

A background image showing several hands of different skin tones stacked on top of each other, symbolizing teamwork and support. The hands are positioned in the center of the frame, with some fingers pointing upwards and others downwards, creating a sense of unity.

SPECIAL EDUCATION DATA SYSTEM (SPEDS) SUMMER

**State Performance Plan Indicator (SPPI) - 7 & 13
New User Certification Training**

TSDS KEY TERMS AND DEFINITIONS



KEY TERM	DEFINITION
API Errors (i.e., Level 1 errors)	Errors that occur when attempting to publish data from a source system to the IODS.
Application (re: Manage Applications, Keys, and Secrets)	An application is an association of a claim set to a vendor product.
Application Programming Interface (API)	API is a way for two or more computer programs to communicate with each other. API is a set of protocols that enable communication and transfer of data.
Begin Date	Begin date is the first instructional day upon which something is considered to take effect.
Claim Set	A claim set is a collection of claims ("data permissions") used for API resource authorization. A resource is a composition of entities, attributes, and associations.

- Please take a moment to familiarize yourself with common terminology by accessing the [Key Terms and Definitions Document](#).
- Access the [Key Terms and Definitions Document](#).

LEARNING OBJECTIVES

By the end of this course, the users will be able to explain:

- The federal and state requirements for SPPI-7 as part of the SPEDS Summer Submission.
- The data elements required for SPPI-7 as part of the SPED Summer Submission.
- The SPPI-7 reports in the SPEDS Summer Submission.

WHY IS THIS COURSE IMPORTANT

- To understand that the United States Department of Education (USDE) requires accurate reporting of early childhood outcomes through SPPI-7 to ensure compliance with IDEA requirements.
- To understand how children who meet SPPI-7 criteria are assessed at entry and exit in Early Childhood Special Education (ECSE) program, and how this data is reported in the SPEDS Summer Submissions.
- To understand the data elements that are unique to the SPPI-7 indicator that will be included in the SPEDS Summer Submission.

COURSE AGENDA

Key Concepts

SPPI-7 Overview, Data Validations, and Reports

Training Activity

Troubleshooting and Knowledge Checks

Wrap Up

Key Takeaways, Resources, and Next Steps





KEY CONCEPTS

SPPI-7 Overview, Measurements, Validations, and Reports

SPPI-7 BACKGROUND

SPPI-7 (Early Childhood Outcomes) measures the demonstrated improvement for preschool children aged 3-5 (not in kindergarten) with an Individual Education Program (IEP) who receive ECSE services for six months or more during the school year.

Improvement measurements will be reported for:

1. Positive Social-Emotional Skills
2. Acquisition and Use of Knowledge and Skills
3. Use of Appropriate Behaviors to Meet Needs

SPPI-7 STUDENTS

SPPI-7 students are preschool children aged 3-5 who are not yet in kindergarten that are being served through the ECSE program for six months or more between July 1 and June 30 of a given school year.

The LEA will assess the ECSE students when they enter the ECSE program and again when they exit the ECSE program to assess improvement.

SPPI-7 students will receive a rating on a scale of 1-7 based on criteria outlined in the Texas Education Data Standards via TWEDS when they enter the ECSE program and when they exit.

SPPI-7 PROMOTION LOGIC

- **The Promotion Logic defines the data that will be promoted from the IODS to TSDS.**
 - **For the Student Basic Information Subcategory students will be promoted for SPPI-7 if the following conditions are met:**
 - **The student is 3-5 years of age as of September 1 of the current school year,**
 - **AND the SPED Program SVC data element (E3058) is '19' (ECSE) from the latest SPED Program SVC set,**
 - **AND the SPED Program SVC service end date is between July 1 and June 30 of the current school year.**

Note: More information about the SPEDS Summer Promotion Logic can be found at: [2025-2026 TSDS: Special Education Data System Summer Promotion Logic](#)

■ Data Elements

- E3098 – PreschoolOutcomesReporting
- E3100 – ECSESocialEmotionalEntrySkillsRating
- E3105 – ECSEExitSocialEmotionalNewSkills
- E3104 – ECSESocialEmotionalExitSkillsRating
- E3101 – ECSEKnowledgeEntrySkillsRating
- E3107 – ECSEExitKnowledgeNewSkills
- E3106 – ECSEKnowledgeExitSkillsRating
- E3102 – ECSEAppropriateFunctioningEntrySkillsRating
- E3109 – ECSEExitAppropriateFunctioningNewSkills
- E3108 – ECSEAppropriateFunctioningExitSkillsRating
- E3103 – ECSEServiceExitReason

Note: More information about the data elements can be found in the Texas Education Data Standards (TEDS) via the [TSDS Web-Enabled Data Standards \(TWEDS\)](#).

