

CHILD FIND COLLECTION: INITIAL EVALUATION AND ELIGIBILITY COMPLIANCE

For TSDS users who validate and promote Child Find data

About This Guide

This guide is provided as a reference for those who use the Texas Student Data System (TSDS) Child Find data collection. In particular, this guide provides information about the way in which data is processed to support compliance reporting of initial evaluation completions and eligibility determinations within required timeframes.

Table of Contents

Overview: Compliance of Initial Evaluation Completions and Eligibility Determinations 3

 State Performance Plan Indicator 11 (SPPI-11)..... 3

 State Performance Plan Indicator 12 (SPPI-12)..... 3

 Data Collection Timeframe 3

Legislative Mandate 4

 20 U.S.C. §1416 Monitoring, Technical Assistance and Enforcement 4

 §34CFR §300.601 State Performance Plans and Data Collection 4

Acronyms and Definitions 6

Diagram: TSDS Child Find Data Processing 7

Compliance Considerations..... 8

 SPPI-11 Initial Evaluation Due Date Compliance..... 8

 SPPI-11 Eligibility Determination Compliance..... 10

 SPPI-12 Compliance..... 10

Overview: Compliance of Initial Evaluation Completions and Eligibility Determinations

The Texas Student Data System (TSDS) Child Find collection supports the timely completion of evaluations for children who may have a disability, and the timely completion of initial admission, review, and dismissal (ARD) meetings to determine eligibility for special education services.

State Performance Plan Indicator 11 (SPPI-11)

State Performance Plan Indicator 11 (SPPI-11), Timely Initial Evaluation, identifies the percentage of children who are evaluated within the timeframe required for a Full and Individual Initial Evaluation (FIE). Federal regulations specify the timeframe for completion of an FIE as 60 calendar days from the date parental consent was received, but states have the prerogative to establish their own timeframe within which an initial evaluation must be completed. The State of Texas has established 45 school days as the timeframe for FIEs.

TSDS performs the following calculations on SPPI-11 data:

- Initial evaluation due date compliance
- Duration of noncompliance (in days) for initial evaluations completed after the due date
- Eligibility determination due date compliance
- Duration of noncompliance (in days) for initial ARD meetings held after the meeting due date

State Performance Plan Indicator 12 (SPPI-12)

State Performance Plan Indicator 12 (SPPI-12), Early Childhood Transition, identifies initial evaluation completion and special education eligibility determination dates for children referred by the Program for Infants and Toddlers with Disabilities (Part C of the Individuals with Disabilities Education Act) prior to age 3. Local Education Agencies (LEAs) must implement an Individualized Education Program by the third birthday of children who are found eligible for special education services (Part B of the Individuals with Disabilities Education Act).

TSDS performs the following calculations on SPPI-12 data:

- Initial evaluation due date compliance
- Initial ARD meeting due date compliance
- Duration of noncompliance (in days). A child's SPPI-12 status is considered noncompliant when the initial evaluation **and** the initial ARD meeting have not been completed on or before the child's third birthday.

Data Collection Timeframe

The annual Child Find data collection timeframe for TSDS begins on July 1st and ends on June 30th of the following year. Children who have an eligibility determination completed within this timeframe are included in that year's annual data collection for either SPPI-11 or SPPI-12. The collection includes data for "holdover students" for whom parental consent was obtained in the previous school year, and for whom the eligibility determination was completed during the current school year.

Legislative Mandate

20 U.S.C. §1416 Monitoring, Technical Assistance and Enforcement

For the Education of Individuals with Disabilities

(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 §300.601 State Performance Plans and Data Collection

(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.

Acronyms and Definitions

Data Transfer Utility – A secure FTP-based application that allows users to move zipped data files from their local systems to the Texas Student Data System (TSDS). The Data Transfer Utility supports on-demand (manual) loads as well as scheduled one-time or recurring loads from a local staging area. All data that is sent to TSDS must be loaded to the Operational Data Store (ODS).

eDM Data Loader – Allows users to perform one-time manual data loads from their local system. With eDM, a user can select a file. The eDM Data Loader then validates the file, after which the user can direct the system to process the file into ODS.

Holdover Students - Students for whom parental consent was obtained in the previous school year and whose eligibility determination was completed during the current school year.

ODS – Operational Data Store. It is a data warehouse and the central district-controlled data repository for TSDS. After data is loaded into the ODS, data can then be promoted for the data collection.

