



AFTER PARTY

WORKSHOP #

CHECK IN CODE : AP

MAY 2, 2024

AGENDA

SPPI 6 | Preschool Environments

SPPI 7 | Preschool Outcomes

SPPI 8 | Parental Involvement

SPPI 12 | Early Childhood Transitions

SPPI 11a | Timely Initial Evaluations

SPPI 11 b | Eligibility Determination

SPPI 13 | Secondary Transition

Residential Facilities Tracker

SPP Clarification Process

Leadership Site Timeline Topics



INDICATORS 6,7,8,12



Passcode:

SPP678&12

State Performance Plan Indicators 6, 7,8 & 12

Presented by:

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Child Find & ECSE Specialist
Special Education Department

Division of Curriculum, Instruction, & Accountability



INDICATOR 11a/b

SPPI 11 A and B

Meeting Timelines, Staying Compliant with SPPI 11 A & B

PRESENTED BY ROSARIO NAVA, M.ED.
DIAGNOSTICIAN

State Performance Plan Indicator 13 Overview

PRESENTED BY:

JOSIE REYES, M. ED.

TRANSITION SPECIALIST / DHH

SPECIAL EDUCATION PROGRAM

DIVISION OF CURRICULUM, INSTRUCTION, AND ACCOUNTABILITY

REGION ONE EDUCATION SERVICE CENTER



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State Performance Plan Indicator 13 Overview Agenda

- What Is it?
- What does it Include?
- Who COMPLETES IT?
- Who is selected, and How are Students Selected?
- What Are the Questions?
- Why Does This Matter?
- FAQs



State Performance Plan Indicator 13: What Is It?



State Performance Plan Indicator 13 (SPPI 13) measures the percent of youth with Individualized Education Programs (IEPs) aged 16 and above with an IEP that includes:

- appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment,*
- transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals,*
- and annual IEP goals related to the student's transition service needs.*

There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B)).



State Performance Plan Indicator 13: What Is It?

- The State Performance Plan Indicator 13 (SPPI-13) online application in the Texas Education Agency Login (TEAL) is designed to collect data from local education agencies (LEAs) for SPPI-13: Secondary Transition.
- The data are included annually in the State Performance Plan/Annual Performance Report (SPP/APR) reported to the Office of Special Education Programs (OSEP).



State Performance Plan Indicator 13: What Is It?

- SPPI-13 is a local audit for records for Students in SPED, reviewing each question for compliance.
- It is designed to keep LEAs in compliance by providing guidance for each question, as in, is this item present in the student IEP, (YES) or not (NO).
- Guidance even tells the LEA where the evidence may be found within the IEP.
- SSPI-13 is a 100% compliance item for all 8 questions. One “NO” will send the report into non-compliance for this indicator.



State Performance Plan

Indicator 13: What Are the Requirements for Compliance?

- (SPPI) 13 measures the percent of youth with individualized education programs (IEPs) aged 16 and above with an IEP that includes:
 - Appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment;
 - Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and
 - Annual IEP goals related to the student's transition services needs.
- There also must 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 was invited to the ARD meeting with the prior consent of the parent or student who has reached the age of majority.



State Performance Plan

Indicator 13: Why does this sound familiar?

- (SPPI) 13 measures the percent of youth with individualized education programs (IEPs) aged 16 and above with an IEP that includes:
 - Appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment;
 - Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and
 - Annual IEP goals related to the student's transition services needs.
- There also must 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 was invited to the ARD meeting with the prior consent of the parent or student who has reached the age of majority.