ECSE REPORTING FOR SPPI-7

Student Exited from ECSE between 7/1 and 6/30 of the current school year

Student Served for
AT LEAST 6 months

LEA should report:

Social
Emotional
E3100
E3104
E3105

Appropriate
Functioning
E3102
E3108
E3109

Knowledge
E3101
E3106
E3107

Progress
Measure
Calculated

Progress
Measure
Calculated

Progress
Measure
Calculated

Students who do not have both entry and exit skills ratings will trigger a special warning.

Special Warning
41163-0104.

LEA should verify that the student was not served for at least 6 months.

SPPI-7 ENTRY/EXIT SKILLS RATING

- ECSE entry and exit ratings will be reported for:
 1. Positive Social-Emotional Skills (E3100)
 2. Acquisition and Use of Knowledge and Skills (E3101)
 3. Use of Appropriate Behaviors to Meet Needs (E3102)

- Entry and exit skills ratings (C357) & (C359):

Descriptor	Short Description	Long Description*
01	Not Yet	Child does not yet function in ways that would be considered age-expected or immediate foundational in this outcome area.
02	Not Yet/Emerging	Child occasionally uses immediate foundational skills across settings and situations.
03	Emerging	Child uses immediate foundational skills most of the time across settings and situations.
04	Emerging/Somewhat	Child occasionally uses age-expected skills across settings and situations.
05	Somewhat	Child functions using a mix of skills with more skills that are age-expected than not age-expected, across settings and situations.
06	Somewhat/Completely	Child's functioning generally is considered age-expected, but there are some significant concerns about the child's functioning in this outcome area.
07	Completely	Child functions in ways that are age-expected in all or most all everyday situations that are part of the child's life.

SPPI-7 MEASUREMENT

- SPPI-7 measures the percent of preschool children aged 3 through 5 with Individualized Education Programs (IEPs) who demonstrate improved:
 - Positive social-emotional skills,
 - Acquisition and use of knowledge and skills, and
 - Use of appropriate behaviors to meet their needs.
- The percentages are calculated based on the entry level evaluations and the exit level evaluations submitted in the SPEDS Summer Submission.

[Link to Preschool Outcomes for SPPI-7](#)

7A Calculation - % not improving



Number of preschool children who **did not improve** functioning

Divided by

Number of preschool children with IEPs assessed

Multiplied by

100

Equals

% **not improving** functioning.

7B Calculation - % improved slightly



Number of preschool children who **improved functioning but not sufficient to move nearer to functioning** comparable to same-aged peers

Divided by

Number of preschool children with IEPs assessed

Multiplied by

100

Equals

% **improved functioning but not sufficient to move nearer to functioning** comparable to same-aged peers.

7C Calculation - % improved to near age level



Number of preschool children who **improved functioning to a level nearer** to same-aged peers

Divided by

Number of preschool children with IEPs assessed

Multiplied by

100

Equals

% improved functioning to a level nearer to same-aged peers.

7D Calculation - % improved to age level



Number of preschool children who **improved functioning to reach a level comparable** to same-aged peers

Divided by

Number of preschool children with IEPs assessed

Multiplied by

100

Equals

% improved functioning to reach a level comparable
to same-aged peers.

7E Calculation - % maintained at age level



Number of preschool children who **maintained functioning at a level comparable** to same-aged peers

Divided by

Number of preschool children with IEPs assessed

Multiplied by

100

Equals

% **maintained functioning at a level comparable** to same-aged peers.



