7 General Questions		
Number	**Question**	**Answer**
2.1	Are ratings required for all three State Performance Plan Indicator (SPPI) 7 outcome areas?	Yes. Ratings must be provided for all three outcome areas, regardless of whether concerns exist in a specific area or if the child shows delays in only one or two areas. Collecting ratings ensures a comprehensive understanding of the child's developmental functioning.
2.2	How are ratings determined for each of the three outcome areas in State Performance Plan Indicator (SPPI) 7?	Texas requires local educational agencies (LEAs) to use the Early Childhood Outcomes Summary (COS) process developed by the Early Childhood Technical Assistance (ECTA) Center to collect SPPI 7 data.
2.3	How is Early Childhood Special Education (ECSE) defined?	ECSE indicates whether the preschool student, age three through five years old and not in kindergarten, is receiving any special education and related services from the local educational agency (LEA) in any setting(s) or environment. [See 19 TAC §89.1035, and 34 CFR §300.101(b)] Additional information can be found in the Texas Student Data System (TSDS) Web-Enabled Data Standards (TWEDS) Data Components Entity List DR7 and the Student Attendance Accounting Handbook.

Number	Question	Answer
2.4	In the previous Texas Education Agency Login (TEAL) State Performance Plan (SPPI) 7 application, the system indicated which child needed an exit record. Will the Special Education Data System (SPEDS) Summer Submission do that also?	The SPEDS Summer Submission will not indicate which children require exit records. However, a special warning will trigger for a child exited from SPEDProgramSvc '19' (C341) between July 1 and June 30 of the reporting year and does not have the required SPPI 7 data elements reported in the SPEDS Summer Submission. Local educational agencies (LEAs) should verify whether these students meet the criteria for inclusion in SPPI 7 reporting for the collection year. LEAs should establish local procedures and processes to ensure that the Child Outcomes Summary (COS) process for entry and exit records are completed within established timelines for all children meeting the criteria.
2.5	How will a local educational agency (LEA) report children who have an entry record but withdraw during the year before meeting the criteria for an exit record?	LEAs will now submit all required State Performance Plan Indicator (SPPI) 7 data elements, both entry and exit, together as a single record when a child has received at least six months of services and meets one of the three exit criteria. This eliminates the requirement to enter an exit record when a child withdraws from the LEA before meeting one of the exit criteria.
2.6	How are federal reporting categories generated from Child Outcomes Summary (COS) ratings?	Reporting categories are derived from all possible combinations of COS ratings at entry and exit. The Early Childhood Technical Assistance Center's (ECTA) document, *Calculating OSEP Categories from COS Responses*, includes tables that show the reporting category generated for all possible combinations of entry and exit ratings. It also identifies rating combinations that are not possible and provides explanations for why those combinations are invalid.

SPPI 7 Data for Preschool Children Attending Private Schools

Number	Question	Answer
2.7	Are preschool-age children attending private preschools included in the State Performance Plan Indicator (SPPI) 7 reporting?	SPPI 7 Preschool Outcomes measures the percent of preschool children aged 3 through 5 (not in kindergarten) with individualized education programs (IEPs) who demonstrate improved outcomes. Children who are receiving services from the local educational agency through an IEP are included in SPPI 7 reporting.

Number	Question	Answer
		However, children served through an Individualized Services Plan (ISP) are not included in SPPI 7 reporting.
2.8	Must children be enrolled in the local educational agency (LEA) to be included in State Performance Plan Indicator (SPPI) 7 reporting?	Children ages 3, 4, and 5 (not in kindergarten) who are receiving services from the LEA through an individualized education program (IEP) are included in SPPI 7 reporting. However, children served through an Individualized Services Plan (ISP) are not included in SPPI 7 reporting. Children served through an ISP may trigger a special warning in the data system and the LEA should verify whether the child meets the criteria for inclusion in SPPI 7 reporting for that collection year.
SPPI 7 Children Who Transfer Between Local Educational Agencies		
Number	**Question**	**Answer**
2.9	What is the State Performance Plan Indicator (SPPI) 7 data collection process for in-state transfers?	When a 3-, 4-, or 5-year-old (not in kindergarten) child transfers to another local educational agency (LEA) within Texas and continues to receive special education and related services, the sending LEA must provide the receiving LEA with the Child Outcome Summary (COS) forms, along with other relevant documentation. A new entry rating is not required for in-state transfers. LEAs should establish local procedures and processes to ensure that SPPI 7 entry records are appropriately transmitted or requested as part of the special education records exchange. This may include methods such as the Texas Records Exchange (TREx), mail, fax, secure electronic transmission, or third-party secure software.
2.10	What is the State Performance Plan Indicator (SPPI) 7 data collection process for out-of-state transfers?	When a 3-, 4-, or 5-year-old (not in kindergarten) child transfers from a local educational agency (LEA) in another state and will continue to receive special education and related services, the receiving LEA must collect entry data by completing the Child Outcomes Summary (COS) process within 30 school days after services begin. Exit data should also be conducted as appropriate, following the established exit criteria.
2.11	If a child transfers between local educational agencies	When a child transfers to another LEA within Texas and continues to receive ECSE services, the sending LEA

Number	Question	Answer
	(LEAs) in Texas after the start of Early Childhood Special Education (ECSE) services but before the exit from ECSE services, how will the receiving LEA have access to the entry data?	must provide the receiving LEA with the Child Outcome Summary (COS) forms, along with other relevant documentation. LEAs should establish local procedures and processes to ensure that State Performance Plan Indicator (SPPI) 7 entry records are appropriately transmitted or requested as part of the special education records exchange. This may include methods such as the Texas Records Exchange (TREx), mail, fax, secure electronic transmission, or third-party secure software.

State Performance Plan Indicator 11: Timely Initial Evaluation

SPPI 11 Measurement

The Texas Education Agency (TEA) follows the calculation and reporting requirements as specified by the U.S. Department of Education's Office of Special Education Programs (OSEP) for State Performance Plan Indicator (SPPI) 11: Timely Initial Evaluation. These requirements are detailed in the Part B State Performance Plan/Annual Performance Report (SPP/APR) Measurement Table (OMB NO:1820-0624).

SPPI 11: Timely Initial Evaluation measures the percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.
(20 U.S.C. 1416(a)(3)(B))

State Timeline
Texas established its own state timeline of 45 school days, with some specified exceptions based on the number of student absences and/or the number of instructional days remaining in the school year, and reports Indicator 11 data based on the state's timeline. (19 TAC § 89.1011, TEC § 29.004)

Timely Initial Evaluation and Eligibility Determination
The Special Education Data System (SPEDS) Summer Submission calculates both Timely Initial Evaluation (SPPI 11A) and Eligibility Determination (SPPI 11B) timelines.

The TEA federally reports SPPI 11A (Timely Initial Evaluation) in accordance with the calculation and reporting requirements as mandated by the Individuals with Disabilities Education Act (IDEA) and outlined in 19 TAC § 89.1011, TEC § 29.004. SPPI 11B (Eligibility Determination) is reported in accordance with the calculation and reporting requirements outlined in 34 CFR §300.323(c)(1) and 19 TAC §89.1011(g), for general supervision and monitoring purposes, as mandated by IDEA.

SPPI 11 Inclusion Criteria and Reporting Requirements

SPPI 11 includes children aged 3-21 with an eligibility determination date (EligibilityDeterminationDate E1716) between July 1 and June 30 of the reporting year. It also includes children who received Part C Early Childhood Intervention (ECI) services for fewer than 90 calendar days before their third birthday in the compliance calculations, based on the child's original ECI services date (OriginalECIServicesDate E1737), provided they also have an eligibility determination date (EligibilityDeterminationDate E1716) within the reporting year.

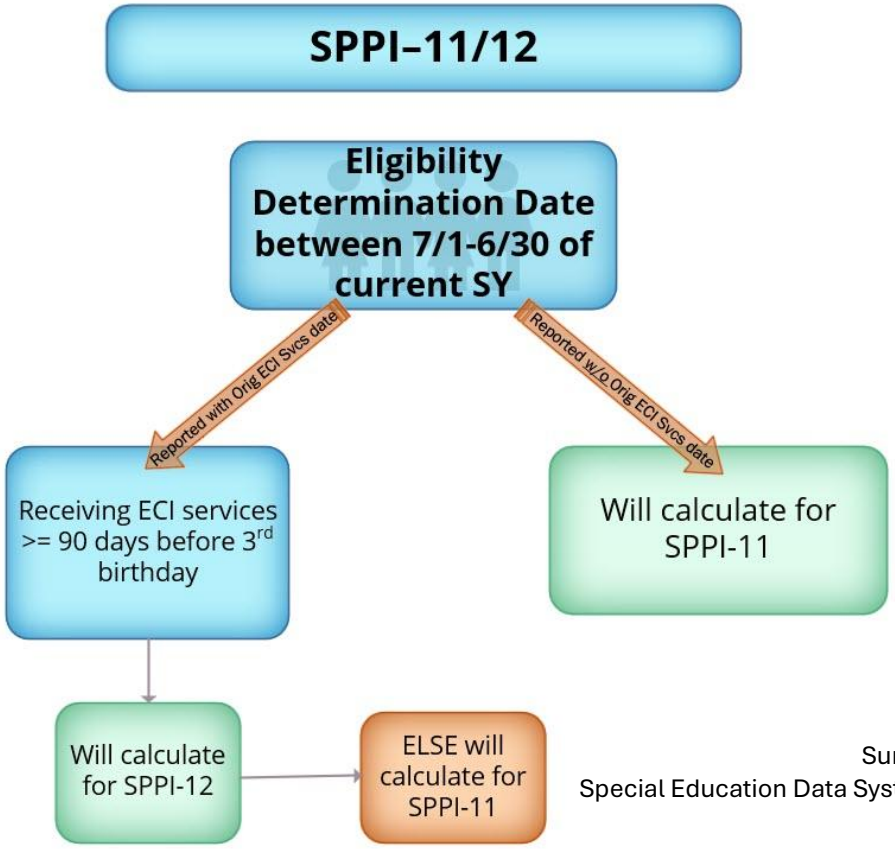
SPPI 11 data is submitted by entering the information into the LEA's Student Information System (SIS) or through third-party software that integrates with the Student Information System (SIS), using data element specifications outlined in the Texas Student Data System (TSDS) Web-Enabled Data Standards (TWEDS). The data is then published through the Application Programming Interface (API) connection into TSDS, following the same procedures as other TSDS data collections. Data cannot be entered directly into TSDS.