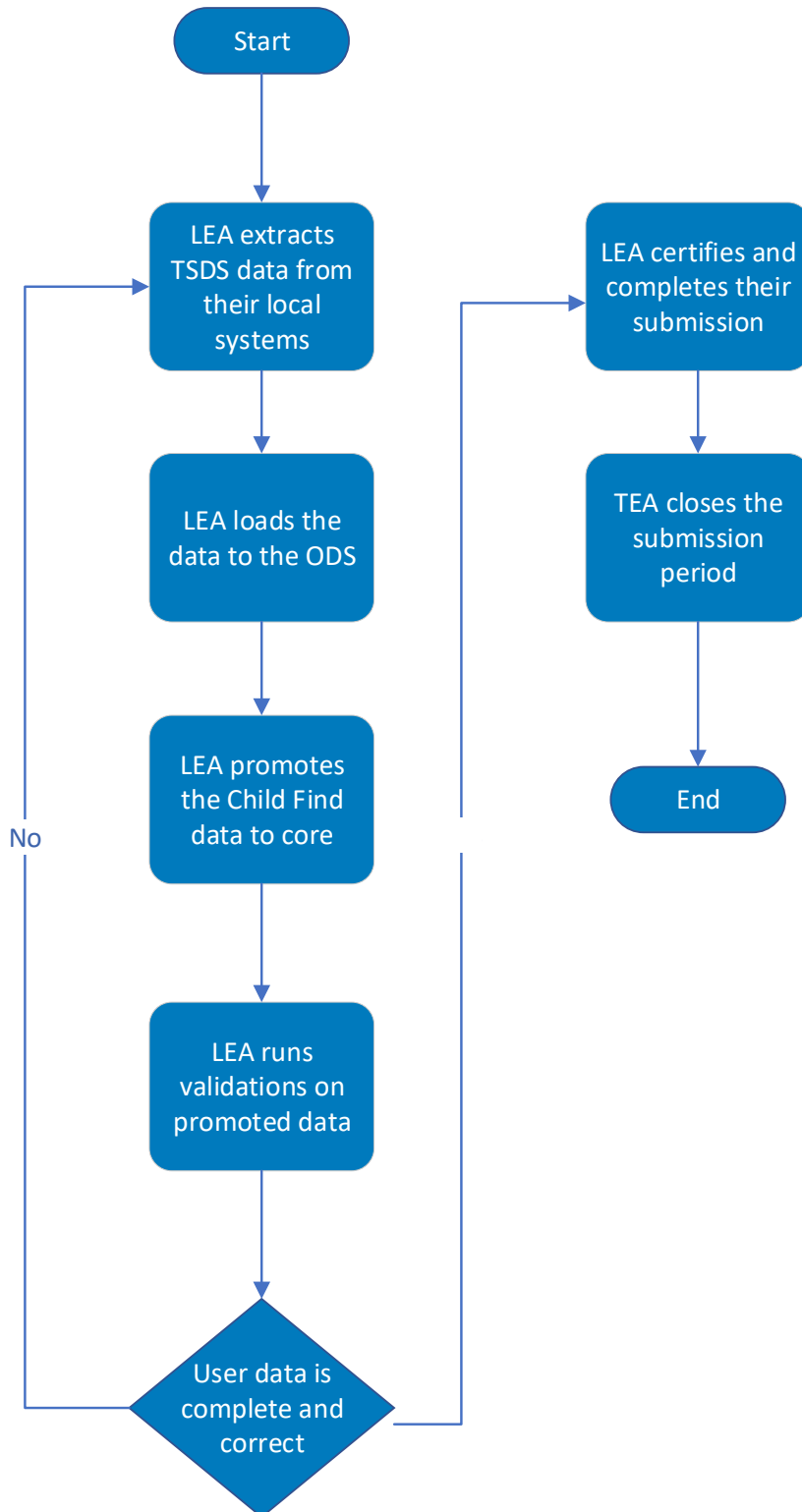
PEIMS – Public Education Information Management System. PEIMS encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information.

TEAL - Texas Education Agency Login. A TEA security application that provides user authorization through the assignment of roles and permissions for TEA applications.

TSDS – Texas Student Data System. A platform for LEAs, ESCs, and campuses to report educational data to the state. TSDS is an integrated suite of applications that use consistent processes, vocabulary, workflows, and iconography as well as a centralized data warehouse to make the reporting process more efficient and effective.

Diagram: TSDS Child Find Data Processing

The diagram below illustrates the activities involved in collecting Child Find data and preparing it for the public-facing reports.



Compliance Considerations

There are a number of TSDS system processes involved in the Child Find collection, such as processes that identify specific dates within an LEA's calendar (for example, the last instructional day of the year) to be used for determining compliance of initial evaluation completion and eligibility determinations, processes for differentiating between students to be included in the processing of SPPI-11 data versus students to be included in the processing of SPPI-12 data, and so on.

