



Information Task Force (ITF) Meeting

Tuesday, January 19, 2021

20 USC §14.16(a)(3)(B)
34 CFR §300.602(b)(2)

2021-2022 Child Find Collection

State Performance Plan Indicator 11
State Performance Plan Indicator 12

ITF Proposal Version 1

Other Core Collection

Action Item

2021-2022 School Year

Prepared By:

Jamie Muffoletto

Connor Briggs

Zane Wubben

Background:

Each state is required to develop a six-year State Performance Plan (SPP) that evaluates the state's efforts to implement the requirements and purposes of the Individuals with Disabilities Education Act of 2004 (IDEA 2004), Section 616(b). The SPP illustrates how the state will continuously improve upon this implementation and includes updates through the Annual Performance Report (APR) submitted in February each year.

In alignment with IDEA, the US Department of Education/Office of Special Education Programs (ED/OSEP) identifies five monitoring priorities that are addressed by 17 SPP compliance and performance indicators:

- Monitoring Priority: Free Appropriate Public Education in the Least Restrictive Environment
 - Graduation (Indicator 1)
 - Dropout (Indicator 2)
 - Participation and Performance on Statewide Assessment (Indicator 3A-C)
 - Suspension/Expulsion (Indicator 4A-C)
 - Educational Environment (School Age), Ages 6-21 (Indicator 5A-C)
 - Preschool Environment, Ages 3-5 (Indicator 6A-B)
 - Preschool Outcomes (Indicator 7A-C)
 - Parent Involvement (Indicator 8)
- Monitoring Priority: Disproportionality
 - Disproportionate Representation by Racial/Ethnic Groups (Indicator 9)
 - Disproportionate Representation in Specific Disability (Indicator 10)
- Monitoring Priority: Effective General Supervision Part B/Child Find
 - **Child Find (Indicator 11)**
- Monitoring Priority: Effective General Supervision Part B/Effective Transition
 - **Early Childhood Transition (Indicator 12)**
 - Secondary Transition (Indicator 13)
 - Post-School Outcomes (Indicator 14A-C)*
- Monitoring Priority: Effective General Supervision Part B/General Supervision
 - Resolution Sessions (Indicator 15)
 - Mediation (Indicator 16)
 - State Systemic Improvement Plan (SSIP) (Indicator 17)

***Note:** Post-School Outcomes (Indicator 14A-C) are currently collected in the TSDS SPPI-14 Core Collection.

This ITF proposal is to add State Performance Plan Indicator 11 (SPPI-11) and State Performance Plan Indicator 12 (SPPI-12) to the TSDS Core Collection. SPPI-11 refers to the timely evaluation of students, ages 3-21, for special education services under Part B of IDEA. SPPI-12 refers to children who are referred from Part C of IDEA prior to age 3, found eligible for Part B of IDEA, and have an individualized education plan (IEP) developed and implemented by their third birthday to receive early childhood special education (ECSE) services from a local education agency (LEA). Both SPPI-11 and SPPI-12 are compliance indicators and data are needed to meet federal reporting requirements related to special education Child Find activities.

Both SPPI-11 and SPPI-12 share common data elements. Data necessary for determining SPPI-11 and SPPI-12 compliance are currently collected in aggregate form at the LEA level using the legacy, State Performance Plan (SPP) application accessed through the Texas Education Agency Login (TEAL) application.

Overview:

Child Find continues to have more non-compliance reported than other federally required compliance indicators and has been cited as noncompliant at the State level by the federal monitoring arm within the Office of Special Education Programs (OSEP). The state needs better data for required improvement to monitoring activities communicated to OSEP via the Corrective Action Response (CAR) and in response to the cited State noncompliance to address and improve timely evaluation of children for Special Education.

Beginning with the 2021-2022 school year, the Texas Education Agency (TEA) is proposing to add a new core collection, Child Find, to the Texas Student Data System (TSDS). The Child Find collection will include SPPI-11 and SPPI-12. LEAs currently collect student level data, but only report that data in the aggregate form to TEA. The Child Find collection will begin collecting the data at the needed student-level rather than at the LEA-level. This data collection will require the reporting of some students referred for Special Education evaluation, but not enrolled in the local education agency such as homeschooled students, students attending a private school or children who received Early Childhood Intervention services through another state agency. Moreover, it will help to streamline the data collection process.

Time Frame:

The annual data collection period ranges from July 1st to June 30th for both SPPI-11 and SPPI-12. For example, students with an eligibility determination dated from July 1, 2021 to June 30, 2022 would be included in the federal fiscal year data collection/reporting period. The final data reporting deadline for LEAs to submit data to the agency will be no later than the last Friday in July. The final data reporting period must include an Eligibility Determination date less than or equal to June 30th.

Legislation:

20 U.S.C. §1416 (a)(3)(B) - Education of Individuals with Disabilities (Monitoring, Technical Assistance and Enforcement)

§1416. Monitoring, technical assistance, and enforcement

(a) Federal and State monitoring

(1) In general

The Secretary shall—

(A) monitor implementation of this subchapter through—

(i) oversight of the exercise of general supervision by the States, as required in section 1412(a)(11) of this title; and

(ii) the State performance plans, described in subsection (b);

(B) enforce this subchapter in accordance with subsection (e); and

(C) require States to—

(i) monitor implementation of this subchapter by local educational agencies; and

(ii) enforce this subchapter in accordance with paragraph (3) and subsection (e).

(2) Focused monitoring

The primary focus of Federal and State monitoring activities described in paragraph (1) shall be on—

(A) improving educational results and functional outcomes for all children with disabilities; and

(B) ensuring that States meet the program requirements under this subchapter, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

(3) Monitoring priorities

The Secretary shall monitor the States, and shall require each State to monitor the local educational agencies located in the State (except the State exercise of general supervisory responsibility), using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in the following priority areas:

(A) Provision of a free appropriate public education in the least restrictive environment.

(B) State exercise of general supervisory authority, including child find, effective monitoring, the use of resolution sessions, mediation, voluntary binding arbitration, and a system of transition services as defined in sections 1401(34) and 1437(a)(9) of this title.

(C) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.

§34CFR §300.602(b)(2): State use of Targets and Reporting

(a) General. Not later than December 3, 2005, each State must have in place a performance plan that evaluates the State's efforts to implement the requirements and purposes of Part B of the Act and describes how the State will improve such implementation.

(1) Each State must submit the State's performance plan to the Secretary for approval in accordance with the approval process described in section 616(c) of the Act.

(2) Each State must review its State performance plan at least once every six years, and submit any amendments to the Secretary.

(3) As part of the State performance plan, each State must establish measurable and rigorous targets for the indicators established by the Secretary under the priority areas described in § 300.600(d).

(b) Data collection.

(1) Each State must collect valid and reliable information as needed to report annually to the Secretary on the indicators established by the Secretary for the State performance plans.

(2) If the Secretary permits States to collect data on specific indicators through State monitoring or sampling, and the State collects the data through State monitoring or sampling, the State must collect data on those indicators for each LEA at least once during the period of the State performance plan.

Public Reporting Requirement:

34 CFR 300.602(b)(1)(i)(A)

§ 300.602 State use of targets and reporting.

(b) Public reporting and privacy -

(1) Public report.