Local educational agencies (LEAs) should establish local policies and work with their SIS and/or SPED/individualized education program (IEP) vendors to ensure data is being captured in a format that is compatible with TSDS submission requirements and data submission is timely and accurate.

Information regarding SPEDS Summer Submission data elements and their definitions can be found on the TSDS Web-Enabled Data Standards webpage.

SPPI 11 Promotion Logic

The graphic below illustrates the promotion logic used when reporting SPPI 11 data in the SPEDS Summer Submission.



SPPI 11 Data Source

SPPI 11 data is obtained from LEA documentation generated during the evaluation and the Admission, Review, and Dismissal (ARD) processes. Examples of data sources include but are not limited to:

- Signed parental consent forms
- Evaluation reports
- ARD Committee meeting records
- Eligibility determination documentation
- Individualized Education Programs (IEPs)
- Original Early Childhood Intervention (ECI) services date[1]

SPPI 11 Flowchart

The SPPI 11 flowchart provides a visual guide to the data collection and reporting process for Indicator 11: Timely Initial Evaluation. The flowchart outlines the steps LEAs must follow to ensure accurate and timely reporting, aligned with federal requirements and TEA's data reporting standards.

The flowchart is shown on the following page.

[1] The Original ECI Services Date is applicable to SPPI 11 due to the inclusion of children referred from Part C ECI who received fewer than 90 calendar days of services prior to age three in the SPPI 11 compliance calculation.

SPPI 11A/B Flowchart

Acronyms

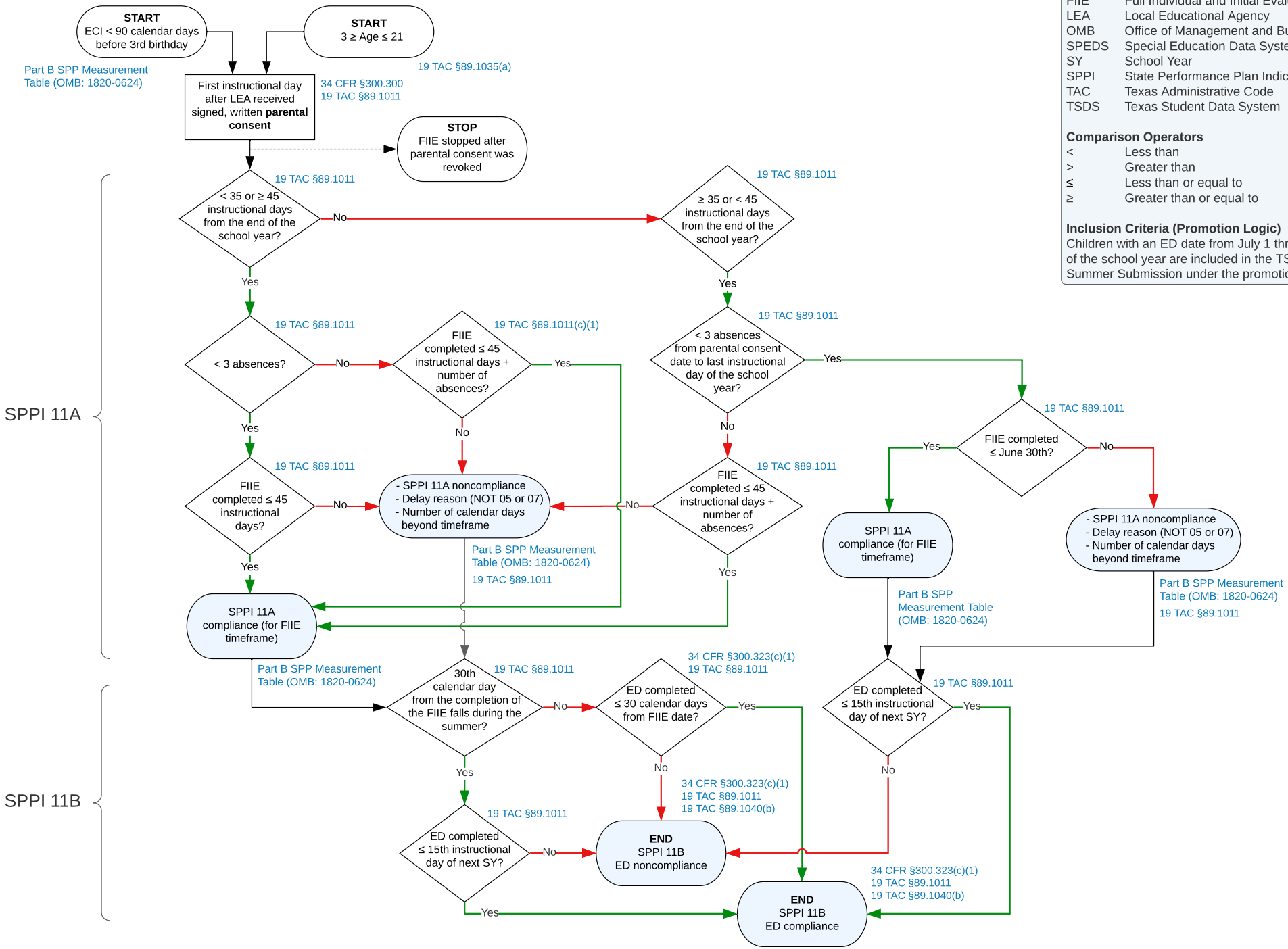
CFR	Code of Federal Regulations
ECI	Early Childhood Intervention
ED	Eligibility Determination
FIIE	Full Individual and Initial Evaluation
LEA	Local Educational Agency
OMB	Office of Management and Budget
SPEDS	Special Education Data System
SY	School Year
SPPI	State Performance Plan Indicator
TAC	Texas Administrative Code
TSDS	Texas Student Data System

Comparison Operators

<	Less than
>	Greater than
≤	Less than or equal to
≥	Greater than or equal to

Inclusion Criteria (Promotion Logic)

Children with an ED date from July 1 through June 30 of the school year are included in the TSDS SPEDS Summer Submission under the promotion logic.



SPPI 11A/B Data Reporting for In-State and Out-of-State Transfers

The following provides reporting guidance for LEAs submitting data for SPPI 11A (Initial Evaluation) and 11B (Eligibility Determination) when a child transfers from one LEA to another, either in-state or out-of-state. It outlines how to report across three common scenarios for each transfer type: (1) the child has an evaluation and an IEP at the time of transfer; (2) the full and individual initial evaluation (FIIE) is in progress, and the eligibility determination (ED) has not been completed; and (3) the FIIE is complete, but the ED has not been completed.

Scenario One: The child has an evaluation and IEP at the time the child transfers to a new LEA.

Out-of-State Transfer	In-State Transfer
If the new LEA in Texas determines that a **new evaluation *is required***: ▪ The LEA must receive parental consent for an FIIE and record this date for ConsentToEvaluationReceivedDate E1738. ▪ The LEA must conduct the FIIE and record its completion date for the EligibilityEvaluationDate E1715. ▪ The LEA must determine the child's eligibility and record the eligibility determination date in the EligibilityDeterminationDate E1716 data element. ▪ The LEA must determine the child's eligibility for and participation in special education and related services. The response must then be recorded for IDEAIndicator E1717. ▪ If the child will receive special education services, the LEA must develop, adopt, and implement an IEP. **Note:** If deemed necessary, the new LEA must conduct an FIIE, make an ED, and, if appropriate, develop, adopt, and implement a new IEP within the timeline established for initial evaluations and initial ARD meetings (19 TAC §89.1011). **Report the child for SPPI 11A/B in the school year (July1-June 30) in which the child's ED date (E1716) occurs.**	If the new LEA determines that a **new evaluation is required:** ▪ The LEA must conduct the reevaluation ensuring it occurs according to 34 CFR, §300.303. ▪ The LEA must determine eligibility. ▪ If the child will receive special education services, then the LEA must develop, adopt, and implement an IEP. **Do NOT report the child for SPPI 11A/B**

If the new LEA in Texas determines that a **new evaluation *is not required***: The LEA must either: ▪ Adopt the existing IEP, or ▪ Develop, adopt, and implement a new IEP within 20 school days from the date the student is verified as being a student eligible for special education services. **Do NOT report the child for SPPI 11A/B**	If the new LEA determines that a **new evaluation *is not required***: The LEA must either: ▪ Adopt the existing IEP, or ▪ Develop, adopt, and implement a new IEP within 20 school days from the date the student is verified as eligible for special education services. **Do NOT report the child for SPPI 11A/B**

Scenario Two: The child has an FIIE in process and the ED has not been completed.