TEA Audit-Transition Compliance Questions		
Transition	TR1	Was the student's first transition ARD committee meeting held prior to his/her 14th birthday?
Transition	TR2	Is there evidence the student was invited to attend the ARD committee meeting to consider postsecondary goals and transition needs?
Transition	TR3	If the student did not attend the ARD meeting where the purpose of the meeting was to consider postsecondary goals for the student and transition services, is there evidence that the LEA took steps to ensure that the student's preferences and interests were considered?
Transition	TR4	Did the ARD committee consider, and, if appropriate, document appropriate student involvement in the student's transition to life outside the public school system?
Transition	TR5	Did the ARD committee consider, and, if appropriate, address and document an appropriate functional vocational evaluation?
Transition	TR6	Did the ARD committee consider, and, if appropriate, document a referral of a student or the student's parents to a governmental agency for services or public benefits, including a referral to a governmental agency to place the student on a waiting list for public benefits available to the student, such as a waiver program established under the Social Security Act (42 U.S.C. Section 1396(c), 51915(c))?
Transition	TR7	To the extent appropriate, with the consent of the parents or adult student, was a representative of a participating agency that is likely to be responsible for providing or paying for transition services, invited to the ARD meeting?
Transition	TR8	By age 14 (and if under 18), did the ARD committee consider, and, if appropriate, address involvement in the student's transition, by the student's parent/guardian and other persons invited to participate by: the student's parent/guardian or by the LEA in which the student is enrolled?
Transition	TR9	By age 14, is there evidence the ARD committee considered and, if appropriate, addressed the use and availability of supplementary aids, services, curricula, and other opportunities to assist the student in developing decision-making skills and supports and services to foster the student's independence and self-determination, including a supported decision-making agreement under Texas Estates Code, Chapter 1357?



State Performance Plan Indicator 13: Who Completes It?



- This will depend on your LEA
- Designated school personnel charged with data entry for SPPI-13 must ensure they have the appropriate TEAL access.
- Staff must ensure they have access to all secondary campuses within their LEA.

Note: Only LEAs and campuses that list grades 9, 10, 11, and/or 12 in the [AskTed](#) database are included in the SPPI-13 application drop-down menu. Other grade level campuses are not included in the SPPI-13 list and LEAs are not required to report and certify student data from those campuses. If a 9th, 10th, 11th, and/or 12th grade campus is listed in the [AskTed](#) database and the user does not see the campus in the drop-down menu, the user must add/modify their SPPI-13 account and request access to the campus.

State Performance Plan Indicator 13: Who Completes It?



- Designated school personnel charged with data entry for SPPI-13 must ensure they have the appropriate TEAL access.
- Staff must ensure they have access to all secondary campuses within their LEA.

Note: Only LEAs and campuses that list grades 9, 10, 11, and/or 12 in the [AskTed](#) database are included in the SPPI-13 application drop-down menu. Other grade level campuses are not included in the SPPI-13 list and LEAs are not required to report and certify student data from those campuses. If a 9th, 10th, 11th, and/or 12th grade campus is listed in the [AskTed](#) database and the user does not see the campus in the drop-down menu, the user must add/modify their SPPI-13 account and request access to the campus.



State Performance Plan Indicator 13: Who Is Selected?

Based on a percentage of youth, age 16 and above, with an IEP that includes certain criteria:

- Age 16 and above with an IEP that includes appropriate and measurable PSGs that are updated annually and based on age appropriate transition assessment
- Includes Courses of Study that will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition service needs.



State Performance Plan Indicator 13: Recent Change

Jan. 2024

Old Procedures:



Sampling Procedures for SPPI 13

Local Education Agencies (LEAs) must follow the required sampling procedures outlined in this document for the State Performance Plan Indicator 13 data collection.

Criteria for Data Collection

Data for the collection period includes folders of students with Individualized Education Programs (IEPs) who are:

- at least age 16 between July 1 and June 30 of the data collection period,
- students up through age 21 (age 22 if appropriate), and
- students who are age 15 but will turn age 16 by June 30 of the data collection period.

LEAs will generate an Official Student List then follow Option One, Two, or Three based on the number of students on the official list.



State Performance Plan Indicator 13: Recent Change

January 2024:

Jan. 2024

SPPI
13

Secondary Transition



Selection Procedures

This document provides guidance for local educational agencies (LEAs) on selecting students for the State Performance Plan Indicator (SPPI) 13 data collection. SPPI 13 data are required for the annual State Performance Plan/Annual Performance Report (SPP/APR) submission to the Office of Special Education Programs (OSEP). The goal of this guidance is to ensure efficient and effective data collection that minimizes the burden placed on LEAs.