(i) Subject to paragraph (b)(1)(ii) of this section, the State must -

(A) Report annually to the public on the performance of each LEA located in the State on the targets in the State's performance plan as soon as practicable but no later than 120 days following the State's submission of its annual performance report to the Secretary under paragraph (b)(2) of this section; and

Authority: 20 U.S.C. 1416(b)(2)(C)

(b) State performance plans

(2) Targets

(C) Public reporting and privacy

(i) In general

The State shall use the targets established in the plan and priority areas described in subsection (a)(3) to analyze the performance of each local educational agency in the State in implementing this subchapter.

(ii) Report

(I) Public report

The State shall report annually to the public on the performance of each local educational agency located in the State on the targets in the State's performance plan. The State shall make the State's performance plan available through public means, including by posting on the website of the State educational agency, distribution to the media, and distribution through public agencies.

(II) State performance report

The State shall report annually to the Secretary on the performance of the State under the State's performance plan.

(iii) Privacy

The State shall not report to the public or the Secretary any information on performance that would result in the disclosure of personally identifiable information about individual children or where the available data is insufficient to yield statistically reliable information.

TSDS Collection

The new TSDS Child Find data collection will include students for whom the special education evaluation process was completed. In some circumstances, the evaluation process is completed for non-enrolled students. The completed evaluation/eligibility process is based on an eligibility determination date on or between July 1st to June 30th of a particular school year. This collection would also include hold over students for whom parental consent was obtained late in the previous school year and the evaluation/eligibility process was completed during the current school year.

To calculate data for holdover students, the Child Find collection will use the prior year's PEIMS Summer Accepted CalendarDateExtension and ReportingPeriodExtension. Using the data elements from these extensions will enable TEA to calculate instructional day information that is needed for the SPPI-11 federal public reporting requirements.

To include the Child Find data (i.e., SPPI-11 and SPPI-12) in the TSDS Core Collection, it is necessary for the following complex types to be loaded.

Organization Data:

Submitted through InterchangeEducationOrganizationExtension

1. Use LocalEducationAgencyExtension complex type

- E0212 DISTRICT-ID

2. Use SchoolExtension complex type

- E0266 CAMPUS-ID
- E0212 DISTRICT-ID

Submitted through InterchangeEducationOrgCalendar

3. Use ReportingPeriodExtension complex type (Child Find will also use the prior year PEIMS Summer Accepted data for any student when a parental consent date was obtained in the prior school year.) INSTRUCTIONAL-PROGRAM-TYPE and NUMBER-DAYS-TAUGHT will be loaded, but not promoted for the collection.

- E0266 CAMPUS-ID
- E1093 SCHOOL-YEAR
- E0934 REPORTING-PERIOD-INDICATOR-CODE
- E1568 REPORTING-PERIOD-BEGIN-DATE
- E1569 REPORTING-PERIOD-END-DATE
- E0975 INSTRUCTIONAL-TRACK-INDICATOR-CODE
- E1600 INSTRUCTIONAL-PROGRAM-TYPE
- E0935 NUMBER-DAYS-TAUGHT
- CalendarDateReference

4. Use CalendarDateExtension complex type (Child Find will also use the prior year PEIMS Summer Accepted data for any student when a parental consent date was obtained in the prior school year.) SCHOOL-DAY-WAIVER-MINUTES will be loaded, but not promoted for the Child Find collection.

- E1168 CALENDAR-DATE
- E1582 SCHOOL-DAY-EVENT-CODE
- E1570 CALENDAR-WAIVER-EVENT-TYPE
- E1571 SCHOOL-DAY-OPERATIONAL-MINUTES
- E1599 SCHOOL-DAY-INSTRUCTIONAL-MINUTES
- E1572 SCHOOL-DAY-WAIVER-MINUTES

Student Data:

Submitted through InterchangeStudentParentExtension

5. Use StudentExtension complex type

- E1523 TX-UNIQUE-STUDENT-ID
- E1090 STUDENT-IDENTIFICATION-SYSTEM
- E0001 STUDENT-ID
- E0703 FIRST-NAME
- E0704 MIDDLE-NAME
- E0705 LAST-NAME
- E1303 GENERATION-CODE-SUFFIX
- E1325 SEX
- E0006 DATE-OF-BIRTH
- E1375 HISPANIC-LATINO-ETHNICITY
- E1343 RACIAL-CATEGORY
- E0212 DISTRICT-ID

Submitted through InterchangeStudentEnrollmentExtension

6. Use StudentSchoolAssociationExtension

- E1523 TX-UNIQUE-STUDENT-ID
- E0266 CAMPUS-ID
- E1517 ENTRY-GRADE-LEVEL-TYPE

Submitted through InterchangeStudentProgramExtension

7. Use StudentSpecialEdProgramAssociationExtension complex type

- E1632 EFFECTIVE-DATE
- E0900 EARLY-CHILDHOOD-INTERV-IND-CODE

8. Create StudentChildFindAssociationExtension complex type containing five new sub-complex types

- ****NEW** TX-ChildFind sub-complex**
 - ****NEW** EXXX1 CAMPUS-ID-EVALUATION**
 - E0975 INSTRUCTIONAL-TRACK-INDICATOR-CODE
 - ****NEW** EXXX2 STUDENT-ABSENCES-WITHIN-TIMEFRAME**
- ****NEW** TX-EarlyChildhoodTransition sub-complex**
 - ****NEW** EXXX3 ECI-NOTIFICATION-DATE**
 - ****NEW** EXXX4 ECI-TRANSITION-CONFERENCE-DATE**
- ****NEW** TX-ChildFindInitialEvaluation sub-complex**
 - ****NEW** EXXX5 PARENTAL-CONSENT-DATE**

- ****NEW** EXXX6 INITIAL-EVALUATION-DATE**
- ****NEW** TX-ChildFindEligibilityDetermination sub-complex**
 - ****NEW** EXXX7 SPED-ELIGIBILITY-DETERMINATION-DATE**
 - ****NEW** EXXX8 SPED-DETERMINATION-CODE**
- ****NEW** TX-EvaluationDelay sub-complex**
 - ****NEW** EXXX9 EVALUATION-DELAY-REASON**

Proposed Data Collection Requirement Changes

2020-2021 School Year**The following changes are proposed:**

1. Create StudentChildFindAssociationExtension complex type containing five new sub-complex types and ten new data elements. Use one existing data element:
 - TX-ChildFind
 - CAMPUS-ID-EVALUATION (EXXX1)
 - INSTRUCTIONAL-TRACK-INDICATOR-CODE (E0975)
 - STUDENT-ABSENCES-WITHIN-TIMEFRAME (EXXX2)
 - TX-EarlyChildhoodTransition
 - ECI-NOTIFICATION-DATE (EXXX3)
 - ECI-TRANSITION-CONFERENCE-DATE (EXXX4)
 - TX-ChildFindInitialEvaluation
 - PARENTAL-CONSENT-DATE (EXXX5)
 - INITIAL-EVALUATION-DATE (EXXX6)
 - TX-ChildFindEligibilityDetermination
 - SPED-ELIGIBILITY-DETERMINATION-DATE (EXXX7)
 - SPED-DETERMINATION-CODE (EXXX8)
 - TX-EvaluationDelay
 - EVALUATION-DELAY-REASON (EXXX9)
2. Add new code table EVALUATION-DELAY-REASON-CODE (DCXX1)
3. In the StudentSpecialEdProgramAssociationExtension, add existing sub-complex type TX-SpecialEdServicesType to the Child Find TSDS Collection as “Optional for Collection/Submission”.
 - Add EFFECTIVE-DATE (E1632) (TX-EffectiveDateServices) to the Child Find TSDS Collection as “Conditionally Mandatory for Collection/Submission”.
 - Add EARLY-CHILDHOOD-INTERV-IND-CODE (E0900) to the Child Find TSDS Collection as “Conditionally Mandatory for Collection/Submission”.
4. Add existing ReportingPeriodExtension as “Mandatory”.
5. Add existing CalendarDateExtension as “Mandatory”.
6. Add new TSDS reports to reflect the changes in this proposal.
7. Add associated data validation rules to reflect the changes in this proposal.