Out-of-State Transfer	In-State Transfer
The parent and LEA must **agree to a specific time** when the FIIE will be completed. The new LEA must **coordinate** with the previous out-of-state LEA. LEAs must report the following data for FIIEs started by an out-of-state LEA: ▪ Obtain the date the other LEA received parental consent and report it for the child's ConsentToEvaluationReceivedDate (E1738). ▪ Report the 9-digit character identification number (ID) of campus where the child is currently enrolled for SchoolId (E0266) in the LEA. ▪ Enter the "03" code as defined by Responsibility (E3051) for the campus where the child is currently enrolled at the new LEA. ▪ If noncompliance is flagged once the FIIE has been completed, the LEA enters any applicable EvaluationDelayReason (C348) code for EvaluationDelayReason E1718. ▪ The LEA must determine the child's eligibility and record the date when this occurred for the EligibilityDeterminationDate E1716 data element. ▪ The LEA must determine the child's eligibility for and participation in special education and related services. The response must then be	The parent and LEA must **agree to a specific time** when the FIIE will be completed. The new LEA must **coordinate** with the previous in-state LEA. LEAs must report the following data for FIIEs started by another LEA in Texas: ▪ Obtain the date the other LEA received parental consent and report it for the child's ConsentToEvaluationReceivedDate (E1738). ▪ Report the 9-digit character identification number (ID) of campus where the child is currently enrolled for SchoolId (E0266) at the LEA. ▪ Enter the "03" code as defined by Responsibility (E3051) for the campus where the child is currently enrolled at the new LEA. ▪ If noncompliance is flagged once the FIIE has been completed, the LEA enters any applicable EvaluationDelayReason (C348) code for EvaluationDelayReason E1718. ▪ The LEA must determine the child's eligibility and record the date when this occurred for the EligibilityDeterminationDate E1716 data element. ▪ The LEA must determine the child's eligibility for and participation in special education and related services. The response

recorded for the IDEAIndicator E1717 data element. ▪ If the child will receive special education services, the LEA must develop, adopt, and implement an IEP. **Note:** The new LEA must complete the FIIE by the time agreed upon by the LEA and parent, and, if appropriate, develop, adopt, and implement a new IEP within the timeline established for initial ARD meetings in 19 TAC §89.1011. **Report the child for SPPI 11A/B in the school year (July1-June 30) in which the child's ED date (E1716) occurs.**	must then be recorded for the IDEAIndicator E1717 data element. ▪ If the child will receive special education services, the LEA must develop, adopt, and implement an IEP. **Note:** The new LEA must complete the FIIE by the time agreed upon by the LEA and parent, and, if appropriate, develop, adopt, and implement a new IEP within the timeline established for initial ARD meetings in 19 TAC §89.1011. **Report the child for SPPI 11A/B in the school year (July1-June 30) in which the child's ED date (E1716) occurs.**

Scenario Three: The child's FIIE is complete, but the ED has not been completed.

Out-of-State Transfer	In-State Transfer
If the new LEA in Texas accepts the out-of-state FIIE, a new FIIE is not required. LEAs must complete the following for FIIEs completed by an out-of-state LEA: ▪ Obtain the date the out-of-state LEA received parental consent and report it for the child's ConsentToEvaluationReceivedDate (E1738). ▪ Report the 9-digit character identification number (ID) of campus where the child is currently enrolled for SchoolId (E0266) in the LEA. ▪ Enter the "03" code as defined by Responsibility (E3051) for the campus where the child is currently enrolled at the new LEA. ▪ The LEA must determine the child's eligibility and record the eligibility determination date in the EligibilityDeterminationDate E1716 data element. ▪ The LEA must determine the child's eligibility for and participation in special education. The response must then be recorded for IDEAIndicator E1717.	If the new LEA accepts the FIIE completed by another Texas LEA, a new FIIE is not required. LEAs must report the following for FIIEs completed by another Texas LEA: ▪ Obtain the date the other LEA received parental consent and report it for the child's ConsentToEvaluationReceivedDate (E1738). ▪ Report the 9-digit character identification number (ID) of campus where the child is currently enrolled for SchoolId (E0266) at the LEA. ▪ Enter the "03" code as defined by Responsibility (E3051) for the campus where the child is currently enrolled at the new LEA. ▪ The LEA must determine the child's eligibility and record the eligibility determination date in the EligibilityDeterminationDate E1716 data element. ▪ The LEA must determine the child's eligibility for and participation in special education. The response must then be recorded for the IDEAIndicator E1717 data element.

▪ If the child will receive special education services, the LEA must develop, adopt, and implement an IEP. **Report the child for SPPI 11A/B in the school year (July1-June 30) in which the child's ED date (E1716) occurs.**	▪ If the child will receive special education services, the LEA must develop, adopt, and implement an IEP. **Report the child for SPPI 11A/B in the school year (July1-June 30) in which the child's ED date (E1716) occurs.**

SPPI 11 Frequently Asked Questions

Below are answers to common questions about the SPPI 11 data collection.

SPPI 11 General Questions

Number	Question	Answer
3.1	Why are some children showing up in both State Performance Plan Indicator (SPPI) 11 and SPPI 12?	Children will appear in both SPPI 11 and SPPI 12 if they were referred by Part C Early Childhood Intervention (ECI), received services for fewer than 90 calendar days before their third birthday based on the OriginalECIServicesDate E1737, and have an EligibilityDeterminationDate E1716 between July 1 and June 30 of the reporting year. These children are included in the SPPI 12 count but are excluded from its compliance calculation. They are, however, included in the compliance calculation for SPPI 11.
3.2	What should be reported if a student was evaluated twice for special education within the same data collection period?	Data from the most recent evaluative process should be reported. This includes the ConsentToEvaluationReceivedDate E1738, EligibilityEvaluationDate E1715, and Eligibility DeterminationDate E1716 associated with the latest evaluation.
3.3	If one local educational agency (LEA) completes a student's evaluation and another LEA completes the eligibility determination after the student enrolls, should both LEAs report the student?	No, only the LEA that completes the eligibility determination should report the student. All LEAs are required to report data for children with an EligibilityDeterminationDate E1716 between July 1 and June 30 of the reporting year, which aligns with the federally recognized school year.

SPPI 11 Compliance		
Number	**Question**	**Answer**
3.4	What percentage is considered compliant vs. noncompliant for State Performance Plan Indicator (SPPI) 11?	The compliance targets for both SPPI 11A (Timely Initial Evaluation) and SPPI 11B (Eligibility Determination) are 100%. The Texas Education Agency reports the SPPI 11A aggregate compliance percentage for all LEAs in the state to the U.S. Department of Education's Office of Special Education Programs in the State Performance Plan/Annual Performance Report submission and is also required to publicly report compliance at the local educational agency (LEA) level, as mandated by 34 CFR §300.602(b)(1)(i)(A). SPPI 11B (Eligibility Determination) compliance percentages are used for general supervision and monitoring purposes, as mandated by the Individuals with Disabilities Education Act (IDEA).
3.5	What happens if a local educational agency (LEA) does not have 100% compliance for State Performance Plan Indicator (SPPI) 11A and/or SPPI 11B?	LEAs with less than 100% compliance for SPPI 11A or SPPI 11B are required to complete a corrective action plan as part of the general supervision and monitoring mandate under the Individuals with Disabilities Education Act (IDEA). This plan must be completed no later than one year from the date the LEA receives written notification of noncompliance.
3.6	What are the possible compliance outcomes for State Performance Plan Indicator (SPPI) 11 A and 11B?	Both have two time-based measures for evaluating procedural compliance: one for 11A full and individual initial evaluation (FIIE) and another for the 11B eligibility determination (ED). This results in four possible compliance outcomes: **Compliance/Compliance:** The child met compliance for both the FIIE and the ED. **Noncompliance/Compliance:** The child did not meet compliance for the FIIE but met compliance for the ED. **Compliance/Noncompliance:** The child met compliance for the FIIE but did not meet compliance for the ED. **Noncompliance/Noncompliance:** The child did not meet compliance for either the FIIE or the ED.

SPPI 11 Data Elements and Reporting		
Number	**Question**	**Answer**
3.7	How is the parent consent date reported for State Performance Plan Indicator (SPPI) 11?	The ConsentToEvaluationReceivedDate E1738 represents the exact month, day, and year the local educational agency (LEA) received written consent from the student's parent for the evaluation. The Special Education Data System (SPEDS) Summer Submission begins counting day one of the initial evaluation timeline on the next instructional day following the date entered for data element E1738. Entering an incorrect date for this element may cause the system to inaccurately calculate student compliance.
3.8	How does the Special Education Data System (SPEDS) Summer Submission calculation account for changes in a campus instructional calendar?	The CalendarEvent E1582 with code 01-Student Instructional Day is used to count toward the 45-day initial evaluation timeline. Local educational agencies (LEAs) must ensure their calendar information is accurate and up to date in the Texas Student Data System (TSDS) before they "Complete" the SPEDS Summer Submission to ensure correct compliance calculations.
3.9	Why is EligibilityDelayReason Code 05 – Parent Delay not considered a valid exception for calculating eligibility determinations timelines under State Performance Plan Indicator (SPPI) 11B?	The timeline for SPPI 11B (Eligibility Determination) is 30 calendar days, as outlined in 19 Texas Administrative Code (TAC) §89.1011(g). This 30-calendar day period begins the day after the completion of the full and individual initial evaluation (FIIE) and continues uninterrupted. Local educational agencies must complete eligibility determinations within this timeframe to ensure procedural compliance. As a result, the EligibilityDelayReason Code 05 - Parent Delay, as defined by EligibilityDelayReason E1731 and specified in EligibilityDelay Reason C347, is not recognized as a valid exception for SPPI 11B.
3.10	What if parental consent, the initial evaluation, and/or the eligibility determination occur on the same day the local educational agency (LEA) received parental consent?	The LEA should report the exact date on which the parental consent, initial evaluation, and/or eligibility determination event occurred. The Special Education Data System (SPEDS) Summer Submission will accurately process and calculate compliance when multiple events are reported on the same date.

Number	Question	Answer
3.11	How should IDEAIndicator E1717 be reported if a student is determined eligible for but does not receive special education services?	If a student is determined eligible for but does not receive special education services, IDEAIndicator E1717 should be reported as “false”. Reporting “false” indicates that, although the student was eligible, they are not receiving special education services.