Selection Procedures

1. **Compile a List:** Generate a list of students with Individualized Education Programs (IEPs) from all LEA campuses who meet the following criteria:
 - Age 16 through age 21 on the date the list of students is generated for the data collection year ranging from July 1 to June 30, and
 - Enrolled in the LEA at the time the list is generated.
2. **Organize the List:** Sort the student list alphabetically by last names.
3. **Exclude Previous Participants:** Remove students reported in previous SPPI 13 collections.



State Performance Plan Indicator 13: Who Is Selected?



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



Divided by

Number of youth with an IEP age 16 and above

Multiplied by

100

(Data reported in SPP 13 TEAL Secondary Transition Application)

SPPI 13 Calculation Example

Youth with Disabilities Aged 16 or Above	#
a. Number of youth with an IEP that includes all SPPI 13 compliance data (yes response to questions 1-8 or n/a on question 8)	175
b. Number of youth in the dataset	200

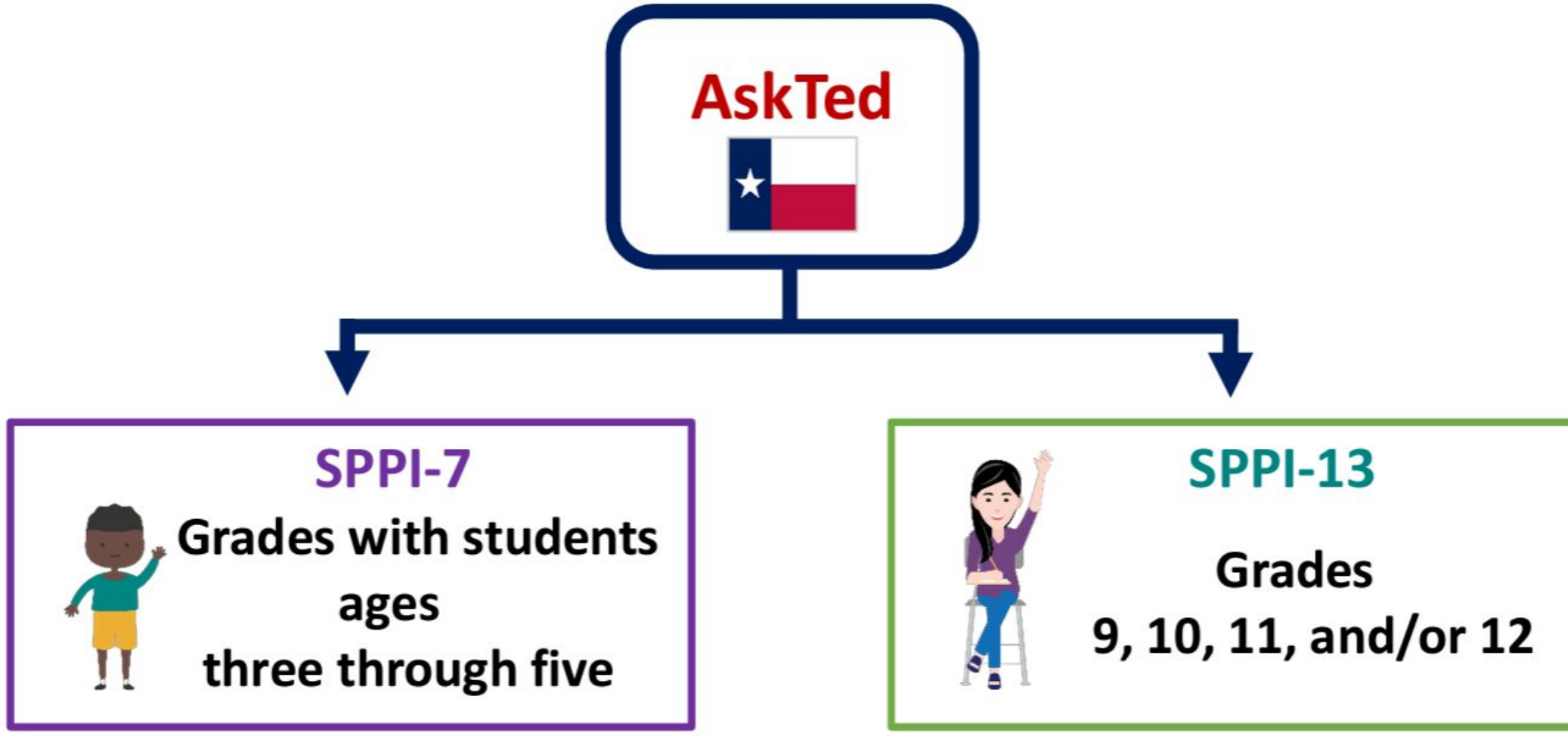


Youth With Disabilities Aged 16 and Above with IEPs that Include SPPI 13 Compliance Data Calculation

$$\begin{aligned}
 \text{Percentage} &= (a / b) \times 100 \\
 &= (175 / 200) \times 100 \\
 &= .88 \times 100 \\
 &= 88\%
 \end{aligned}$$



Campuses Included in the SPP Application



State Performance Plan Indicator 13

The State Performance Plan Indicator 13 (SPPI-13) online application in the Texas Education Agency Login (TEAL) is designed to collect data from local education agencies (LEAs) for SPPI-13: Secondary Transition. The data are included annually in the State Performance Plan/Annual Performance Report (SPP/APR) reported to the Office of Special Education Programs (OSEP).

State Performance Plan Indicators Page

To access the SPPI-13 application click **SPP13** on the navigation menu bar on the State Performance Plan Indicators page.



SPPI 13 Folder Review Checklist (In your Google folder)



As each student's folder/IEP is reviewed, check the appropriate response for each item: Yes, No, or N/A (Not Applicable).

	Yes	No	N/A