1. Create StudentChildFindAssociationExtension complex type containing five new sub-complex types and ten new data elements. Use one existing data element:

- TX-ChildFind (SPPI-11)
 - CAMPUS-ID-EVALUATION (EXXX1)
 - INSTRUCTIONAL-TRACK-INDICATOR-CODE (E0975)
 - STUDENT-ABSENCES-WITHIN-TIMEFRAME (EXXX2)
- TX-EarlyChildhoodTransition (SPPI-12)
 - ECI-NOTIFICATION-DATE (EXXX3)
 - ECI-TRANSITION-CONFERENCE-DATE (EXXX4)
- TX-ChildFindInitialEvaluation (SPPI-11 and SPPI-12)
 - PARENTAL-CONSENT-DATE (EXXX5)
 - INITIAL-EVALUATION-DATE (EXXX6)
- TX-ChildFindEligibilityDetermination (SPPI-11 and SPPI-12)
 - SPED-ELIGIBILITY-DETERMINATION-DATE (EXXX7)
 - SPED-DETERMINATION-CODE (EXXX8)
- TX-EvaluationDelay (SPPI-11 and SPPI-12)
 - EVALUATION-DELAY-REASON (EXXX9)

- TX-ChildFind
 - CAMPUS-ID-EVALUATION (EXXX1)
 - INSTRUCTIONAL-TRACK-INDICATOR-CODE (E0975)
 - STUDENT-ABSENCES-WITHIN-TIMEFRAME (EXXX2)

| Element ID | Data Element | | | Date Issued | Date Updated |
|---|----------------------|-----------|---------|------------------|--------------|
| EXXX1 | CAMPUS-ID-EVALUATION | | | 03/01/2021 | |
| XML Name | | | | | |
| StateOrganizationId | | | | | |
| Definition | | | | | |
| CAMPUS-ID-EVLUATION indicates the unique campus identification number corresponding to the campus where the student was initially evaluated for special education services. | | | | | |
| Special Instructions | | | | | |
| | | | | | |
| Code Table ID | Length | Data Type | Pattern | Domain of Values | |
| | 9 | Coded | ##### | | |
| Used in Complex Types | | | | | |
| StudentChildFindAssociationExtension, TX-ChildFind | | | | | |

| Element ID | Data Element | | | Date Issued | Date Updated |
|--|------------------------------------|-----------|---------|------------------|--------------|
| E0975 | INSTRUCTIONAL-TRACK-INDICATOR-CODE | | | 3/3/1993 | 3/1/2018 |
| XML Name | | | | | |
| TX-InstructionalTrack | | | | | |
| Definition | | | | | |
| INSTRUCTIONAL-TRACK-INDICATOR-CODE indicates a unique campus calendar of school days for a particular group of students on a campus. Students with the same instructional track have the same number of days taught in a particular reporting period at a campus. | | | | | |
| Special Instructions | | | | | |
| It is required that a campus report different instructional tracks if the number of days taught for a group of students is different in a particular reporting period. While TEA prefers that the INSTRUCTIONAL-TRACK-INDICATOR-CODEs be used in sequence, the choice of the instructional track is at the discretion of the campus. | | | | | |
| Code Table ID | Length | Data Type | Pattern | Domain of Values | |
| | 2 | String | ## | 00-99 | |
| Used in Complex Types | | | | | |
| BasicReportingPeriodAttendanceExtension, ReportingPeriodExtension, SpecialProgramsReportingPeriodAttendanceExtension, StudentChildFindAssociationExtension, TX-ChildFind | | | | | |

| Element ID | Data Element | Date Issued | Date Updated | |
|--|-----------------------------------|-------------|--------------|------------------|
| EXXX2 | STUDENT-ABSENCES-WITHIN-TIMEFRAME | 03/01/2021 | | |
| XML Name | | | | |
| TX-StudentAbsencesWithinTimeframe | | | | |
| Definition | | | | |
| STUDENT-ABSENCES-WITHIN-TIMEFRAME indicates the number of student absences, if any, beginning the first instructional day following the date on which the Local Education Agency (LEA) received written parental consent for the full individual and initial evaluation (FIE) report. | | | | |
| Special Instructions | | | | |
| School day does not include a day that falls after the last instructional day of the spring term and before the first instructional day of the subsequent fall term. A student is considered absent for the day if the student is not in attendance at the official attendance taking time or at the alternate attendance taking time set for that student. See TEC §§§ 29.004(1) and (a-1) See 19 TAC §§ 89.1011(c), (e), (h) and (g) | | | | |
| Code Table ID | Length | Data Type | Pattern | Domain of Values |
| | 3 | Numeric | ### | 000-240 |
| Used in Complex Types | | | | |
| StudentChildFindAssociationExtension, TX-ChildFind | | | | |

- TX-EarlyChildhoodTransition
 - ECI-NOTIFICATION-DATE (EXXX3)
 - ECI-TRANSITION-CONFERENCE-DATE (EXXX4)

| Element ID | Data Element | Date Issued | Date Updated | |
|--|-----------------------|-------------|--------------|---|
| EXXX3 | ECI-NOTIFICATION-DATE | 03/01/2021 | | |
| XML Name | | | | |
| TX-ECINotificationDate | | | | |
| Definition | | | | |
| The ECI-NOTIFICATION-DATE indicates the month, day, and year the <i>LEA Notification of Potentially Eligible for Special Education Services</i> was sent by the early childhood intervention (ECI) contractor to the local education agency (LEA) to notify them that a child enrolled in ECI will shortly reach the age of eligibility for Part B services and the child is potentially eligible for services under Part B, early childhood special education (ECSE). The LEA Notification constitutes a referral to the LEA for an initial evaluation and eligibility determination of the child which the parent may opt out from the referral. | | | | |
| Special Instructions | | | | |
| See 20 USC § 1437 See 34 CFR § 303.209(b)(1)(i) See 40 TAC, §§ 108.1215, 108.1211, and 108.1209 See OSEP Early Childhood Transition FAQs1 SPP/APR Indicators C-8 and B-12 https://tea.texas.gov/sites/default/files/OSEP_ECTransitionFAQs12_01_09.pdf See TEA/DARS Early Transition Memorandum of Understanding (ECI MOU) https://tea.texas.gov/sites/default/files/TEA%20%20HHSC%20ECI%20-%20MOU_0.pdf | | | | |
| Code Table ID | Length | Data Type | Pattern | Domain of Values |
| | 10 | Coded | YYYY-MM-DD | yyyy = 2020-2022 mm = 01-12 dd = 01-31 |
| Used in Complex Types | | | | |
| StudentChildFindAssociationExtension, TX-EarlyChildhoodTransition | | | | |