SPPI 11 Holdover Students

Number	Question	Answer
3.12	What is a "holdover student" in the context of the Special Education Data System (SPEDS) Summer Submission?	A "holdover student" refers to a student whose evaluation process spans two school years. For example, if parental consent for the initial evaluation is received toward the end of one school year but the initial evaluation or eligibility determination is completed in the following school year, the student is considered a holdover.
3.13	For holdover students, how does the Special Education Data System (SPEDS) Summer Submission determine the instructional days from the prior school year that count toward the initial evaluation compliance timeline?	The calendar data from the prior school year, reported in the local educational agency’s (LEA's) Public Education Information Management System (PEIMS) Summer submission, is combined with calendar data from the current school year, as reported in the CalendarEvent (E1582) with code 01-Student Instructional Day to calculate the total instructional days used to assess compliance with the initial evaluation timeline.
3.14	For holdover students, do local educational agencies (LEAs) need to reload prior year calendar information into the current year's CalendarEvent (E1582) with code 01-Student Instructional Day?	No, LEAs do not need to reload prior year calendar information. The Texas Student Data System (TSDS) automatically uses the campus instructional calendar data from the prior year's accepted Public Education Information Management System (PEIMS) Summer submission to calculate compliance timelines.

SPPI 11 Reporting Absences

Number	Question	Answer
3.15	Can the timeframe for completing the full and individual initial evaluation (FIIE) be extended for State Performance Plan Indicator (SPPI) 11A (Timely Initial Evaluation) due to student absences?	Yes. For SPPI 11A (Timely Initial Evaluation), the evaluation timeframe can be extended if the student has three or more absences during the 45 instructional day period. In such cases, the timeline is extended by the total number of days the student was absent, including absences during the initial 45 school-day timeline and

Number	Question	Answer
		any additional absences occurring during the extension period. If the student has two or fewer absences, the timeframe is not extended. The Special Education Data System (SPEDS) Summer Submission automatically calculates this adjustment based on the absences reported in EvaluationDelayDays E1711. **Example:** If a student has 3 absences during the initial 45-school-day timeline, the timeline is extended to 48 school days. If the student is then absent for an additional 2 days during the extended period, the timeline is further extended to 50 school days. This ensures that the local educational agency has the full number of instructional days required to complete the evaluation.
3.16	How is an absence defined for State Performance Plan Indicator (SPPI) 11A (Timely Initial Evaluation) calculations?	An absence for SPPI 11A reporting is defined according to 19 Texas Administrative Code (TAC) §89.1011(j). "For purposes of subsections (d)(1) and (e) of this section, a student is considered absent for the school day if the student is not in attendance at the school's official attendance taking time or alternative attendance taking time as described in the Student Attendance Accounting Handbook, adopted by reference under §129.1025 of this title (relating to Adoption by Reference: Student Attendance Accounting Handbook)." To clarify, the rule does not merely refer to the Student Attendance Accounting Handbook (SAAH) in general. It specifically refers to the official attendance-taking time or alternate attendance-taking time as described in SAAH. This means that the SAAH is the authoritative source for defining when the official or alternate attendance-taking time occurs. Therefore, what determines whether a student is considered present or absent for the purposes of the SPPI 11A timeline is only their presence or absence at the official or alternative attendance-taking time. If

Number	Question	Answer
		the student is marked absent at that time, they are considered absent for the day under this rule. LEAs must adhere to the definition of data element EvaluationDelayDays (E1711) when reporting absences in the Special Education Data System (SPEDS) Summer Submission. Absence counts reported using a definition other than that defined according to 19 TAC §89.1011(j) and specified in the Special Instructions section of the EvaluationDelayDays (E1711) definition do not meet the reporting requirements for valid data. LEAs should work with their Student Information System (SIS) vendors to ensure data element EvaluationDelayDays (E1711) is reported accurately in the SPEDS Summer Submission.
3.17	How should an absence be reported for EvaluationDelayDays (E1711) in the Special Education Data System (SPEDS) Summer Submission if a student was counted as present for average daily attendance (ADA) funding purposes?	The local educational agency (LEA) must report absences for EvaluationDelayDays (E1711) using the definition according to 19 Texas Administrative Code (TAC) §89.1011(j) and specified in the Special Instructions section of the EvaluationDelayDays (E1711). *See definition in question above The definition of EvaluationDelayDays (E1711) excludes students who are absent during the school's official or alternative attendance-taking time but are still considered present for Foundation School Program (FSP) purposes, as outlined in Section 3.6.3 of the Student Attendance Accounting Handbook (SAAH). Absence counts reported using a definition other than that defined according to 19 TAC §89.1011(j) and specified in the Special Instructions section of the EvaluationDelayDays (E1711) definition do not meet the reporting requirements for valid data. LEAs should work with their Student Information System (SIS) vendors to ensure data element EvaluationDelayDays (E1711) is reported accurately and the TSDS SPEDS Summer Submission meets requirements for valid, reliable, and timely data.

Number	Question	Answer
3.18	Are school closures considered in the Special Education Data System (SPEDS) Summer Submission calculations for the eligibility determination timeline reported for State Performance Plan Indicator (SPPI) 11B?	No, school closures are not factored into the SPEDS Summer Submission calculations for the eligibility determination timeline. The timeline for eligibility determination is 30 calendar days, as outlined in 19 Texas Administrative Code (TAC) §89.1011(g). This 30-day period begins the day after the completion of the full and individual initial evaluation (FIIE) and continues uninterrupted, regardless of school closures or non-instructional days. Local educational agencies must complete eligibility determinations within this timeframe, even if closures occur during the process, to ensure procedural compliance.
3.19	If a student has an off-campus suspension, does it count towards the extension of the evaluation timeline? For example, the child has an out-of-school suspension.	The evaluation timeframe can be extended if the student has three or more absences during the 45 instructional day period. For SPPI 11A (Timely Initial Evaluation) reporting, an absence is defined according to 19 Texas Administrative Code (TAC) §89.1011(j), which specifies that a student's attendance status is determined by their presence or absence at the official or alternative attendance-taking time. For SPPI 11A (Timely Initial Evaluation) reporting purposes, out-of-school suspensions and expulsions are considered absences. In contrast, a student assigned to in-school suspension is considered present if they are in attendance during the official or alternative attendance-taking time.

SPPI 11 Non-enrolled Students

Number	Question	Answer
3.20	Are local educational agencies (LEAs) required to report non-enrolled students in the Special Education Data System (SPEDS) Summer Submission for Indicator 11?	Each LEA is responsible for locating, identifying, and evaluating all children with disabilities within its administrative jurisdiction, including those enrolled in private or religious schools or homeschooled. Both enrolled and non-enrolled students with an EligibilityDeterminationDate E1716 within the reporting year, from July 1 to June 30, must be reported in the SPEDS Summer Submission. Note that this requirement includes a parentally-placed private school child with a disability whose FIIE is conducted by the LEA where the private school is located.

Number	Question	Answer
3.21	How should the data be reported in the Special Education Data System (SPEDS) Summer Submission for non-enrolled students?	Local educational agencies must ensure that a unique ID (UID) is assigned and used to report student data for all non-enrolled students included in the SPEDS Summer Submission. These students are generally reported using the same process as enrolled students, with one key exception: non-enrolled students are connected to a campus through the StudentEducationOrganizationResponsibilityAssociation entity. Optional data elements such as CalendarCode E0975 and EvaluationDelayDays E1711 may not apply to non-enrolled students. For a parentally-placed private school child with a disability whose FIIE is conducted by the LEA where the private school is located, for data element EligibilityDeterminationDate (E1716), the LEA should report the date on which it determined the child's eligibility or ineligibility for special education services. Additional information on UIDs for non-enrolled students reported in the SPEDS Summer Submission is available in the TSDS/SPEDS Child Find: Unique ID for Non-Enrolled Children document.
3.22	How do local educational agencies (LEAs) get a unique identifier (UID) number for non-enrolled students?	Each child reported in the Special Education Data System (SPEDS) Summer Submission must be assigned a UID. LEAs can generate a UID through the UNIQUE ID application in the Texas Student Data System (TSDS), using either the student's Social Security number (SSN) or an S-Number from the block assigned to the LEA if the SSN is unavailable. For more details, refer to the TSDS Unique ID section or submit a TSDS Incident Management System (TIMS) ticket for assistance. Additional information on UIDs for non-enrolled students reported in the SPEDS Summer Submission is available in the TSDS/SPEDS Child Find: Unique ID for Non-Enrolled Children document.
3.23	Does the local educational agency (LEA) report the CalendarCode E0975 for non-enrolled students?	The CalendarCode E0975 is optional for non-enrolled students. Since non-enrolled students are not on campus for instruction, this data element does not need to be reported. The default campus calendar of the LEA conducting the evaluation will be used.

Number	Question	Answer
3.24	Should the local educational agency (LEA) report EvaluationDelayDays E 1711 for non-enrolled students?	EvaluationDelayDays E 1711 is optional and does not apply to non-enrolled students, including those in private schools or homeschooled. Attendance reporting is the responsibility of the private school, not the public school conducting the initial evaluation. For these students, leave EvaluationDelayDays E 1711 blank or report "0." The evaluation timeframe will default to 45 instructional days, calculated based on the LEA's default campus calendar. LEAs should also review any applicable EvaluationDelayReason C348 to ensure accurate reporting.

State Performance Plan Indicator 12: Early Childhood Transition

SPPI 12 Measurement

The Texas Education Agency (TEA) follows the calculation and reporting requirements as specified by the U.S. Department of Education's Office of Special Education Programs (OSEP) for State Performance Plan Indicator (SPPI) 12: Early Childhood Transition. These requirements are detailed in the Part B State Performance Plan/Annual Performance Report (SPP/APR) Measurement Table (OMB NO:1820-0624).

SPPI 12: Early Childhood Transition measures the percent 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.
(20 U.S.C. 1416(a)(3)(B))

SPPI 12 Inclusion Criteria and Reporting Requirements

SPPI 12 includes children who received Part C Early Childhood Intervention (ECI) services for at least 90 calendar days prior to their third birthday, had an IEP developed and implemented before their third birthday based on the eligibility determination date (EligibilityDeterminationDate E1716), and whose eligibility determination date fell between July 1 and June 30 of the reporting year.