1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Are the postsecondary goals updated annually?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Is (are) there annual IEP goal(s) related to the student's transition service needs?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is there evidence that the student was invited to the Admission, Review, and Dismissal Committee (ARD) meeting where transition services were discussed?	<input type="checkbox"/>	<input type="checkbox"/>	
8. If appropriate, is there evidence that a representative of any participating agency was invited to the Admission, Review, and Dismissal Committee (ARD) meeting with the prior consent of the parent or student who has reached the age of majority?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Note:</u> N/A is an acceptable response for the following reasons only.</p> <p>Check one if applicable.</p> <p><input type="checkbox"/> It is not appropriate to invite an agency.</p> <p><input type="checkbox"/> There is no documentation that the parent's or adult student's consent was given.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Designed to be a self-monitored process for LEAs
- Local educational agencies (LEAs) may use the following checklist for State Performance Plan
- The annual data collection period from July 1 to June 30.
- LEAs should submit SPPI 13 data to the SPP application in the Texas Education Agency Login (TEAL).
- For internal documentation purposes, it is advised that LEAs include the completed checklist in the student's folder.

Folder Review Checklist Question Evidence:

Sources of Information for Items

1,2,3,&4:

IEP documentation

Sources of Information

for Item #5:

- IEP documentation
- Personal graduation plan- Can be used as Courses of Study

As each student's folder/IEP is reviewed, check the appropriate response for each item: Yes, No, or N/A (Not Applicable).

	Yes	No	N/A
1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Are the postsecondary goals updated annually?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	<input type="checkbox"/>	<input type="checkbox"/>	



Sources of Information for Item 6:

- IEP documentation

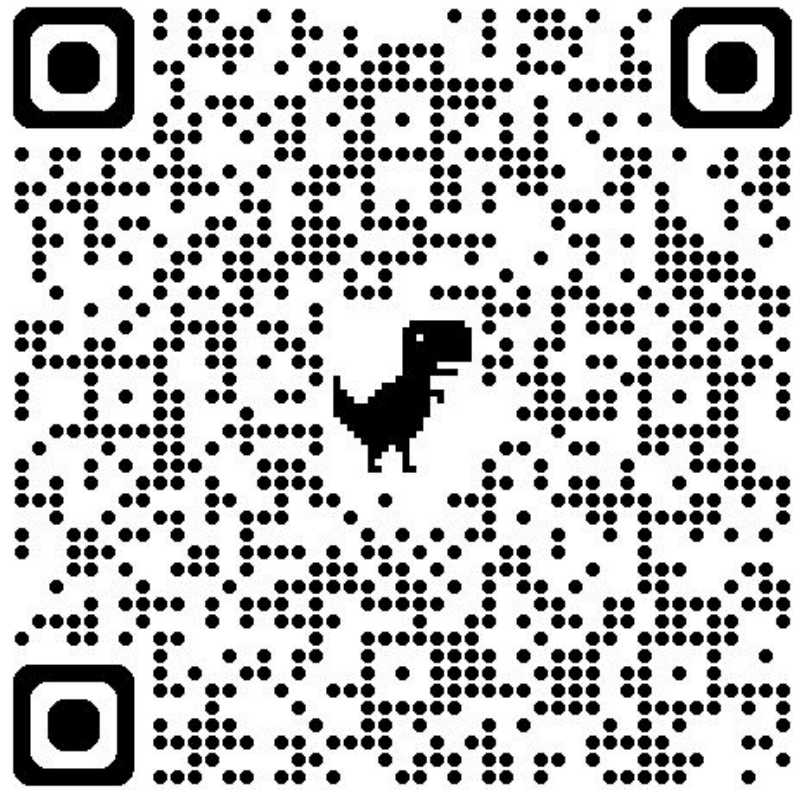
Sources of Information for Item 7:

- IEP documentation
- Student notice of ARD Committee meeting separate from the parent/guardian notice
- Student letter of invitation
- Phone log with date and time
- Email
- **ONLY Item #8 is allowed the option of N/A**

6. Is (are) there annual IEP goal(s) related to the student's transition service needs?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is there evidence that the student was invited to the Admission, Review, and Dismissal Committee (ARD) meeting where transition services were discussed?	<input type="checkbox"/>	<input type="checkbox"/>	N/A
<p>8. If appropriate, is there evidence that a representative of any participating agency was invited to the Admission, Review, and Dismissal Committee (ARD) meeting with the prior consent of the parent or student who has reached the age of majority?</p> <p><u>Note:</u> N/A is an acceptable response for the following reasons only.</p> <p>Check one if applicable.</p> <p><input type="checkbox"/> It is not appropriate to invite an agency.</p> <p><input type="checkbox"/> There is no documentation that the parent's or adult student's consent was given.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Folder Review Checklist



As each student's folder/IEP is reviewed, check the appropriate response for each item: Yes, No, or N/A (Not Applicable).

	Yes	No	N/A
1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Are the postsecondary goals updated annually?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Is (are) there annual IEP goal(s) related to the student's transition service needs?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is there evidence that the student was invited to the Admission, Review, and Dismissal Committee (ARD) meeting where transition services were discussed?	<input type="checkbox"/>	<input type="checkbox"/>	
8. If appropriate, is there evidence that a representative of any participating agency was invited to the Admission, Review, and Dismissal Committee (ARD) meeting with the prior consent of the parent or student who has reached the age of majority?			
<p><u>Note:</u> N/A is an acceptable response for the following reasons only.</p> <p>Check one if applicable.</p> <p><input type="checkbox"/> It is not appropriate to invite an agency.</p> <p><input type="checkbox"/> There is no documentation that the parent's or adult student's consent was given.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- If used, it is recommended that a copy of this form be placed in the student's special education eligibility folder for documentation.
- In addition to this copy, supporting documentation of your sampling procedures should be kept on file/
- Guiding questions, discussion/notes, and sources of information can be found here:
- [SPPI 13: Secondary Transition Data Collection Guidance document \(Jan. 2024- See QR Code\)](#)

State Performance Plan Indicator 13: When Is It Due?