| Element ID | Data Element | Date Issued | Date Updated | |
|--|--------------------------------|-------------|--------------|---|
| EXXX4 | ECI-TRANSITION-CONFERENCE-DATE | 03/01/2021 | | |
| XML Name | | | | |
| TX-ECITransitionConferenceDate | | | | |
| Definition | | | | |
| The ECI-TRANSITION-CONFERENCE-DATE indicates the month, day, and year when the transition conference was held (for a child receiving early childhood intervention (ECI) services) among the lead agency, the family, and the LEA where the child resides to discuss the child's potential eligibility for early childhood special education (ECSE) services. | | | | |
| Special Instructions | | | | |
| See 40 TAC, §§108.1203 and 108.1217 | | | | |
| See OSEP Early Childhood Transition FAQs1 SPP/APR Indicators C-8 and B-12 https://tea.texas.gov/sites/default/files/OSEP_ECTransitionFAQs12_01_09.pdf | | | | |
| See TEA/DARS Early Transition Memorandum of Understanding (ECI MOU) https://tea.texas.gov/sites/default/files/TEA%20%20HHSC%20ECI%20-%20MOU_0.pdf | | | | |
| Code Table ID | Length | Data Type | Pattern | Domain of Values |
| | 10 | Coded | YYYY-MM-DD | yyyy = 2020-2022 mm = 01-12 dd = 01-31 |
| Used in Complex Types | | | | |
| StudentChildFindAssociationExtension, TX-EarlyChildhoodTransition | | | | |

- TX-ChildFindInitialEvaluation
 - PARENTAL-CONSENT-DATE (EXXX5)
 - INITIAL-EVALUATION-DATE (EXXX6)

| Element ID | Data Element | | | Date Issued | Date Updated |
|---|-----------------------|-----------|------------|----------------------------------|--------------|
| EXXX5 | PARENTAL-CONSENT-DATE | | | 03/01/2021 | |
| XML Name | | | | | |
| TX-ParentalConsentDate | | | | | |
| Definition | | | | | |
| PARENTAL-CONSENT-DATE indicates the month, day, and year of the first instructional day following the date on which the Local Education Agency (LEA) received written consent for the full individual and initial evaluation (FIIE) from the student's parent. | | | | | |
| Special Instructions | | | | | |
| Instructional day does not include a day that falls after the last instructional day of the spring term and before the first instructional day of the subsequent fall term. See TEC § 29.004(1) See 19 TAC §§ 89.1011(c)(1) and (g) See FFY 2020-2025 Part B Indicator Measurement Table https://sites.ed.gov/idea/files/1820-0624_FFY20Part_B_SPPAPR_Measurement_TableFINAL.pdf | | | | | |
| Code Table ID | Length | Data Type | Pattern | Domain of Values | |
| | 10 | Coded | YYYY-MM-DD | yyyy=2020-2022 mm=01-12 dd=01-31 | |
| Used in Complex Types | | | | | |
| StudentChildFindAssociationExtension, TX-ChildFindInitialEvaluation | | | | | |

| Element ID | Data Element | Date Issued | Date Updated | |
|--|-------------------------|-------------|--------------|---|
| EXXX6 | INITIAL-EVALUATION-DATE | 03/01/2021 | | |
| XML Name | | | | |
| TX-InitialEvaluationDate | | | | |
| Definition | | | | |
| The INITIAL-EVALUATION-DATE indicates the month, day, and year when the written full individual and initial evaluation (FIIE) report was completed. | | | | |
| Special Instructions | | | | |
| This data element indicates the start of the 30-calendar day timeframe for completing the initial eligibility determination by holding the admission, review, and dismissal (ARD) committee meeting to make an eligibility determination and admit a student into special education. | | | | |
| See CFR § 300.323(c) See 19 TAC §§ 89.1011(d) and (e) | | | | |
| Code Table ID | Length | Data Type | Pattern | Domain of Values |
| | 10 | Coded | YYYY-MM-DD | yyyy = 2020-2022 mm = 01-12 dd = 01-31 |
| Used in Complex Types | | | | |
| StudentChildFindAssociationExtension, TX-ChildFindInitialEvaluation | | | | |

- TX-ChildFindEligibilityDetermination
 - SPED-ELIGIBILITY-DETERMINATION-DATE (EXXX7)
 - SPED-DETERMINATION-CODE (EXXX8)

| Element ID | Data Element | | | Date Issued | Date Updated |
|--|-------------------------------------|-----------|------------|---|--------------|
| EXXX7 | SPED-ELIGIBILITY-DETERMINATION-DATE | | | 03/01/2021 | |
| XML Name | | | | | |
| TX-SPEDEligibilityDeterminationDate | | | | | |
| Definition | | | | | |
| The SPED-ELIGIBILITY-DETERMINATION-DATE indicates the month, day, and year the LEA held the admission, review, and dismissal (ARD) committee meeting regarding the child's initial eligibility determination for special education and related services. An individualized education plan (IEP) would be developed and implemented for a child admitted into special education on this same date | | | | | |
| Special Instructions | | | | | |
| See 20 U.S.C. § 1414(b)(4) See CFR § 300.306 See CFR § 300.323(c) See 19 TAC § 89.1011(d) | | | | | |
| Code Table ID | Length | Data Type | Pattern | Domain of Values | |
| | 10 | Coded | YYYY-MM-DD | yyyy = 2021-2022 mm = 01-12 dd = 01-31 | |
| Used in Complex Types | | | | | |
| StudentChildFindAssociationExtension, TX-ChildFindEligibilityDetermination | | | | | |

| Element ID | Data Element | Date Issued | Date Updated | |
|--|-------------------------------------|-------------|--------------|------------------|
| EXXX8 | SPED-ELIGIBILITY-DETERMINATION-CODE | 03/01/2021 | | |
| XML Name | | | | |
| TX-SPEDEligibilityDeterminationCode | | | | |
| Definition | | | | |
| The SPED-ELIGIBILITY-DETERMINATION-CODE indicates whether or not the student was determined eligible and enrolled in special education and related services as a result of the full individual and initial evaluation (FIIE) report and the admission, review, and dismissal (ARD) committee meeting decision. | | | | |
| Special Instructions | | | | |
| See 34 CFR §300.13 See 19 TAC §§89.1060 and 89.1090 | | | | |
| Code Table ID | Length | Data Type | Pattern | Domain of Values |
| | 5 | Boolean | # | |
| Used in Complex Types | | | | |
| StudentChildFindAssociationExtension, TX-ChildFind | | | | |