Children who received ECI services for fewer than 90 calendar days prior to their third birthday, provided they have an eligibility determination date (EligibilityDeterminationDate E1716) within the reporting year, will be reported in SPPI 11 compliance calculations. These children are included in the SPPI 12 count but are excluded from the SPPI 12 compliance calculation.

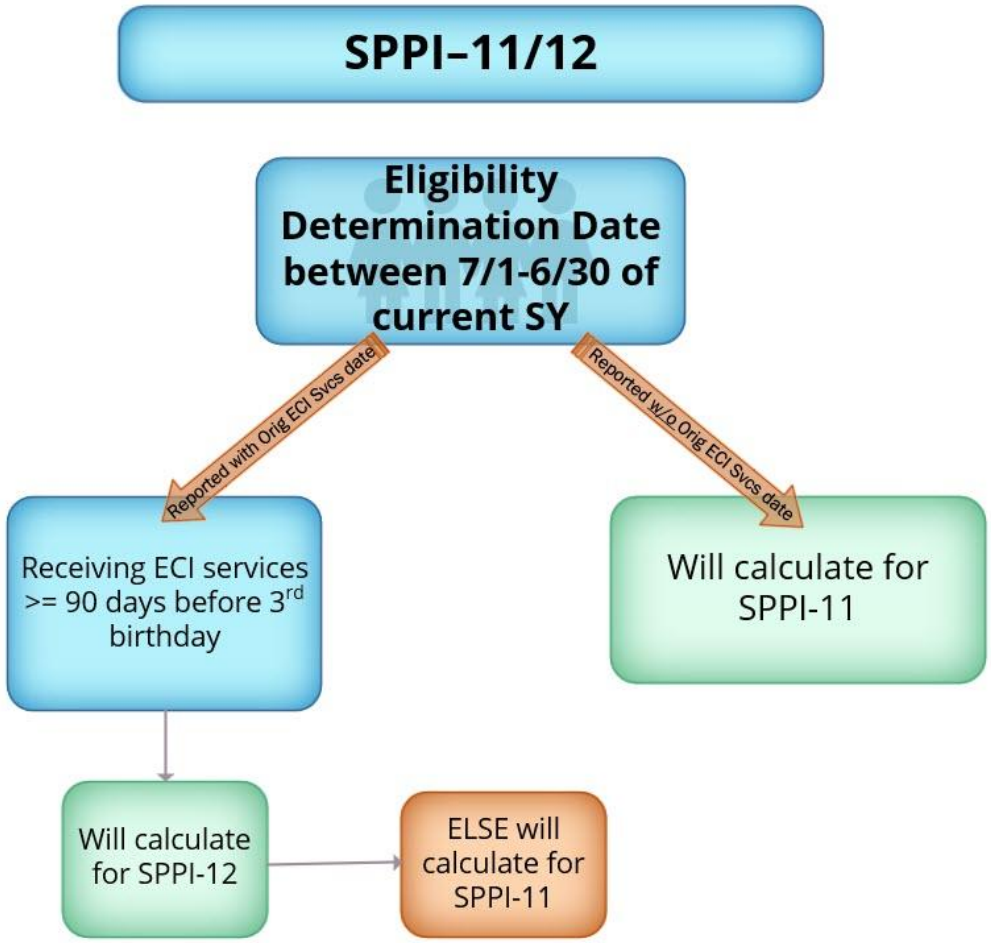
SPPI 12 data is submitted by entering the information into the local educational agency's (LEA's) Student Information System (SIS) or through third-party software that integrates with the SIS, using data element specifications outlined in the Texas Student Data System (TSDS) Web-Enabled Data Standards (TWEDS). The data is then published through the Application Programming Interface (API) connection into the TSDS, following the same procedures as other TSDS data collections. Data cannot be entered directly into TSDS.

LEAs should establish local policies and work with their SIS and/or SPED/IEP vendors to ensure data is being captured in a format that is compatible with TSDS submission requirements and data submission is timely and accurate.

Information regarding Special Education Data System (SPEDS) Summer Submission data elements and their definitions can be found on the TSDS Web-Enabled Data Standards webpage.

SPPI 12 Promotion Logic

The graphic below illustrates the promotion logic used when reporting SPPI 12 data in the SPEDS Summer Submission.



Summer 2025 TSDS Training
Special Education Data System Summer Submission

SPPI 12 Data Source

Throughout the transition from Part C to Part B services, SPPI 12 data is collected from documentation maintained by local Early Childhood Intervention (ECI) programs and LEAs, including records generated during the transition, evaluation, Admission, Review, and Dismissal (ARD) processes. Examples of data sources include but are not limited to:

- Original ECI services date
- Transition notification and conference dates
- Signed parental consent forms
- Evaluation reports
- Individualized Education Programs (IEPs)
- ARD Committee meeting records
- Eligibility determination documentation

SPPI 12 Flowchart

The SPPI 12 flowchart provides a visual guide to the data collection and reporting process for Indicator 12: Early Childhood Transition. The flowchart outlines the steps LEAs must follow to ensure accurate and timely reporting, aligned with federal requirements and the TEA's data reporting standards.

The flowchart is shown on the following page.

SPPI 12 Flowchart

Acronyms

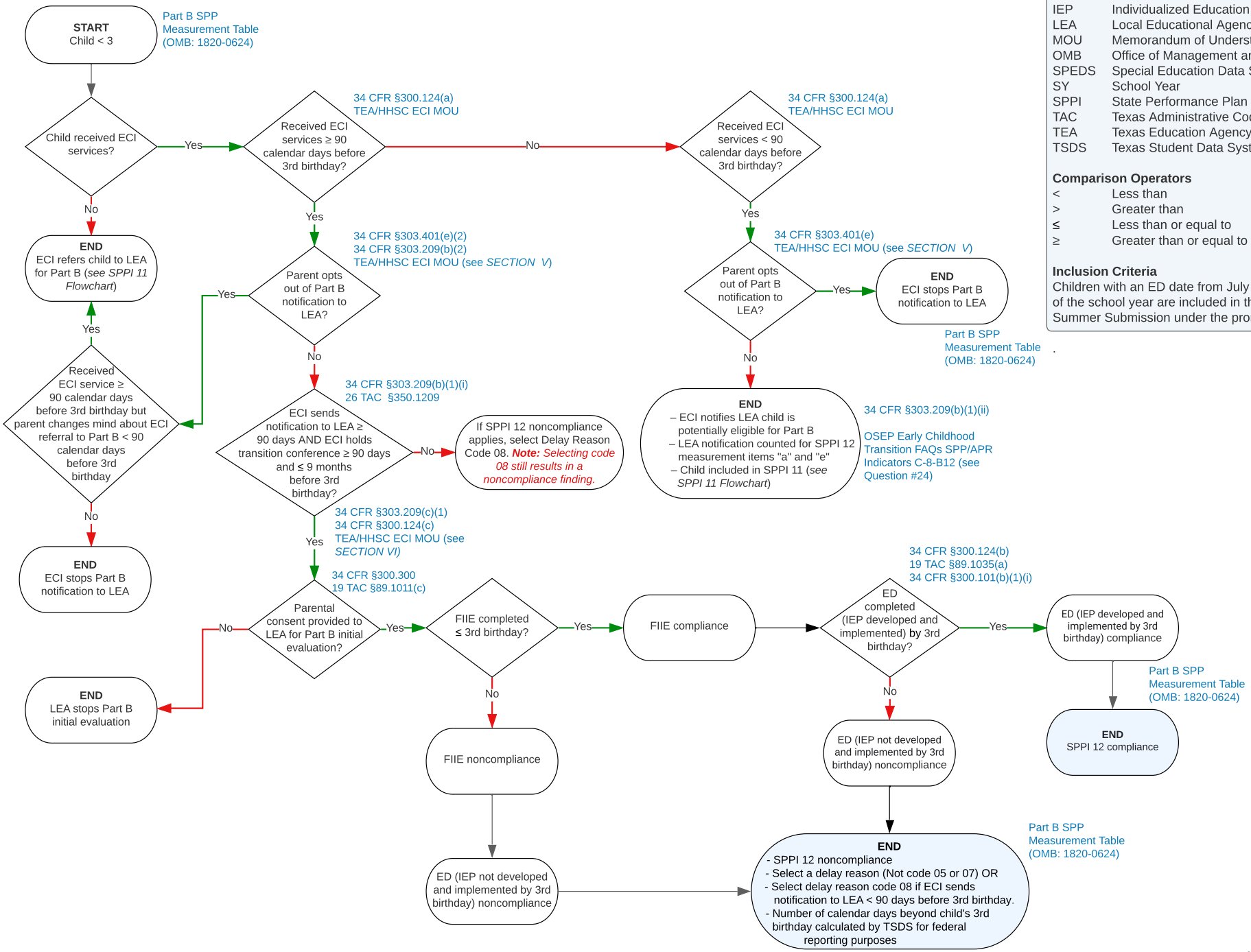
CFR	Code of Federal Regulations
ECI	Early Childhood Intervention
ED	Eligibility Determination
FIIE	Full Individual and Initial Evaluation
HHSC	Health and Human Services Commission
IEP	Individualized Education Program
LEA	Local Educational Agency
MOU	Memorandum of Understanding
OMB	Office of Management and Budget
SPEDS	Special Education Data System
SY	School Year
SPPI	State Performance Plan Indicator
TAC	Texas Administrative Code
TEA	Texas Education Agency
TSDS	Texas Student Data System

Comparison Operators

<	Less than
>	Greater than
≤	Less than or equal to
≥	Greater than or equal to

Inclusion Criteria

Children with an ED date from July 1 through June 30 of the school year are included in the TSDS SPEDS Summer Submission under the promotion logic.



8/8/2025

SPPI 12 Frequently Asked Questions

Below are answers to common questions about the SPPI 12 data collection.