For the purpose of providing details related to the TSDS user's role in reviewing and validating data in the Child Find SPPI-11 and SPPI-12 reports, this guide provides information about the data utilized by TSDS processes to identify the compliance of evaluation completions and eligibility determinations.

SPPI-11 Initial Evaluation Due Date Compliance

There are multiple scenarios applicable for determining compliance of the initial evaluation completion.

Scenario 1

- Number of days remaining in the school year after parental consent:

45 or more, or less than 35

- Number of student absences during the evaluation period:

Less than 3

In this scenario, the initial evaluation must be identified as completed within 45 instructional days to be considered compliant. When parental consent is obtained in the previous school year and the eligibility determination takes place in the current school year, the student is considered a "holdover student."

Scenario 2

- Number of days remaining in the school year after parental consent:

45 or more, or less than 35

- Number of student absences during the evaluation period:

3 or more

In this scenario, the standard evaluation timeframe of 45 instructional days is extended by the number of days the student has been absent. The initial evaluation must be identified as completed within 45 instructional days, plus the number of days the student has been absent, to be considered compliant. For example, if the student has 5 absences during the evaluation period, the initial evaluation must be identified as completed within 50 instructional days (45 + 5).

Scenario 3

- Number of days remaining in the school year after parental consent:
Between 35 and 44
- Number of student absences during the evaluation period:
Less than 3

In this scenario, the initial evaluation must be identified as completed by June 30th to be considered compliant.

Scenario 4

- Number of days remaining in the school year after parental consent:
Between 35 and 44
- Number of student absences during the evaluation period:
3 or more

In this scenario, the standard evaluation timeframe of 45 instructional days is extended by the number of days the student has been absent. The initial evaluation must be identified as completed within 45 instructional days, plus the number of days the student has been absent, to be considered compliant. For example, if the student has 5 absences during the evaluation period, the initial evaluation must be identified as completed within 50 instructional days (45 + 5).

When parental consent is obtained in the previous school year and the eligibility determination takes place in the current school year, the student is considered a “holdover student.” In some cases, the evaluation timeline extends into the current school year.

Noncompliance

When the initial evaluation completion date is past the due date, the evaluation is noncompliant according to the timeframe established by the state. The system determines the number of days beyond the timeframe by counting the number of calendar days past the due date, including weekends and holidays.

Evaluation Delays

If there is an evaluation delay, the system identifies the child’s SPPI-11 status as compliant when there is an evaluation delay reason code of either 05 (indicating a parent delay) or 07 (indicating the LEA has agreed with parent to a timeframe, and detailed records have been maintained by the LEA).

If there is an evaluation delay indicated with a reason code other than a 05 or 07, the system identifies the child’s SPPI-11 status as noncompliant.

SPPI-11 Eligibility Determination Compliance

The system supports the following scenarios for identifying the compliance of an eligibility determination within the applicable timeframe after an initial evaluation is completed. When the parental consent date is in the previous school year but the eligibility determination date is in the current school year, as outlined in Scenarios 2 and 3, the student is considered a “holdover student.”

Scenario 1

The standard timeframe for eligibility determination is 30 calendar days, starting the day after the LEA completes the initial evaluation.

Scenario 2

In the event that the 30th calendar day after the completion of the initial evaluation falls during the summer break, the LEA is given the summer break as a grace period, but the LEA must complete the eligibility determination by the first instructional day of the following school year. For example, if an initial evaluation is completed on May 16, 2022, and the last day of school is May 27, 2022, the LEA must complete the eligibility determination by the first instructional day in August 2022.

Scenario 3

When the number of days remaining in the school year is between 35-44 after parental consent is signed, and the student has less than 3 absences in the evaluation period, the initial evaluation is due by June 30th. In this scenario, the LEA must complete the eligibility determination by the 15th instructional day of the following school year.

SPPI-12 Compliance

The system identifies the compliance of SPPI-12 eligibility determinations for children who have received Early Childhood Intervention services for 90 or more days before their third birthday. The system identifies a child’s SPPI-12 status as compliant when **both** the initial evaluation and the eligibility determination are completed on or before the child’s third birthday.

Noncompliance

When the initial evaluation and eligibility determination are not completed on or before the child’s third birthday, the system identifies the child’s SPPI-12 status as noncompliant. The number of days beyond the timeframe is determined by counting the number of calendar days after the child’s third birthday, including weekends and holidays.

Evaluation Delays

If there is an evaluation delay, the system identifies the child’s SPPI-12 status as compliant when there is an evaluation delay reason code of either 05 (indicating a parent delay) or 07 (indicating the LEA has agreed with parent to a timeframe, and detailed records have been maintained by the LEA). If there is an evaluation delay indicated with a reason code other than a 05 or 07, the system identifies the child’s SPPI-12 status as non-compliant.