- TX-EvaluationDelay
 - EVALUATION-DELAY-REASON (EXXX9)

| Element ID | Data Element | Date Issued | Date Updated | |
|--|-------------------------|-------------|--------------|------------------|
| EXXX9 | EVALUATION-DELAY-REASON | 03/01/2021 | | |
| XML Name | | | | |
| TX-EvaluationDelayReason | | | | |
| Definition | | | | |
| EVALUATION-DELAY-REASON refers to the justification as to why the written full individual and initial evaluation (FIE) report was completed beyond the State-established 45 instructional day timeframe for state performance plan indicator 11 (SPPI-11), or the justification as to why a child who was receiving early childhood intervention (ECI) services had their eligibility for early childhood special education (ECSE) determined beyond the child's third birthday for SPPI-12. | | | | |
| Special Instructions | | | | |
| <p>This data element pertains to both state performance plan indicator 11 (SPPI-11) for students ages 3-21 being considered for special education supports and services and SPPI-12 for students who received early childhood intervention (ECI) services and were considered potentially eligible for early childhood special education (ECSE) when they three years old.</p> <p>Regarding SPPI-11, exceptions to the State-established 45 instructional day timeframe are conditioned on the number of instructional days left in the year after parental consent and the number of student absences. See TEC §§ 29.004(1), (a-1), and (a-2) See 19 TAC §§ 89.1011(c), (e), (g), and (h)</p> <p>Regarding SPPI-12, exceptions existed pertaining to the number of calendar days prior to the child's third birthday that they started receiving ECI services. See 34 CFR § 303.209 See 40 TAC, §108.1215 See TEA/DARS Early Transition Memorandum of Understanding (ECI MOU) https://tea.texas.gov/sites/default/files/TEA%20%20HHSC%20ECI%20-%20MOU.pdf</p> <p>For both SPPI-11 and SPPI-12, see FFY 2020-2025 Part B Indicator Measurement Table https://sites.ed.gov/idea/files/1820-0624_FFY20Part_B_SPPAPR_Measurement_TableFINAL.pdf</p> | | | | |
| Code Table ID | Length | Data Type | Pattern | Domain of Values |
| DCXX1 | 154 | String | *... | |
| Used in Complex Types | | | | |
| StudentChildFindAssociationExtension, TX-EvaluationDelay | | | | |

StudentChildFindAssociationExtension

| Element ID | Data Element | XML Name | TSDS | FALL | MDYR | SUMR | EXYR | Length | Data Type | Code Table ID |
|---|--------------------------------------|-------------------------------------|------|------|------|------|------|--------|-----------|---------------|
| StudentChildFindAssociationExtension | | | | | | | | | | |
| ** | StudentReferenceType | StudentReference | M | | | | | | | |
| ** | StudentType | StudentIdentity | M | | | | | | | |
| E1523 | TX-UNIQUE-STUDENT-ID | StudentUniqueStateId | M | | | | | 10 | Numeric | |
| ** | TX-ChildFind | TX-ChildFind | M | | | | | | | |
| EXXX1 | CAMPUS-ID-EVALUATION | StateOrganizationId | M | | | | | 9 | Coded | |
| E0975 | INSTRUCTIONAL-TRACK-INDICATOR-CODE | TX-InstructionalTrack | Y | | | | | 2 | String | |
| EXXX2 | STUDENT-ABSENCES-WITHIN-TIMEFRAME | TX-StudentAbsencesWithinTimeframe | Y | | | | | 3 | Numeric | |
| ** | TX-EarlyChildhoodTransition | TX-EarlyChildhoodTransition | Y | | | | | | | |
| EXXX3 | ECI-NOTIFICATION-DATE | TX-ECINotificationDate | C | | | | | 10 | Coded | |
| EXXX4 | ECI-TRANSITION-CONFERENCE-DATE | TX-ECITransitionConferenceDate | C | | | | | 10 | Coded | |
| ** | TX-ChildFindInitialEvaluation | | M | | | | | | | |
| EXXX5 | PARENTAL-CONSENT-DATE | TX-ParentalConsentDate | M | | | | | 10 | Coded | |
| EXXX6 | INITIAL-EVALUATION-DATE | TX-InitialEvaluationDate | M | | | | | 10 | Coded | |
| ** | TX-ChildFindEligibilityDetermination | | M | | | | | | | |
| EXXX7 | SPED-ELIGIBILITY-DETERMINATION-DATE | TX-SPEDEligibilityDeterminationDate | M | | | | | 10 | Coded | |
| EXXX8 | SPED-DETERMINATION-CODE | TX-SPEDDeterminationCode | M | | | | | 5 | Boolean | |
| ** | TX-EvaluationDelay | | Y | | | | | | | |

| | | | | | | | | | | |
|-------|-------------------------|--------------------------|---|--|--|--|--|-----|--------|-------|
| EXXX9 | EVALUATION-DELAY-REASON | TX-EvaluationDelayReason | C | | | | | 154 | String | DCXX1 |
|-------|-------------------------|--------------------------|---|--|--|--|--|-----|--------|-------|

Complex Type Description

The StudentChildFindAssociationExtension collects the State Performance Plan Indicator (SPPI) 11 and 12 student information.

General Reporting Requirements

GR1

The StudentChildFindAssociationExtension Complex Type is only reported as part of the TSDS Child Find collection. Refer to the Submission Timeline schedule in the Texas Education Data Standards for the annual due dates for the collection. The Child Find Collection joins together the Timely Initial Evaluation and Eligibility Determination (SPPI-11) and Early Childhood Transition (SPPI-12) into one collection. This data collection will require the reporting of some students referred for Special Education evaluation, but not enrolled in the local education agency such as homeschooled students, students attending a private school or children who receive Early Childhood Intervention services through another state agency.

Special Reporting Requirements

SR1

Currently, there are no special reporting requirements.

Data Element Reporting Requirements

DR1

**StudentReference Complex Type

The StudentReference Complex Type represents the student associated with the evaluation.

**StudentIdentity Complex Type

The StudentIdentity Complex Type provides users information to look up and link to an existing student record in the receiving system.

TX-UNIQUE-STUDENT-ID (E1523) is a unique number assigned to a student by the Texas Education Agency.

DR2

**TX-ChildFind Complex Type

The TX-ChildFind Complex Type includes the campus of evaluation for all students evaluated for Special Education services and the instructional track and any absences for students currently enrolled in a Local Education Agency.

DR3

CAMPUS-ID-EVALUATION (EXXX1) indicates the unique campus identification number corresponding to the campus where the student was initially evaluated for special education services.

INSTRUCTIONAL-TRACK-INDICATOR-CODE (E0975) indicates a unique campus calendar of school days for a particular group of students on a campus. Students with the same instructional track have the same number of days taught in a particular reporting period at a campus.

It is required that a campus report different instructional tracks if the number of days taught for a group of students is different in a particular reporting period. While TEA prefers that the INSTRUCTIONAL-TRACK-INDICATOR-CODEs be used in sequence, the choice of the instructional track is at the discretion of the campus.

Example: A campus that waives days of instruction for grades three and five will report an INSTRUCTIONAL-TRACK-INDICATOR-CODE of "00" for students in grades kindergarten through two and four, and an INSTRUCTIONAL-TRACK-INDICATOR-CODE of "01" (different calendar) for grades three and five.