SPPI 12 General Questions		
Number	**Question**	**Answer**
4.1	Why are some children showing up in both State Performance Plan Indicator (SPPI) 11 and SPPI 12?	Children will appear in both SPPI 11 and SPPI 12 if they were referred by Part C Early Childhood Intervention (ECI), received services for fewer than 90 calendar days before their third birthday based on the OriginalECIServicesDate E1737, and have an EligibilityDeterminationDate E1716 between July 1 and June 30 of the reporting year. These children are included in the SPPI 12 count but are excluded from its compliance calculation. They are, however, included in the compliance calculation for SPPI 11.
4.2	If one local educational agency (LEA) completes a student's evaluation and another LEA completes the eligibility determination after the student enrolls, should both LEAs report the student?	No, only the LEA that completes the eligibility determination (EligibilityDeterminationDate E1716) should report the student.
4.3	How do local educational agencies (LEAs) report State Performance Plan Indicator (SPPI) 12 data if they operate on a year-round calendar?	LEAs with year-round calendars are not exempt from the Special Education Data System (SPEDS) Summer Submission requirements. All LEAs must report data for children with an EligibilityDeterminationDate E1716 between July 1 and June 30 of the reporting year, which is the federally recognized school year.
4.4	Should children with an OriginalECIServicesDate E1737 date less than 90 calendar days before their third birthday be reported under State Performance Plan Indicator (SPPI) 11?	The Special Education Data System (SPEDS) Summer Submission automatically determines whether a student's compliance is assessed under SPPI 11 or SPPI 12. Children with an OriginalECIServicesDate E1737 less than 90 calendar days before their third birthday must be reported with the relevant Early Childhood Intervention (ECI) related data elements, including: TransitionNotificationDate E1712, TransitionConferenceDate (E1713), and OriginalECIServicesDate (E1737).

Number	Question	Answer
		If no transition conference was held, local educational agencies may omit TransitionConferenceDate E1713, as it is optional. Compliance calculations for the initial evaluation and eligibility determination for these students will be performed under SPPI 11.
4.5	What should a local educational agency (LEA) do if the Early Childhood Intervention (ECI) provider does not provide notification within the required timeline?	If the ECI program fails to notify the LEA at least 90 calendar days before the child's third birthday, the LEA is still responsible for completing the evaluation and determining eligibility by the child's third birthday. In such cases, Delay Reason Code "08" (Part C Did Not Notify/Refer Child to Part B) must be reported. However, selecting code 08 still results in a noncompliance finding. All evaluations and eligibility determinations must still be completed by the child's third birthday.
SPPI 12 Compliance		
Number	**Question**	**Answer**
4.6	What percentage is considered compliant vs. noncompliant for State Performance Plan Indicator (SPPI) 12?	The compliance target for SPPI 12 is 100%, as set by the U.S. Department of Education's Office of Special Education Programs (OSEP). This percentage is calculated for each local educational agency (LEA). The Texas Education Agency reports the aggregate compliance percentage for all LEAs in the state to OSEP in the State Performance Plan/Annual Performance Report (SPP/APR) submission and is also required to publicly report compliance at the LEA level, as mandated by 34 CFR §300.602(b)(1)(i)(A). SPPI 12 compliance requires both the initial evaluation and eligibility determination to be completed by the child's third birthday.
4.7	What happens if a local educational agency (LEA) does not have 100% compliance for State Performance Plan Indicator (SPPI) 12?	LEAs with less than 100% compliance for SPPI 12 are required to complete a corrective action plan as part of the general supervision and monitoring mandate under the Individuals with Disabilities Education Act (IDEA). This plan must be completed no later than one year from the date the LEA receives written notification of noncompliance.
4.8	What are the possible compliance outcomes for	SPPI 12 has two time-based measures for evaluating procedural compliance: one for the full and individual

Number	Question	Answer
	State Performance Plan Indicator (SPPI) 12?	initial evaluation (FIIE) and another for the eligibility determination (ED). SPPI 12 compliance requires both the FIIE and ED to be completed by the child's third birthday.
SPPI 12 Data Elements and Reporting		
Number	**Question**	**Answer**
4.9	How is the parent consent date reported for State Performance Plan Indicator (SPPI) 12?	The ConsentToEvaluationReceivedDate E1738 represents the exact month, day, and year the local educational agency (LEA) received written consent from the student's parent for the evaluation. The Special Education Data System (SPEDS) Summer Submission begins counting day one of the initial evaluation timeline on the next instructional day following the date entered for data element E1738. Entering an incorrect date for this element may cause the system to inaccurately calculate student compliance.
4.10	How does the Special Education Data System (SPEDS) Summer Submission calculation account for changes in a campus instructional calendar?	The SPEDS Summer Submission calculation uses CalendarEvent (E1582) with code 01–Student Instructional Day to determine timelines. LEAs must ensure their calendar information is accurate and up to date in the Texas Student Data System (TSDS) before they "Complete" the SPEDS Summer Submission to ensure correct compliance calculations.
4.11	What if parental consent, the initial evaluation, and/or the eligibility determination occur on the same day the local educational agency (LEA) received parental consent?	The LEA should report the exact date on which the parental consent, initial evaluation, and/or eligibility determination event occurred.
4.12	How should IDEAIndicator E1717 be reported if a student is determined eligible for but does not receive special education services?	If a student is determined eligible for but does not receive special education services, IDEAIndicator E1717 should be reported as "false". Reporting "false" indicates that, although the student was eligible, they are not receiving special education services.

Number	Question	Answer
4.13	Is TransitionConferenceDate E1713 required if the parent opted out of the Early Childhood Intervention (ECI) transition conference?	For State Performance Plan Indicator (SPPI) 12 compliance calculations, TransitionConferenceDate E1713 is optional. If no transition conference occurred, the local educational agency (LEA) should leave this data element blank. However, if a conference was held, the date must be reported in TransitionConferenceDate E1713.
4.14	Is OriginalECIServicesDate E1737 mandatory for State Performance Plan Indicator (SPPI) 12 students?	Yes, OriginalECIServicesDate E1737 is mandatory for SPPI 12 students. This date is when the child began receiving Early Childhood Intervention (ECI) services. It is used to determine whether the child's initial evaluation compliance and eligibility determination compliance will be calculated and included under SPPI 11 or SPPI 12.
4.15	If one local educational agency (LEA) completes a student's evaluation and another LEA completes the eligibility determination after the student enrolls, should both LEAs report the student?	No, only the LEA that completes the eligibility determination (EligibilityDeterminationDate E1716) should report the student.
4.16	Why is the EligibilityDelayReason Code 05 - Parent Delay considered noncompliant for State Performance Plan Indicator (SPPI) 12 eligibility determinations?	SPPI 12 compliance requires both the initial evaluation and eligibility determination to be completed by the child's third birthday. Local educational agencies must complete eligibility determinations within this timeframe to ensure procedural compliance. As a result, the EligibilityDelayReason Code 05 - Parent Delay as defined by EligibilityDelayReason E1731 and specified in EligibilityDelayReason C347, is not recognized as a valid exception for SPPI 12.

SPPI 12 Holdover Student

Number	Question	Answer
4.17	What is a "holdover student" in the context of the Special Education Data System (SPEDS) Summer Submission?	A "holdover student" refers to a student whose evaluation process spans two school years. For example, if parental consent for the initial evaluation is received toward the end of one school year but the initial evaluation or eligibility determination is completed in the following school year, the student is considered a holdover.

Number	Question	Answer
4.18	For holdover students, how does the Special Education Data System (SPEDS) Summer Submission determine the instructional days from the prior school year that count toward the initial evaluation compliance timeline?	The calendar data from the prior school year, reported in the local educational agency's (LEA's) Public Education Information Management System (PEIMS) Summer submission, is combined with calendar data from the current school year, as reported in, CalendarEvent (E1582) with code 01-Student Instructional Day, to calculate the total instructional days used to assess compliance with the initial evaluation timeline.
4.19	For holdover students, do local educational agencies (LEAs) need to reload prior year calendar information into the current year's Texas Student Data System (TSDS) CalendarEvent (E1582) and code 01-Student Instructional Day?	No, LEAs do not need to reload prior year calendar information. TSDS automatically uses the campus instructional calendar data from the prior year's accepted Public Education Information Management System (PEIMS) Summer submission to calculate compliance timelines.

SPPI 12 Non-enrolled Students

Number	Question	Answer
4.20	How should the data be reported in the Special Education Data System (SPEDS) Summer Submission for non-enrolled students?	Local educational agencies must ensure that a Unique ID (UID) is assigned and used to report student data for all non-enrolled students included in the SPEDS Summer Submission. These students are generally reported using the same process as enrolled students, with one key exception: non-enrolled students are connected to a campus through the StudentEducationOrganizationResponsibilityAssociation entity. Optional data elements such as CalendarCode E0975 and EvaluationDelayDays E 1711 may not apply to non-enrolled students. Additional information on UIDs for non-enrolled students reported in the SPEDS Summer Submission is available in the TSDS/SPEDS Child Find: Unique ID for Non-Enrolled Children document.
4.21	How do local educational agencies (LEAs) get a unique identifier (UID) number for non-enrolled students?	Each child reported in the Special Education Data System (SPEDS) Summer Submission must be assigned a UID. LEAs can generate a UID through the UNIQUE ID application in the Texas Student Data System (TSDS), using either the student's Social Security number (SSN)

Number	Question	Answer
		or an S-Number from the block assigned to the LEA if the SSN is unavailable. For more details, refer to the TSDS Unique ID section or submit a TSDS Incident Management System (TIMS) ticket for assistance. Additional information on UIDs for non-enrolled students reported in the SPEDS Summer Submission is available in the TSDS/SPEDS Child Find: Unique ID for Non-Enrolled Children document.