SPEDS SUMMMER VALIDATIONS

SPEDES SUMMMER VALIDATIONS

- **SPPI-7 specific business validations such as:**
 - **10010-00025** – If an LEA reports that it does not have any eligible students in an early childhood special education (ECSE) program that meet the criteria for reporting SPPI-7 then this LEA must not report any students with entry or exit rating data in StudentSpecialEducationProgramAssociation, StudentEarlyChildhoodOutcomesEntrySet, or StudentSpecialEducationProgramAssociation StudentEarlyChildhoodOutcomesExitSet. (The PreschoolOutcomesReporting (E3098) will be TRUE if the LEA is not reporting any students for SPPI-7.)
 - **41153-0107** – If ECSEServiceExitReason is applicable to the student being reported for SPPI-7, then age must be 3, 4, or 5.
 - **41163-0108** – Students reported for SPPI-7 must not be reported with data resulting in a calculated value for Progress Measure equal to 'na'. Verify this student's values for entry skills ratings, exit skills ratings, and new skills to ensure they are a valid combination that leads to a valid progress measure.



SPEDS SUMMMER REPORTS

SPDO-107-001

Texas Education Agency
 SPDO-107-001
 v26.1.2

CONFIDENTIAL

LEA: 701682 - TRAINING6 ISD

TSDS SPEDS SPPI-7 PRESCHOOL OUTCOMES STUDENT ROSTER REPORT

LEA-level Data

Campuses: All Campuses

2025 - 2026 Summer Submission

Tuesday 12/02/2025 9:49 AM

Page 1 of 1

Student Name	Unique ID Local ID	Sex Eth/Race	DOB Campus ID of Enrl	Grd Lvl Exit Reason	A. Positive Social-Emotional Skills				B. Acquisition of Knowledge and Skills				C. Use of Appropriate Behaviors			
					Entry Skills Rating	Exit Skills Rating	New Skills Rating	Progress Measure	Entry Skills Rating	Exit Skills Rating	New Skills Rating	Progress Measure	Entry Skills Rating	Exit Skills Rating	New Skills Rating	Progress Measure
BLOEBAUM, HORACIO NICHOLAS	1129393682		09/22/19	PK	03	02	0	na	03	02	0	a	07	02	1	b
	771063271	T	701682001	02												
GOBBO X, VICENTE LILIAN	1124851518	Female	07/04/06	11	07	02	1	e	04	05	1	c	06	02	0	a
	5112151	H	701682001	02												
LINZY VIII, RUTHIE WILLIAM	1123984336	Female	05/05/04	EE	03	02	0	na	06	06	0	na	05	02	1	b
	450781520	A	701682101	02												
MCCAMEY, CHERRYL KAITLYN	1129275582		10/10/20	EE	04	01	1	d	03	01	1	b	05	01	1	b
	114218080	T	701682101	01												
RENSHAW, MANDIE ADAM	1129287157		11/19/05	KG	03	02	0	na	03	03	1	b	03	02	0	a
	874230379	T	701682101	02												
STAHL, FLORENCIA CELIA	1129225984		04/23/19	PK	05	02	0	a	06	01	0	a	07	01	1	b
	424924014	T	701682101	02												
TIFFEE, JACQUALINE CAMILA	1129352773		10/22/21	EE	03	03	0	na	01	05	0	na	07	02	1	b
	493621957	T	701682001	03												

Texas Education Agency
 SPDO-107-002
 vvv.n.n
 *** CONFIDENTIAL ***
 LEA: nnnnnn - DistrictName

TSDS SPEDS SPPI-7 STUDENT PROGRESS MEASURE SUMMARY REPORT

LEA-level Data
 Campuses: 001, 002, 003
 2025 - 2026 Summer Submission

Tuesday 08/23/2025 1:18PM
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Outcome 1: Positive social-emotional skills (including social relationships)

Campus Name	Campus Number	a. Preschool children who did not improve functioning		b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers		c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it		d. Preschool children who improved functioning to reach a level comparable to same-aged peers		e. Preschool children who maintained functioning at a level comparable to same-aged peers		Total Numbers (a+b+c+d+e)
		# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	# of students
CampusOne	nnnnnnnn	n	n.nn%	nn	n.nn%	n	n.nn%	n	n.nn%	n	n.nn%	nn
CampusTwo	nnnnnnnn	n	n.nn%	n	nnn.nn%	n	nnn.nn%	n	nnn.nn%	n	nnn.nn%	n
CampusThree	nnnnnnnn	n	n.nn%	n	n.nn%	n	n.nn%	n	n.nn%	n	n.nn%	n
Total for Selected Campuses		nn	n.nn%	nn	nn.nn%	nn	nn.nn%	nn	nn.nn%	nn	nn.nn%	nnn