Campuses which make use of multiple instructional calendars are considered to have more than one instructional track. Anytime the NUMBER-DAYS-TAUGHT for a particular six week reporting period at a campus are different, then there must be an additional INSTRUCTIONAL-TRACK-INDICATOR-CODE for that six-week reporting period. The INSTRUCTIONAL-TRACK-INDICATOR-CODE is used by TEA to differentiate between multiple instructional calendars when calculating Foundation School Funding.

Child Find Collection:

For the Child Find collection, the INSTRUCTIONAL-TRACK-INDICATOR-CODE reported should be the instructional track the student is on at the CAMPUS-ID-OF-EVALUATION (EXXX1) at the time of the SPED-ELIGIBILITY-DETERMINATION-DATE (EXXX7).

STUDENT-ABSENCES-WITHIN-TIMEFRAME (EXXX2) indicates the number of student absences, if any, beginning the first instructional day following the date on which the Local Education Agency (LEA) received written parental consent for the full individual and initial evaluation (FIIE) report.

STUDENT-ABSENCES-WITHIN-TIMEFRAME is used in the Child Find collection for determining if the timeframe for evaluation must be extended by the number of absences if there are three or more during the 45 instructional day timeframe.

School day does not include a day that falls after the last instructional day of the spring term and before the first instructional day of the subsequent fall term. A student is considered absent for the school day if the student is not in attendance at the official attendance taking time or at the alternate attendance taking time set for that student.

****TX-EarlyChildhoodTransition Complex Type**

The TX-EarlyChildhoodTransition Complex Type represents information for a student receiving early childhood intervention who may be eligible for services under Part B Special Education.

ECI-NOTIFICATION-DATE (EXXX3) indicates the month, day, and year the *LEA Notification of Potentially Eligible for Special Education Services* was sent by the early childhood intervention (ECI) contractor to the local education agency (LEA) to notify them that a child enrolled in ECI will shortly reach the age of eligibility for Part B services and the child is potentially eligible for services under Part B, early childhood special education (ECSE). The LEA Notification constitutes a referral to the LEA for an initial evaluation and eligibility determination of the child which the parent may opt out from the referral.

ECI-TRANSITION-CONFERENCE-DATE (EXXX4) indicates the month, day, and year when the transition conference was held (for a child receiving early childhood intervention (ECI) services) among the lead agency, the family, and the LEA where the child resides to discuss the child's potential eligibility for early childhood special education (ECSE) services.

For the Child Find collection a SPED-TRANSITION-CONFERENCE-DATE will only be reported for the SPPI-12 child-specific timeframe. For a child to be included in the compliance status determination for SPPI-12, the child:

1. Needs to have been receiving ECI services for more than 90 days before his/her third birthday,
2. Must have had a transition conference less than nine months, but more than 90 days before his/her third birthday where it is determined that the child is potentially eligible for Part B Early Childhood Special Education Services (ECSE).

****TX-ChildFindInitialEvaluation Complex Type**

The TX-ChildFindInitialEvaluation Complex Type represents information for the initial evaluation for Special Education Services.

PARENTAL-CONSENT-DATE (EXXX5) indicates the month, day, and year of the first instructional day following the date on which the Local Education Agency (LEA) received written consent for the full individual and initial evaluation (FIIE) from the student's parent.

Instructional day does not include a day that falls after the last instructional day of the spring term and before the first instructional day of the subsequent fall term.

INITIAL-EVALUATION-DATE (EXXX6) indicates the month, day, and year when the written full individual and initial evaluation (FIIE) report was completed.

This data element indicates the start of the 30-calendar day timeframe for completing the initial eligibility determination to holding the admission, review, and dismissal (ARD) committee meeting to make an eligibility determination and admit a student into special education.

****TX-ChildFindEligibilityDetermination Complex Type**

The TX-ChildFindEligibilityDetermination Complex Type represents information resulting from the initial evaluation for Special Education Services. Only students with a SPED-ELIGIBILITY-DETERMINATION-DATE will be reported in the Child Find collection.

SPED-ELIGIBILITY-DETERMINATION-DATE (EXXX7) indicates the month, day, and year the LEA held the admission, review, and dismissal (ARD) committee meeting about the child's initial eligibility determination for special education and related services and a decision was made and an individualized education plan (IEP) was developed and implemented for a child admitted into special education.

SPED-ELIGIBILITY-DETERMINATION-CODE (EXXX8) indicates whether or not the student was determined eligible and enrolled in special education and related services as a result of the full individual and initial evaluation (FIIE) report and the admission, review, and dismissal (ARD) committee meeting decision.

****TX-EvaluationDelay Complex Type**

The TX-EvaluationDelay Complex Type represents any delay information resulting during the initial evaluation for Special Education Services.

EVALUATION-DELAY-REASON (EXXX9) refers to the justification as to why the written full individual and initial evaluation (FIIE) report was completed beyond the State-established 45 instructional day timeframe for state performance plan indicator 11 (SPPI-11), or the justification as to why a child who was receiving early childhood intervention (ECI) services had their eligibility for early childhood special education (ECSE) determined beyond the child's third birthday for SPPI-12.

For the Child Find collection this field must be reported when a procedural law violation has occurred to identify and explain the reason why non-compliance occurred.

Examples

EX1

Not applicable

2. Add new code table EVALUATION-DELAY-REASON-CODE (DCXX1)

| Code Table Id | Name | XML Name | Date Issued | Date Updated |
|---------------|--|--------------------------|-------------|--------------|
| DCXX1 | EVALUATION-DELAY-REASON-CODE | TX-EvaluationDelayReason | 03/01/2021 | |
| Code | Translation | | | |
| 01 | LEA Delay Due to Lack of Available Assessment Personnel | | | |
| 02 | LEA Delay Due to Scheduling | | | |
| 03 | LEA Delay Due to Late Report from Contracted Personnel | | | |
| 04 | Parent Delay (No Detailed Records Maintained by LEA Regarding a Parent of a Child who Repeatedly Fails or Refuses to Produce the Child for the Evaluation) | | | |
| 05 | Parent Delay (Detailed Records Maintained by LEA Regarding a Parent of a Child who Repeatedly Fails or Refuses to Produce the Child for the Evaluation) | | | |
| 06 | LEA Agreement with Parent to Timeframe (No Detailed Records Maintained by LEA) | | | |
| 07 | LEA Agreement with Parent to Timeframe (Detailed Records Maintained by LEA) | | | |
| 08 | Part C (ECI) Did Not Notify/Refer Child to Part B at Least 90 Days Prior to the Child's Third Birthday | | | |
| 09 | Other | | | |
| | Note: Code 06 and 07 are used when a student transfers/enrolls into another LEA after timeframe began (34 CFR § 300.301(e)) | | | |

3. In the StudentSpecialEdProgramAssociationExtension, add existing sub-complex type TX-SpecialEdServicesType to the Child Find TSDS Collection as “Optional for Collection/Submission”.

- Add EFFECTIVE-DATE (E1632) (TX-EffectiveDateServices) to the Child Find TSDS Collection as “Conditionally Mandatory for Collection/Submission”.
- Add EARLY-CHILDHOOD-INTERV-IND-CODE (E0900) to the Child Find TSDS Collection as “Conditionally Mandatory for Collection/Submission”.