State Performance Plan Indicator (SPPI) 13: Secondary Transition

SPPI 13 Measurement

The Texas Education Agency (TEA) follows the calculation and reporting requirements as specified by the U.S. Department of Education's Office of Special Education Programs (OSEP) for State Performance Plan Indicator (SPPI) 13: Secondary Transition. These requirements are detailed in the Part B State Performance Plan/Annual Performance Report (SPP/APR) Measurement Table (OMB NO:1820-0624).

SPPI 13: Secondary Transition 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.

There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
(20 U.S.C. 1416(a)(3)(B))

SPPI 13 Inclusion Criteria and Reporting Requirements

SPPI 13 data must be reported for each student with an IEP who is not older than 21 as of September 1 of the school year and age 16 at any time during the July 1–June 30 data collection period. Students are reported each year they meet these reporting requirements, even if they have been included in a previous year's data collection.

SPPI 13 data is submitted by entering the information into the local educational agency's (LEA's) Student Information System (SIS) or through third-party software that integrates with the SIS, using data element specifications outlined in the Texas Student Data System (TSDS) Web-Enabled Data Standards. The data is then published through the Application Programming Interface (API) connection into TSDS, following the same procedures as other TSDS data collections. Data cannot

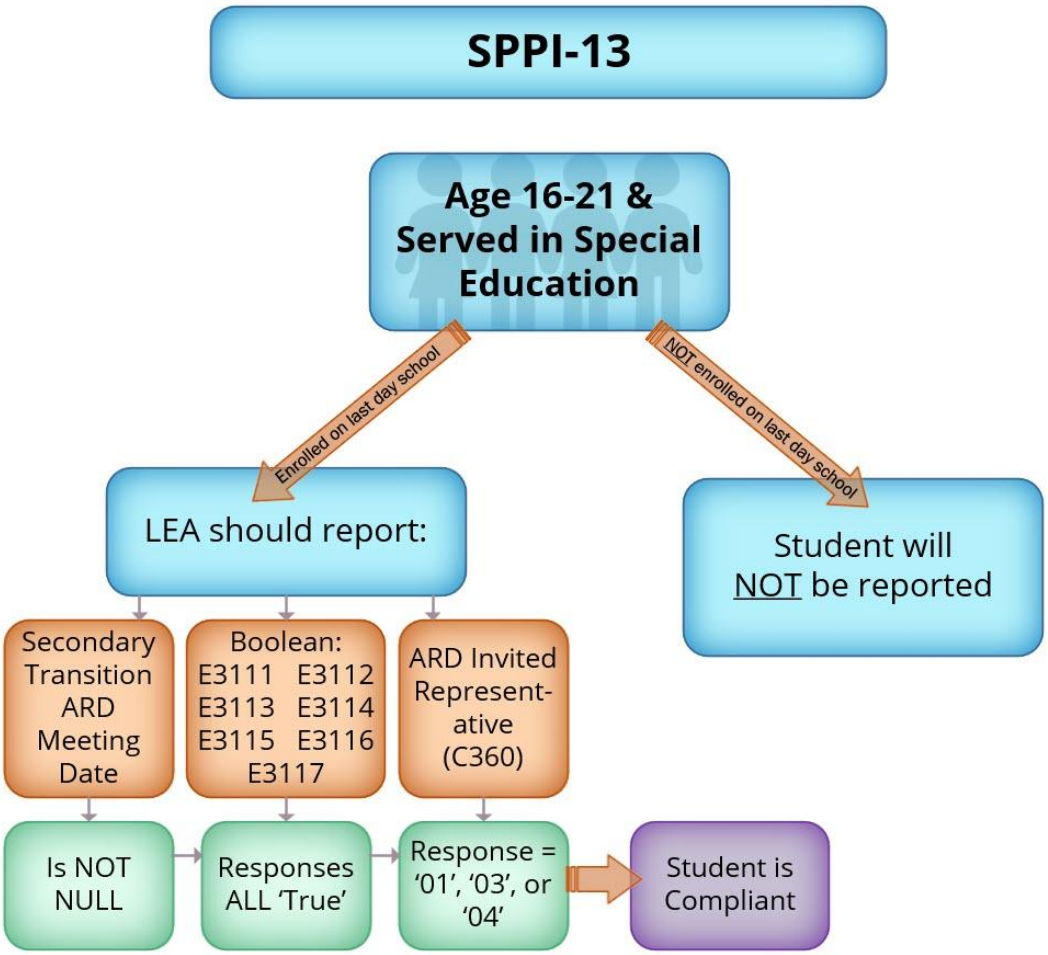
be entered directly into TSDS.

LEAs should establish local policies and work with their SIS and/or SPED/IEP vendors to ensure data is being captured in a format that is compatible with TSDS submission requirements and data submission is timely and accurate.

Information regarding Special Education Data System (SPEDS) Summer Submission data elements and their definitions can be found on the TSDS Web-Enabled Data Standards webpage.

SPPI 13 Promotion Logic

The graphic below illustrates the promotion logic used when reporting SPPI 13 data in the SPEDS Summer Submission.



SPPI 13 Data Source

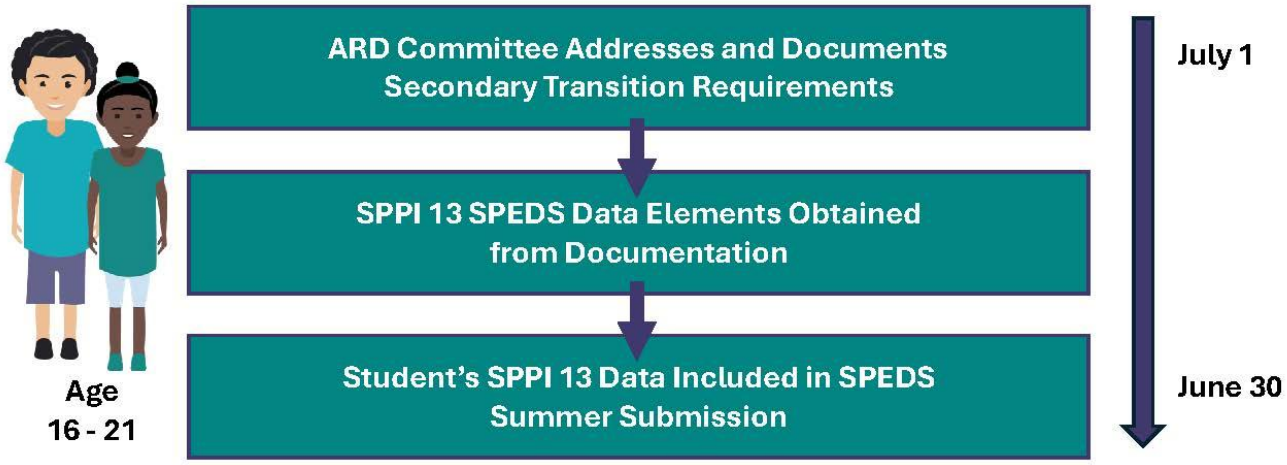
SPPI 13 data is collected for students with an IEP who are not older than 21 as of September 1 of the school year and age 16 at any time during the July 1–June 30 data collection period. The data is derived from the documentation that is in effect during this timeframe. For students who turn 16 during the data collection period, SPPI 13 data is obtained from the documentation that is in effect at the time the student reaches age 16.

Because Secondary Transition measures the percentage of youth with IEPs that include secondary transition requirements, the student's IEP serves as the primary data source for SPPI 13. For additional information, refer to the Data Collection Guidance for Secondary Transition: State Performance Plan Indicator 13 document.

LEAs may use the SPPI-13: Secondary Transition Folder Review Checklist to support the evaluation of a student's documentation for compliance with secondary transition requirements. The eight required items for SPPI 13 reporting align with data elements specified in the TSDS Web-Enabled Data Standards.

SPPI 13 Flowchart

The SPPI 13 flowchart provides a visual guide to the data collection and reporting process for Indicator 13: Secondary Transition. The flowchart outlines the steps LEAs must follow to ensure accurate and timely reporting, aligned with federal requirements and the TEA's data reporting standards.



SPPI 13 Frequently Asked Questions

Below are answers to common questions about the SPPI 13 data collection.

SPPI 13 General Questions		
Number	**Question**	**Answer**
5.1	Does State Performance Plan Indicator (SPPI) 13 include 14-year-olds, as required by Texas law?	No. While Texas law requires transition planning to begin at age 14 (19 Texas Administrative Code §89.1055), the federal 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 (Part B State Performance Plan/Annual Performance Report (SPP/APR) Measurement Table (OMB NO:1820-0624)). 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.
5.2	If all students aged 16 and older are now being submitted, does that mean all students will be submitted every year moving forward—even those who were already reported in prior years?	Yes, in order to meet federal reporting requirements, beginning with the 2025–26 school year, all students with individualized education programs (IEPs) who are not older than 21 as of September 1 of the school year and ages 16–21 during the federal reporting period (July 1 to June 30) will be included in the Special Education Data System (SPEDS) Summer Submission for State Performance Plan (SPPI) 13, regardless of whether they were reported in a previous submission.
5.3	Should 16-year-old students who are not in grades 9, 10, 11, or 12 be included in the data collection?	Yes, in order to meet federal reporting requirements, beginning with the 2025–26 school year, State Performance Plan Indicator 13 data is submitted for each student with an individualized education program who is not older than 21 as of September 1 of the school year and aged 16 through 21 at any point during the July 1 through June 30 data collection period regardless of grade level.
5.4	Should local educational agencies (LEAs) collect data on students who have graduated and then returned?	Yes, LEAs should collect data on students who have graduated and subsequently returned if those students meet the data collection criteria for the data collection period.
5.5	Should local educational agencies (LEAs) include private school students in State Performance Plan Indicator (SPPI) 13 data collection for the Special	Students who receive services from the LEA through an individualized education program (IEP), are not older than 21 as of September 1 of the school year, and are aged 16 through 21 at any point during the July 1–June 30 data collection period are included in SPPI 13.