Outcome 1: Positive Social-Emotional Skills
 Outcome 2: Acquisition of Knowledge and Skills
 Outcome 3: Use of Appropriate Behaviors

A close-up photograph of a young child with dark hair and bangs, wearing a white shirt. The child is looking down intently at a tablet computer held in their hands. The background is slightly blurred, showing a desk with various colorful items like a pink bottle and some papers.

TRAINING ACTIVITY

Troubleshooting and Knowledge Checks

TROUBLESHOOTING

Rule #	Rule Text / Business Meaning
	If <code>PreschoolOutcomesReporting</code> is FALSE or not reported, then this <code>LocalEducationAgency</code> must be reported with at least one student having data for <code>StudentSpecialEducationProgramAssociation.StudentEarlyChildhoodOutcomesEntrySet</code> and <code>StudentSpecialEducationProgramAssociation.StudentEarlyChildhoodOutcomesExitSet</code> .
10010-0026	If an LEA reports that it does have eligible students in an early childhood special education (ECSE) program that meet the criteria for reporting the State Performance Plan 7 (<code>PreschoolOutcomesReporting</code> of FALSE or not reported), then this LEA must have at least one student reported with entry or exit rating data in <code>StudentSpecialEducationProgramAssociation.StudentEarlyChildhoodOutcomesEntrySet</code> or <code>StudentSpecialEducationProgramAssociation.StudentEarlyChildhoodOutcomesExitSet</code> .

Scenario 1: Why am I getting this fatal error: 10010-0026

Resolution Steps:

- The error occurs when the LEA reports the data element E3098 (`PreschoolOutcomesReporting`) as FALSE but does not report at least one student with entry/exit rating data for SPPI-7.

- Does the LEA have any students age 3-5 who are not in kindergarten who received ECSE services for at least 6 months during the school year.
- Verify if the entry/exit ratings were entered in your local source system.
- If both of the above prove to be valid, the entry for E3098 should be FALSE.
- If the LEA does not have any students that meet the criteria for SPPI-7 reporting, E3098 should be TRUE.

KNOWLEDGE CHECK 1

- 1. All students age 3-5 who are not yet in kindergarten and who have received ECSE services for at least 6 months during the current school year and who have entry and exit level ratings should be reported for SPPI-7.**

A. True

A. False

Note: Each student should be reported with entry level ratings and exit level ratings for Positive Social-Emotional Skills, Acquisition and Use of Knowledge and Skills, and Use of Appropriate Behaviors to meet needs.

KNOWLEDGE CHECK 2

2. The school year for the data reported for the SPPI-7 indicator is from September 1 through April 30.
 - A. True
 - B. False

Note: The school year for SPEDS Summer (including SPPI-7) begins on July 1 and goes through June 30. The SPEDS Summer Submission is due to TEA at the end of July.

A low-angle, close-up photograph of a person's legs and feet walking on a paved path. The person is wearing dark blue jeans and black sneakers with white soles and laces. The background is a soft-focus outdoor scene with green grass and trees under bright, natural light.

WRAP UP

Key Takeaways and Resources

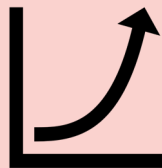
KEY TAKEAWAYS



SPPI-7 data is submitted through TSDS as part of the SPEDS Summer Submission.



Students served through the ECSE program for at least 6 months and who are age 3-5 but not in kindergarten will be reported on the SPEDS Summer Submission for the SPPI-7 indicator if they have entry and exit level ratings.



The LEA will assess the ECSE students when they enter the ECSE program and again when they exit the ECSE program to assess improvement.