41163 StudentSpecialEdProgramAssociationExtension

| Element ID | Data Element | XML Name | TSDS | FALL | MDYR | SUMR | EXYR | Length | Data Type | Code Table ID |
|----------------------------------|---------------------------------|-------------------------------|------|------|------|------|------|--------|-----------|---------------|
| StudentProgramAssociation | | | | | | | | | | |
| ** | StudentReferenceType | StudentReference | M | M | | M | | | | |
| ** | StudentIdentityType | StudentIdentity | M | M | | M | | | | |
| E1523 | TX-UNIQUE-STUDENT-ID | StudentUniqueStateId | M | M | | M | | 10 | Numeric | |
| ** | TX-SpecialEdServicesType | TX-SpecialEdServices | Y | M | | M | | | | |
| E1632 | EFFECTIVE-DATE | TX-EffectiveDateServices | C | M | | M | | 10 | Coded | |
| E0900 | EARLY-CHILDHOOD-INTERV-IND-CODE | TX-EarlyChildhoodIntervention | C | M | | M | | 1 | Coded | C088 |

Complex Type Description

The StudentSpecialEdProgramAssociationExtension Complex Type represents the special education program(s) that a student participates in or receives services from.

General Reporting Requirements

GR1

Special education information must be reported for each student receiving special education services in your LEA. Using special education personnel, each LEA should be able to provide services to students with disabilities in order to meet the special needs of those students in accordance with 34 CFR §300.38. For the purpose of determining the student’s instructional arrangement/setting, the instructional day is defined as the portion of the school day in which instruction takes place (not to include lunch, recess, passing periods, etc.). The regular school day is defined as the period of time determined appropriate by the admission, review, and dismissal (ARD) committee for a student whose individualized education program (IEP) specifies a shortened day. Instructional arrangements/settings shall be based on the individual needs and the IEPs of eligible students receiving special education services. [See 19 TAC §89.63.]

There are different data collection purposes that are served by the reporting of the StudentSpecialEdProgramAssociationExtension Complex Type data.

1. PEIMS collection – Fall/Submission 1
2. PEIMS collection – Summer/Submission 3
3. Residential Facility (RF) Tracker collection
4. Special Education Language Acquisition collection
5. Early Childhood Data System collection
6. Child Find collection

GR7

For Child Find Collection:

The Child Find collection uses the TX-SpecialEdServicesType to determine if an infant or toddler, from birth through age 2, is participating in the early childhood intervention program and the day the student started to receive those services.

Special Reporting Requirements

SR1

Currently, there are no special reporting requirements.

Data Element Reporting Requirements

DR1

****StudentReference Complex Type**

The StudentReference Complex Type represents the student associated with the program.

****StudentIdentity Complex Type**

The StudentIdentity Complex Type provides users information to look up and link to an existing student record in the receiving system.

TX-UNIQUE-STUDENT-ID (E1523) is a unique number assigned to a student by the Texas Education Agency.

DR7

****TX-SpecialEdServices Complex Type**

The TX-SpecialEdServices Complex Types indicates special education services according to the Individuals with Disabilities Education Act (IDEA).

Effective dating is a method of tracking data changes over time. A new instance of the StudentSpecialEdProgramAssociationExtension Complex Type will be reported each time any of the data elements in the TX-SpecialEdServices Complex Type is modified in the LEAs student information system (SIS). With each new instance a new date should be reported in the EFFECTIVE-DATE (TX-EffectiveDateServices).

| Data Element | Used by PEIMS | Used by RF Tracker | Used by Child Find |
|---|---------------|--------------------|--------------------|
| EFFECTIVE-DATE (TX-EffectiveDateServices) | Sub 1 | Yes | Yes |
| ASSISTIVE-TECH-INDICATOR-CODE | Sub 1 | Yes | No |
| AUDIOLOGICAL-SERV-IND-CODE | Sub 1 | Yes | No |
| COUNSELING-SERVICES-IND-CODE | Sub 1 | Yes | No |
| EARLY-CHILDHOOD-INTERV-IND-CODE | Sub 1 | Yes | Yes |
| INTERPRETING-SERVICES-TYPE-CODE | Sub 1 | Yes | No |

| | | | |
|---------------------------------------|-------|-----|----|
| MEDICAL-DIAGNOSTIC-SERV-IND-CODE | Sub 1 | Yes | No |
| OCCUPATIONAL-THERAPY-IND-CODE | Sub 1 | Yes | No |
| ORIENT-MOBILITY-TRNG-IND-CODE | Sub 1 | Yes | No |
| PHYSICAL-THERAPY-IND-CODE | Sub 1 | Yes | No |
| PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD | Sub 1 | Yes | No |
| PSYCHOLOGICAL-SERVICES-IND-CODE | Sub 1 | Yes | No |
| RECREATION-IND-CODE | Sub 1 | Yes | No |
| REG-DAY-SCH-PROG-DEAF-CODE | Sub 1 | Yes | No |
| SCHOOL-HEALTH-SERVICES-IND-CODE | Sub 1 | Yes | No |
| SOCIAL-WORK-SERVICES-IND-CODE | Sub 1 | Yes | No |
| SPEECH-THERAPY-INDICATOR-CODE | Sub 1 | Yes | No |
| TRANSPORTATION-INDICATOR-CODE | Sub 1 | Yes | No |

DR8

EFFECTIVE-DATE (TX-EffectiveDateServices) (E1632) indicates the date upon which the associated data value(s) is/are considered to take effect, or the associated data value(s) change(s).

For PEIMS Fall Submission (1):

The EFFECTIVE-DATE (TX-EffectiveDateServices) is collected for PEIMS and RF Tracker reporting.

For PEIMS Summer Submission (3):

The EFFECTIVE-DATE (TX-EffectiveDateServices) is collected for RF Tracker reporting only.

For Child Find Collection:

The EFFECTIVE-DATE (TX-EffectiveDateServices) is collected for the EARLY-CHILDHOOD-INTERV-IND-CODE only.

...

DR10

EARLY-CHILDHOOD-INTERV-IND-CODE (E0900) indicates whether the infant or toddler, from birth through age 2, is participating in the early childhood intervention program (See Texas Human Resources Code §§73.001 and 73.021).

The early childhood intervention program is operated through the Interagency Council on Early Childhood Intervention. If the district does not operate an ECI program this code is not used to identify infants and toddlers with auditory or visual impairments who receive hearing and vision services from the district under the Memorandum of Understanding between the Interagency Council on Early Childhood Intervention and the Texas Education Agency. Refer to Section IV of the Student Attendance Accounting Handbook for information on coding these children. [See 19 TAC§89.63(d).]

EARLY-CHILDHOOD-INTERV-IND-CODE should be used only for students' ages 0 through 2, as of the PEIMS Fall snapshot date. When the student turns 3, the child may be served through the Preschool Program for Children with Disabilities, if recommended by the child's ARD committee.

For PEIMS Fall Submission (1):

The EARLY-CHILDHOOD-INTERV-IND-CODE is collected for PEIMS and RF Tracker reporting.

For PEIMS Summer Submission (3):

The EARLY-CHILDHOOD-INTERV-IND-CODE is collected for RF Tracker reporting only.

For Child Find Collection:

The EARLY-CHILDHOOD-INTERV-IND-CODE is collected for Child Find reporting.

...