Number	Question	Answer
	Education Data System (SPEDS) Summer Submission?	
5.6	If a student is between the ages of 16 and 21, is enrolled on the last day of school, but exited from special education during the school year, should the student be included in the Special Education Data System (SPEDS) Summer Submission for State Performance Plan Indicator (SPPI) 13?	No, the student will not be reported in the SPEDS Summer Submission for SPPI 13.
5.7	Who is responsible for collecting data on students in Juvenile Justice Alternative Education Programs (JJAEP)?	The local educational agency (LEA) where the student is enrolled is responsible for collecting and reporting data on students in JJAEPs.
5.8	Can local educational agencies (LEAs) reconvene Admission, Review, and Dismissal (ARD) Committee meetings to address any identified noncompliance when a student's individualized education program (IEP) lacks the required secondary transition requirements for State Performance Plan Indicator (SPPI) 13 reporting?	If noncompliance with secondary transition requirements is identified, the LEA must correct the noncompliance. For SPPI 13, all secondary transition requirements must be in place by the time the student turns 16 and must be updated annually. The LEA's data at the time the LEA "completes" the Special Education Data System (SPEDS) Summer Submission will be used for compliance calculations.
5.9	How will the Special Education Data System (SPEDS) Summer Submission regulate the "quality" of data reported?	Local educational agencies (LEAs) should establish local procedures and processes to ensure that data submitted in the SPEDS Summer Submission meets requirements for valid, reliable, and timely data. The Texas Student Data System (TSDS) validates SPEDS data based on established business rules and systematic validation checks. Fatal errors identify

Number	Question	Answer
		critical issues that will prevent an LEA from completing the SPEDS Summer Submission. Special warnings flag unusual or unexpected data. Warnings do not prevent an LEA from completing the SPEDS Summer Submission, but they often catch mistakes that could affect data quality. Errors identified during the validation process can be corrected prior to the submission deadline.
5.10	For State Performance Plan Indicator (SPPI) 13, will the local educational agencies (LEAs) still answer the eight questions on the checklist to report data in the Special Education Data System (SPEDS) Summer Submission?	Each question on the SPPI 13 Secondary Transition Folder Review Checklist corresponds to a designated data element within the SPEDS Summer Submission. These data elements and their definitions are available in the Texas Student Data System Web-Enabled Data Standards (TWEDS).
SPPI 13 Compliance		
Number	**Question**	**Answer**
5.11	What percentage is considered compliant vs. noncompliant for State Performance Plan Indicator (SPPI) 13?	The compliance target for SPPI 13 is 100%, as set by the U.S. Department of Education's Office of Special Education Programs (OSEP). The Texas Education Agency reports the aggregate compliance percentage for all local educational agencies (LEAs) in the state to OSEP in the State Performance Plan/Annual Performance Report (SPP/APR) submission and is also required to publicly report compliance at the LEA level, as mandated by 34 CFR §300.602(b)(1)(i)(A).
5.12	What happens if a local educational agency (LEA) does not have 100% compliance for State Performance Plan Indicator (SPPI) 13?	LEAs with less than 100% compliance for SPPI 13 are required to complete a corrective action plan as part of the general supervision and monitoring mandate under the Individuals with Disabilities Education Act (IDEA). This plan must be completed no later than one year from the date the LEA receives written notification of noncompliance.
5.13	What are the possible compliance outcomes for State Performance Plan Indicator (SPPI) 13 in the Special Education Data	Compliance with SPPI 13 requires a true response to the following data elements, which are used to calculate compliance. A false response to any data element, or a Code 02 (C360) entry for data element

Number	Question	Answer
	System (SPEDS) Summer Submission?	ARDInvitedRepresentative (E3118), will result in a noncompliance determination. MeasurableSecondaryGoals E3111 UpdatedSecondaryGoals E3112 TransitionAssessment E3113 IEPTransitionServices E3114 CoursesStudySecondaryGoals E3115 TransitionServiceNeeds E3116 ARDInvitedStudent E3117 ARDInvitedRepresentative E3118 (C360 Code 01, 03, or 04) Information regarding SPPI 13 SPEDS Summer Submission data elements and their definitions can be found on the Texas Student Data System (TSDS) Web-Enabled Data Standards webpage.

SPPI 13 Transfer Students

Number	Question	Answer
5.14	If a student transfers into a local educational agency (LEA) close to their 16th birthday, is the receiving LEA responsible for completing and documenting the required transition assessments and planning before the student turns 16?	To comply with State Performance Plan Indicator (SPPI) 13 transition requirements, if an LEA determines that a student's current individualized education program (IEP) does not include the required secondary transition components, the Admission, Review, and Dismissal (ARD) Committee must update the IEP to include all transition requirements before the student reaches age 16.
5.15	Should students who withdraw from the local educational agency (LEA) during the year be included in the State Performance Plan Indicator (SPPI) 13 data?	Yes, LEAs submit data for each student with an individualized education program (IEP) who is not older than 21 as of September 1 of the school year and aged 16 through 21 at any point during the July 1 through June 30 data collection period. However, the student will be included in the SPPI 13 compliance calculations for the LEA in which the student is enrolled at the end of the data collection period.
5.16	If a local educational agency (LEA) reports a student in the Special Education Data System (SPEDS) Summer	Yes, the receiving LEA is responsible for reporting the student in the SPEDS Summer Submission. LEAs submit data for each student with an individualized education program (IEP) who is not older than 21 as of September 1 of the school year and aged 16 through 21

	Submission for State Performance Plan Indicator (SPPI) 13, and that student transfers to another LEA for the remainder of the school year, is the receiving LEA also required to report the student in SPEDS?	at any point during the July 1 through June 30 data collection period. The student will be included in the SPPI 13 compliance calculations for the LEA in which the student is enrolled at the end of the data collection period.
5.17	If a student transfers into a local educational agency (LEA) after their 16th birthday, will the receiving LEA be considered out of compliance if the student's individualized education program (IEP) did not contain transition requirements before the 16th birthday?	If a student transfers into an LEA after their 16th birthday and the IEP from the previous LEA did not include the required secondary transition components, the receiving LEA is responsible for correcting the noncompliance. Timely action is essential to meet federal and state requirements for secondary transition planning. In such cases, the noncompliance must be addressed within the 20-school-day timeline for either adopting the previous IEP or developing, adopting, and implementing a new IEP, starting from the date the student is verified as eligible for special education services. (Students with Disabilities Who Transfer In-State and Out-Of-State Quick Guide)

Requesting a Data Submission Extension

The following outlines the process for local educational agencies (LEAs) to formally request a data submission extension from the Texas Education Agency (TEA) for the Special Education Data System (SPEDS) Summer Submission. The processes detailed apply to data submitted for State Performance Plan Indicators (SPPI) 7, SPPI 11, SPPI 12, and SPPI 13.

The SPEDS Summer Submission deadline is the last Thursday in July by 11:59 PM of each reporting year. The timeline for the SPEDS Summer Submission can be viewed at the Texas Student Data System (TSDS) Web-Enabled Data Standards webpage.

Timing, Requirements, and Limitations

- No LEA will be granted an extension request prior to the data submission deadline.
- SPEDS data must be in "Validated" status by submission deadline.
- LEAs can submit a data extension request for up to 5 business days following the data collection deadline.
- Extensions can be requested for up to an additional 3 business days for submission.
- The data must be submitted by 11:59 PM on the third business day starting the day after the extension request is granted.

Specific Extension Request Process

- Request Submission: LEAs should submit extension requests through the TSDS Core application.

- Acknowledgment and Approval: TEA will acknowledge and approve or reject the submission extension via the TSDS Core application. LEAs will receive confirmation email through the TSDS Core application.
- Access: Extension request access is restricted to the following individuals:
    - LEA Superintendent
    - Delegates with "Core LEA Data Approver" TEAL role and "SPEDS Access" privileges.

Penalties for Late Submission

- LEAs experiencing technical issues attributable to TEA systems will not be penalized. This does not include issues originating from the LEA's internal data systems and/or software.
- LEAs submitting data late or requesting an extension will be penalized for failing to meet the timely submission requirement. This will be reflected in Federally Required Element (FRE) #2.
- LEAs submitting data late or requesting an extension will not be eligible for the clarification process.

Best Practices

- LEAs should allow adequate time before the deadline to address technical issues by submitting a TSDS Incident Management System (TIMS) ticket for the TSDS SPEDS Summer Submission.
- LEAs must ensure their data is valid and reliable by the submission deadline, not relying on an extension request or the State Performance Plan clarification period to fix data quality issues.

Technical Issues

Submit technical issues or questions via the TSDS Incident Management System by clicking the Help/Support link in the dark blue header at the top of all TSDS subsystems.

Refer to the TIMS User Guide for more information.

Acronym List

Below is an alphabetized list of acronyms used in the document.

Acronym	Definition
ARD	Admission, Review, and Dismissal
AskTED	Ask Texas Education Directory
CFR	Code of Federal Regulations
COS	Child Outcomes Summary
ECI	Early Childhood Intervention
ECSE	Early Childhood Special Education
ECTA	Early Childhood Technical Assistance
ED	Eligibility Determination
ESC	Education Service Center
FAQ	Frequently Asked Questions
FFY	Federal Fiscal Year
FIIE	Full Individual and Initial Evaluation

IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
ISP	Individualized Services Plan
JJAEP	Juvenile Justice Alternative Education Program
LEA	Local Educational Agency
OSEP	Office of Special Education Programs
PEIMS	Public Education Information Management System
SAAH	Student Attendance Accounting Handbook
SIS	Student Information System
SPP	State Performance Plan
SPP/APR	State Performance Plan/Annual Performance Report
SPPI	State Performance Plan Indicator
SSN	Social Security Number
TAC	Texas Administrative Code
TEA	Texas Education Agency
TEAL	Texas Education Agency Login
TIMS	TSDS Incident Management System
TSDS	Texas Student Data System
TWEDS	Texas Web-Enabled Data Standards
UID	Unique ID