TRAINING RESOURCES



- [Key Terms and Definitions](#)



- [SPEDS Summer Reference Guide](#)

TECHNICAL RESOURCES

- **TEA SPPI-7 Website**
 - [Preschool Outcomes | Texas Education Agency](#)
- **Texas Education Data Standards Resources**
 - [TSDS Web-Enabled Data Standards \(TWEDS\)](#)

In this training we talked about:

- The federal and state requirements for SPPI-7 as part of the SPEDS Summer Submission.
- The data elements required for SPPI-7 as part of the SPED Summer Submission.
- The SPPI-7 reports in the SPEDS Summer Submission.

A low-angle, close-up photograph of a person's legs and feet walking on a paved path. The person is wearing dark blue jeans and black sneakers with white soles and laces. The background is a soft-focus outdoor setting with green grass and trees under bright, natural light.

SPPI-13

TSDS KEY TERMS AND DEFINITIONS



KEY TERM	DEFINITION
API Errors (i.e., Level 1 errors)	Errors that occur when attempting to publish data from a source system to the IODS.
Application (re: Manage Applications, Keys, and Secrets)	An application is an association of a claim set to a vendor product.
Application Programming Interface (API)	API is a way for two or more computer programs to communicate with each other. API is a set of protocols that enable communication and transfer of data.
Begin Date	Begin date is the first instructional day upon which something is considered to take effect.
Claim Set	A claim set is a collection of claims ("data permissions") used for API resource authorization. A resource is a composition of entities, attributes, and associations.

- Please take a moment to familiarize yourself with common terminology by accessing the [Key Terms and Definitions Document](#).
- Access the [Key Terms and Definitions Document](#).

LEARNING OBJECTIVES

By the end of this course, the users will be able to explain:

- The federal and state requirements for SPPI-13 as part of the SPEDS Summer Submission.
- The data elements required for SPPI-13 as part of the SPEDS Summer Submission.
- The SPPI-13 reports in the SPEDS Summer Submission.

WHY IS THIS COURSE IMPORTANT

- To understand that United States Department of Education (USDE) requires that IDEA Part B (SPPI-13) secondary transition data be reported with completeness and accuracy, and that the federal target is 100% compliance with IDEA requirements.
- To learn how to correctly complete the SPPI-13 checklist and avoid common data submission errors.
- To understand the data elements that are unique to the SPPI-13 indicator that will be included in the SPEDS Summer Submission.

COURSE AGENDA

Key Concepts

SPPI-13 Overview, Data Validations, and Reports

Training Activity

Troubleshooting and Knowledge Checks

Wrap Up

Key Takeaways, Resources, and Next Steps





KEY CONCEPTS

SPPI-13 Overview, Calculations, Validations, and Reports

SPPI-13 BACKGROUND

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



Data Collection Guidance for Secondary Transition State Performance Plan Indicator 13 (School Year 2025-26)

Updated November 2025

State Performance Plan Indicator 13 (SPPI 13) measures the percent of youth aged 16 and above with an individualized education program (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
- ✓ annual IEP goals related to the student's transition services needs

There must also be evidence that the student was invited to the admission, review, and dismissal (ARD) committee 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,

Changes to Data Submission

Previously, local educational agencies (LEAs) used selection procedures to determine a percentage of student folders to evaluate for meeting the minimum transition compliance requirements under the Individuals with Disabilities Education Act (IDEA). The data for SPPI folder reviews were submitted through an application in TEA Login (TEAL).

For the 2025-2026 school year, SPPI 13 data will be reported through the Special Education Data System (SPEDS) Summer Submission in the Texas Student Data System (TSDS). The data collection window begins on July 1, 2025, and ends on June 30, 2026, to align with the federal reporting period.

Beginning in 2025-26, students who are at least 16 years old and not older than 21 as of September 1 (including students who are 16 years old at any time during the data collection window) are included in the SPPI 13 data, regardless of enrolled grade level or campus.

Access the [Data Collection Guidance for Secondary Transition](#).

- Data Elements
 - E3110 – SecondaryTransitionARDMeetingDate
 - E3099 – SecondaryTransitionIEPReviewDate
 - E3111 – MeasurableSecondaryGoals
 - E3112 – UpdatedSecondaryGoals
 - E3113 – TransitionAssessment
 - E3114 – IEPTransitionServices
 - E3115 – CourseStudySecondaryGoals
 - E3116 – TransitionServiceNeeds
 - E3117 – ARDInvitedStudent
 - E3118 – ARDInvitedRepresentative

Note: More information about the data elements can be found in the Texas Education Data Standards (TEDS) via the [TSDS Web-Enabled Data Standards \(TWEDS\)](#).