4. Add existing ReportingPeriodExtension as “Mandatory”.

10200 ReportingPeriodExtension

| Element ID | Data Element | XML Name | TSDS | FALL | MDYR | SUMR | EXYR | Length | Data Type | Code Table ID |
|---------------------------------|------------------------------------|-----------------------------|------|------|------|------|------|--------|-----------|---------------|
| ReportingPeriodExtension | | | | | | | | | | |
| ** | EducationalOrgReferenceType | TX-SchoolReference | M | | | M | M | | | |
| ** | EducationalOrgIdentityType | EducationalOrgIdentity | M | | | M | M | | | |
| E0266 | CAMPUS-ID | StateOrganizationId | M | | | M | M | 9 | Coded | |
| E1093 | SCHOOL-YEAR | TX-SchoolYear | M | | | M | M | 9 | String | C193 |
| E0934 | REPORTING-PERIOD-INDICATOR-CODE | TX-ReportingPeriod | M | | | M | M | 1 | Coded | C130 |
| E1568 | REPORTING-PERIOD-BEGIN-DATE | BeginDate | M | | | M | M | 10 | Coded | |
| E1569 | REPORTING-PERIOD-END-DATE | EndDate | M | | | M | M | 10 | Coded | |
| E0975 | INSTRUCTIONAL-TRACK-INDICATOR-CODE | TX-InstructionalTrack | M | | | M | M | 2 | String | |
| E1600 | INSTRUCTIONAL-PROGRAM-TYPE | TX-InstructionalProgramType | M | | | M | M | 2 | Coded | C215 |
| E0935 | NUMBER-DAYS-TAUGHT | TX-NumberDaysTaught | M | | | M | M | 3 | Numeric | |
| ** | CalendarDateReference | CalendarDateReference | M | | | M | M | | | |
| ** | Reference Type | (a) ref | M | | | M | M | | String | |

| Complex Type Description | |
|--|--|
| The ReportingPeriodExtension Complex Type represents a time period for which student attendance data are reported. | |
| General Reporting Requirements | |
| GR1 | |
| ... | |

Child Find Collection

The CalendarDateExtension Complex Type is used by the Child Find Collection for students being evaluated for Special Education services.

For all students evaluated, the CalendarDateExtension (current or prior year Summer PEIMS Accepted) will be used for TEA to calculate the following:

1. The number of instructional days needed to complete the student's evaluation once the LEA receives consent.
2. The number of instructional days left in the school year beginning the first instructional day after parental consent was received.

Additionally, for students reporting a PARENTAL-CONSENT-DATE (EXXX5) in one school year and a SPED-ELIGIBILITY-DETERMINATION-DATE (EXXX7) in a different school year, Child Find will use the student's first and 15th days of school from the CalendarDateExtension (current) to calculate Federal compliance information.

INSTRUCTIONAL-PROGRAM-TYPE (E1600) and NUMBER-DAYS-TAUGHT (E0935) will be loaded, but not promoted for the collection.

5. Add existing CalendarDateExtension as “Mandatory”.

10200 CalendarDateExtension

| Element ID | Data Element | XML Name | TSDS | FALL | MDYR | SUMR | EXYR | Length | Data Type | Code Table ID |
|------------------------------|----------------------------------|----------------------------------|------|------|------|------|------|--------|-----------|---------------|
| CalendarDate | | | | | | | | | | |
| ** | Reference Type | (a) id | M | | | M | M | | String | |
| E1168 | CALENDAR-DATE | Date | M | | | M | M | 10 | Coded | |
| CalendarDateExtension | | | | | | | | | | |
| E1582 | SCHOOL-DAY-EVENT-CODE | TX-SchoolDayCode | M | | | M | M | 2 | Coded | C208 |
| E1570 | CALENDAR-WAIVER-EVENT-TYPE | TX-CalendarWaiverEventType | Y | | | Y | | 2 | String | C204 |
| E1571 | SCHOOL-DAY-OPERATIONAL-MINUTES | TX-SchoolDayOperationalMinutes | Y | | | Y | Y | 3 | Numeric | |
| E1599 | SCHOOL-DAY-INSTRUCTIONAL-MINUTES | TX-SchoolDayInstructionalMinutes | Y | | | Y | Y | 3 | Numeric | |
| E1572 | SCHOOL-DAY-WAIVER-MINUTES | TX-SchoolDayWaiverMinutes | M | | | M | | 3 | Numeric | |

Complex Type Description

The CalendarDateExtension Complex Type represents a day in the school calendar.

General Reporting Requirements

GR1

CalendarDateExtension Complex Type is reported in PEIMS Summer Submission (3) **and** PEIMS Extended Year Submission (4) **and the Child Find Collection.**

...

Child Find Collection

The CalendarDateExtension Complex Type is used by the Child Find Collection for students being evaluated for Special Education services.

For all students evaluated, the CalendarDateExtension (current or prior year Summer PEIMS Accepted) will be used for TEA to calculate the following:

- 1. The number of instructional days needed to complete the student's evaluation once the LEA receives consent.**
- 2. The number of instructional days left in the school year beginning the first instructional day after parental consent was received.**

Additionally, for students reporting a PARENTAL-CONSENT-DATE (EXXX5) in one school year and a SPED-ELIGIBILITY-DETERMINATION-DATE (EXXX7) in a different school year, Child Find will use the student's first and 15th days of school from the CalendarDateExtension (current) to calculate Federal compliance information.

SCHOOL-DAY-WAIVER-MINUTES (E1572) will be loaded, but not promoted for this collection.

6. Add new TSDS reports to reflect the changes in this proposal.

There are three main types of reports generated for the TSDS Child Find Collection, including: compliance reports, aggregate reports, and student level reports. Each type of report is generated for both SPPI-11 and SPPI-12.

First, compliance reports are generated at the district, regional, and statewide levels. They use data elements/variables for calculations to meet the annual federal public reporting requirements.

Second, aggregate reports are also generated at the district, regional, and statewide levels. They use all data elements/variables that can be reported in aggregate form. For example, data elements based on a reported "date" are excluded. However, the number of students who meet some requirement or criterion based on those dates would be reported. Some of the data elements in the aggregate report may not be listed in the compliance report because the compliance reports include only what is required for public reporting purposes. Aggregate reports provide an anchor point and springboard for monitoring/general supervision and technical assistance activities for improving Child Find in Texas.

Lastly, student level reports list all data elements collected or reported by local education agencies (LEAs) in Texas. The student level reports provide the foundation for performing calculations. Results from such calculations are used for both the compliance reports and the aggregate reports. Additionally, like the aggregate reports, student level reports provide a more nuanced approach for identifying problem areas and improving monitoring/general supervision and technical assistance activities. Such data at the student level are also used for correcting noncompliance identified for both SPPI-11 and SPPI-12. In cases where non-compliance is identified, LEAs are required to perform student specific correction(s), review and revise their child find policies and procedures, institute districtwide systemic correction, and conduct self-monitoring within one year from which the non-compliance was identified (see OSEP 09-02).

Below is an example of two federally required reports based on statewide data aggregation. Regional reports based on district level aggregate data and district reports based on student level data will also be generated to assist districts, regional education service centers (ESCs), and monitoring and general supervision by the Department of Review and Support at TEA.

7. Add associated data validation rules to reflect the changes in this proposal.