SPPI-13 VALIDATIONS

- **SPPI-13 specific business validations such as:**
 - **10010-0031** – If an LEA reports that it does not have any eligible students that meet the criteria for reporting the State Performance Plan 13 (SecondaryTransitionReporting of TRUE), then this LEA must not have any students reported with StudentSpecialEducationProgramAssociation.StudentSecondaryTransitionSet data.

 - **10010-0032** – If an LEA reports that it does have eligible students that meet the criteria for reporting the State Performance Plan 13 (SecondaryTransitionReporting of FALSE or not reported), then this LEA must have at least one student reported with StudentSpecialEducationProgramAssociation.StudentSecondaryTransitionSet data.



SPPI-13 CALCULATION

SPPI-13 MEASURES

State Performance Plan Indicator (SPPI)-13 measures the percent of youth with individualized education programs (IEPs) aged 16 and above 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 must be evidence of the following:

- The student was invited to the admission, review, and dismissal (ARD) committee meeting where transition services are to be discussed.
- A representative of any participating agency that is likely to be responsible for providing or paying for transition services was invited to the ARD meeting with the prior consent of the parent or student who has reached the age of majority.

SPPI-13 CHECKLIST

Questions	Checklist
Question 1	Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?
Question 2	Are the postsecondary goals updated annually?
Question 3	Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?
Question 4	Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?
Question 5	Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?
Question 6	Is (are) there annual IEP goal(s) related to the student's transition service needs?
Question 7	Is there evidence that the student was invited to the ARD committee meeting where transition services were discussed?
Question 8	If appropriate, is there evidence that a representative of any participating agency was invited to the ARD committee meeting with the prior consent of the parent or student who has reached the age of majority?

SPPI 13 Calculation



of youth with IEPs aged 16 and above with an IEP in compliance for questions 1-8:

- Appropriate measurable postsecondary goals
- Annually updated postsecondary goals
- Postsecondary goals based on age-appropriate transition assessment(s)
- Transition services, including courses of study, that reasonably enable student to meet postsecondary goals
- IEP goal(s) related to student's transition services needs
- If appropriate, evidence student invited to ARD
- If appropriate, evidence agency representative invited to ARD

X 100

of youth with an IEP age 16 and above



SPEDS SUMMER REPORTS

Texas Education Agency
 SPDO-113-001
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 *** **CONFIDENTIAL** ***
 LEA: nnnnnn - LEA Name

TSDS SPEDS SPPI-13 SECONDARY TRANSITION STUDENT ROSTER AND COMPLIANCE REPORT

Tuesday 08/23/2025 1:18PM

LEA-level Data

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Campuses: All Campuses | SPPI-13 Compliance: ALL

2025 - 2026 Summer Submission

Student Name	Unique ID <i>Local ID</i>	Sex <i>Eth/Race</i>	DOB <i>Campus ID</i>	Grade Level	Secondary Transition IEP Review Date	Secondary Transition ARD Meeting Date	Measurable Secondary Goals	Updated Secondary Goals	Transition Assessed	IEP Transition Services	Courses Study Secondary Goals	Transition Service Needs	ARD Invited Student	ARD Invited Representative	SPPI-13 Compliance
LN Gencode, FN MNOne	nnnnnnnn <i>nnnnnnnn</i>	Male <i>H</i>	mm/dd/yy <i>nnnnnnnn</i>	nn	mm/dd/yy	mm/dd/yy	Y	Y	Y	Y	Y	Y	Y	01	Y
LN Gencode, FN MNTwo	nnnnnnnn <i>nnnnnnnn</i>	Female <i>H</i>	mm/dd/yy <i>nnnnnnnn</i>	nn	mm/dd/yy		N	N	N	N	N	N	N	02	N
LN Gencode, FN MNThree	nnnnnnnn <i>nnnnnnnn</i>	Female <i>H</i>	mm/dd/yy <i>nnnnnnnn</i>	nn	mm/dd/yy	mm/dd/yy	Y	Y	Y	Y	Y	Y	Y	03	Y
LN Gencode, FN MNFour	nnnnnnnn <i>nnnnnnnn</i>	Female <i>H</i>	mm/dd/yy <i>nnnnnnnn</i>	nn	mm/dd/yy	mm/dd/yy	Y	Y	Y	Y	Y	Y	Y	04	Y
LN Gencode, FN MNFive	nnnnnnnn <i>nnnnnnnn</i>	Female <i>H</i>	mm/dd/yy <i>nnnnnnnn</i>	nn	mm/dd/yy	mm/dd/yy	Y	Y	Y	Y	Y	Y	Y	01	Y
LN Gencode, FN MNSix	nnnnnnnn <i>nnnnnnnn</i>	Female <i>H</i>	mm/dd/yy <i>nnnnnnnn</i>	nn	mm/dd/yy	mm/dd/yy	Y	Y	Y	Y	Y	Y	Y	01	Y

Secondary Transition Data Requirements

Y = The secondary transition requirement is reported as documented in the IEP.
 N = The secondary transition requirement is not reported as documented in the IEP.

SPPI 13 Compliance

Y = All secondary transition requirements are reported as documented in the student's IEP, resulting in compliance for the student.
 N = One or more secondary transition requirements are reported as not documented in the student's IEP, resulting in noncompliance for the student.

Texas Education Agency
 SPDO-113-002
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 LEA: nnnnnn - LEA Name

TSDS SPEDS SPPI-13 SECONDARY TRANSITION COMPLIANCE DATA REPORT

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LEA-level Data

Campuses: All Campuses

2025 - 2026 Summer Submission

Campus Name	Campus ID	Number of Folders Reviewed (a)	Number of IEP Folders in Compliance (b)	Calculation Percent (b/a)	Compliance Status	Met 100% Compliance Target	TSDS Application Status
CampusOne	nnnnn	n	n	nnn.nn%	Compliant	Yes	LEA-Data Complete
CampusTwo	nnnnn	nn	nn	nnn.nn%	Compliant	Yes	LEA-Data Complete
CampusThree	nnnnn			n.n%	Noncompliant	No	LEA-Data Complete

SPPI 13 Compliance

Yes = All secondary transition requirements are reported as documented in all students' IEPs, resulting in compliance for the LEA.

No = One or more secondary transition requirements are reported as not documented in all students' IEPs, resulting in noncompliance for the LEA.

A close-up photograph of a young child with dark hair and bangs, wearing a white shirt. The child is looking down intently at a tablet computer held in their hands. The background is slightly blurred, showing a desk with various colorful items like a pink bottle and some papers.

TRAINING ACTIVITY

Troubleshooting and Knowledge Checks

Rule #	Rule Text / Business Meaning
	If SecondaryTransitionReporting is TRUE, then this LocalEducationAgency must not be reported with any students having data for StudentSpecialEducationProgramAssociation.StudentSecondaryTransitionSet.
10010-0031	If an LEA reports that it does not have any eligible students that meet the criteria for reporting the State Performance Plan 13 (SecondaryTransitionReporting of TRUE), then this LEA must not have any students reported with StudentSpecialEducationProgramAssociation.StudentSecondaryTransitionSet data.

Scenario 1: Why am I getting this fatal error: 10010-0031

- The error occurs when you report the data element E3128 (SecondaryTransitionReporting) as TRUE, but you have at least one student who meets the criteria for reporting SPPI-13.

Resolution Steps:

- Determine if the LEA has any students to report based on the criteria for SPPI-13.
- If not, then the Boolean value for E3128 should be changed to TRUE/No.

KNOWLEDGE CHECK 1

- 1.** Which report displays a roster and compliance results for SPPI-13 students at the campus, LEA, or ESC region level?
 - A.** SPD0-113-001 Secondary Transition Student Roster and Compliance Report
 - B.** SPD0-113-002 Secondary Transition Compliance Data Report
 - C.** SPPI-13 Data Element Report

KNOWLEDGE CHECK 2

2. For SPPI-13 compliance, the IEP must include measurable postsecondary goals, transition services, and annual IEP goals related to the student's transition service needs.
 - A. True
 - B. False

KNOWLEDGE CHECK 3

- 3. What is the formula for calculating SPPI-13 compliance percentage?**
- A.** (Number of youth with IEPs age 16+ in compliance / Total number of youth with IEPs age 16+) × 100
 - B.** (Number of youth with IEPs age 14+ in compliance / Total number of youth with IEPs age 14+) × 100
 - C.** (Number of youth with transition services / Total number of youth in the district) × 100

KNOWLEDGE CHECK 4

4. Which of the following is NOT required for SPPI-13 compliance in a student's IEP?
- A. Evidence the student was invited to the ARD committee meeting
 - B. Annual IEP goals related to transition service needs
 - C. Parent signature on every transition assessment

KNOWLEDGE CHECK 5

5. SPPI-13 federal reporting only includes students aged 16 and above, even though Texas law requires transition planning to begin at age 14.
- A. True
 - B. False

A low-angle, close-up photograph of a person's legs and feet walking on a paved path. The person is wearing dark blue jeans and black sneakers with white soles. The background is a soft-focus outdoor setting with green grass and trees under bright, natural light.

WRAP UP

Key Takeaways and Resources

KEY TAKEAWAYS



SPPI-13 data is submitted through TSDS as part of the SPEDS Summer Submission.



State Performance Plan Indicator (SPPI)-13 measures the percent of youth with individualized education programs (IEPs) aged 16 and above.



Reminder: The IEP should include measurable postsecondary goals, transitions services, and annual IEP goals related to the student's transition services needs.

TRAINING RESOURCES



- [Key Terms and Definitions](#)



- [SPEDS Summer Reference Guide](#)

TECHNICAL RESOURCES






- **TEA SPPI-13 Website**
 - [Secondary Transition | Texas Education Agency](#)

- **Texas Education Data Standards Resources**
 - [TSDS Web-Enabled Data Standards \(TWEDS\)](#)

In this training we talked about:

- The federal and state requirements for SPPI-13 as part of the SPEDS Summer Submission.
- The data elements required for SPPI-13 as part of the SPEDS Summer Submission.
- The SPPI-13 reports in the SPEDS Summer Submission.

SPPI INDICATORS OVERVIEW

Indicator	Age Groups Served	What It Measures (Purpose)	Outcome(s) It Focuses On	Federal/State Reporting
SPPI-7 Preschool Outcomes	Ages 3–5 (not in kindergarten) 	Measures how many children improve in key developmental areas after receiving Early Childhood Special Education (ECSE) services.	<ul style="list-style-type: none"> a. Social-emotional skills b. Learning and knowledge c. Use of appropriate behaviors to meet individual needs. 	Federal Performance Indicator Target: varies by the three outcomes measured
SPPI-11A Timely Initial Evaluation	Ages 3–21 	Measures if the Full and Individual Initial Evaluation (FIIIE) is completed on time after parental consent is received.	FIIIE completed within 45 school days (with some specified exceptions).	Federal Compliance Indicator Target: 100%
SPPI-11B Eligibility Determination	Ages 3–21 	Measures if the ARD committee determines eligibility for special education services on time after evaluation is completed.	Eligibility decision within 30 calendar days after FIIIE (with some specified exceptions).	State Compliance Indicator Target: 100%
SPPI-12 Early Childhood Transition	Ages 0–3 	Measures if children referred from Part C are evaluated, found eligible, and have an IEP by age 3 .	Evaluation, eligibility, and an IEP must be in place by age 3 as children transition from IDEA Part C (SPPI-12) to Part B (SPPI-11).	Federal Compliance Indicator Target: 100%
SPPI-13 Secondary Transition	Ages 16–21 	Measures if youth with IEPs age 16 or older have appropriate secondary transition planning documented in their IEPs .	IEPs contain secondary transition requirements.	Federal Compliance Indicator Target: 100%

UPCOMING SUBMISSIONS

February 27, 2026 - Class Roster Winter Snapshot

March 20, 2026 - 4th Six Weeks Attendance Due

March 26, 2026 - Class roster Winter Submission
due to TEA

Training and Holiday

Upcoming Training-

DPCN Scheduled for next week 3/12/26 at 9 am to 10 am.

Session [#224279](#)

Upcoming Holidays-

ESC Region 19 will be off Spring Break week of 3/16-3/20.

QUESTIONS