2023-2024 State Performance Plan Indicators Data Collection Source and Schedule
Reporting Year FFY 2023 for School Year 2023–2024

SPP Indicator	Data Source	Data Collection Timeline	Data Collection Period
SPPI 13 Secondary Transition	SPP 13 TEAL Application Secondary Transition IEP Compliance Data ²	Application Window April 1, 2024 – August 9, 2024	July 1, 2023- June 30, 2024



State Performance Plan Indicator 13: Who are my Contacts?

Josie Reyes, M.Ed.
Transition Specialist / DHH
Special Education Program
Region One Education Service Center

Phone: 956.984-6164 Email: joreyes@esc1.net

Susan Bineham or Donna Holmes

Name of Collection	Division	Contact Person	Phone	Date Request Sent	Date Due	ISD Collection	Charter Collection	Comments
State Performance Plan Indicator 13 - Secondary Transition	Special Populations Strategic Supports and Reporting Unit (SSR)	Susan Bineham, Donna Holmes	512-463-9414	4/1/2024	8/9/2024	Yes	Yes	SPPI-13 TEAL Application closes at 11:59 p.m. 8/9/2024



State Performance Plan

Indicator 13: What We have No Data to Submit?

Reporting No Students Meet the Data Collection Criteria

Even if a campus does not have students who meet the criteria for SPPI-13, the LEA must report this in the SPPI-13 application.

Click the **Click here if no students meet the data collection criteria for this campus** link.

Import Data

[Click here if no students meet the data collection criteria for this campus.](#)

The link opens the **Campus Administration** page. Campus data can be reviewed, and the assurance statements read/accepted by **checking** the appropriate boxes. Click **Submit** to submit the campus.

The campus status will change to **Submitted**.

NOTE: All campuses must be in **Submitted** status before the LEA can **Certify/Submit** their SPPI-13 application.



A Few FAQs



Q: I am in a district that only goes up to 8th grade. We only have students who are 14 and below. What do we need to do?

A: You will follow the instructions in the “Reporting No Students Meet the Data Collection Criteria” from the Instructions for Entering Data in the SPPI-13 TEAL Application guidance document:

<https://tea.texas.gov/academics/special-student-populations/review-and-support/sppi-13-teal-instructions.pdf>.

Import Data Section

Reporting No Students Meet the Data Collection Criteria

Even if a campus does not have students who meet the criteria for SPPI-13, the LEA must report this in the SPPI-13 application.

Click the **Click here if no students meet the data collection criteria for this campus** link.

Import Data

[Click here if no students meet the data collection criteria for this campus.](#)





A Brief Look at AskTED



- Only LEAs and campuses that list grades 9, 10, 11, and/or 12 in the AskTed database are included in the SPP 13 application drop-down menu.
- Other grade level campuses are not included in the SPP 13 list and LEAs are not required to report and certify student data from those campuses.
- If a 9th, 10th, 11th, and/or 12th grade campus is listed in the AskTed database and the user does not see the campus in the drop-down menu, the user should add/modify their SPP 13 account and request access to the campus.





A Few FAQs



Q: What if I am a traditional LEA and some of my campuses do not appear on the TEAL list for data entry?

A: Note: Only LEAs and campuses that list grades 9, 10, 11, and/or 12 in the AskTed database are included in the SPPI-13 application drop-down menu.

Other grade level campuses are not included in the SPPI-13 list and LEAs are not required to report and certify student data from those campuses.

If a 9th, 10th, 11th, and/or 12th grade campus is listed in the AskTed database and the user does not see the campus in the drop-down menu, the user must first VERIFY access, then add/modify their SPPI-13 account and request access to the campus.





A Few FAQs



Q: What if I have 16 year-olds in our middle schools?

A: SPP 13 is for 16 and older (within the age window) and for HS. Middle Schools should not show up on the drop down menu.

Even 16 year old students in MS won't be able to be added because the campus won't show up on the LEAs drop down menus.

Campuses don't have to submit data if the campus isn't in their drop down.



A Few FAQs



Q: I am ready to start entering data, but my District shows as “Inactive”! HELP!

A: Under the **Campus Admin tab, if you see “Inactive” for Status it means no student records have been entered/saved yet.**

If you see this under the **District Admin** tab it means no campuses have been submitted for review by the Certifier.

The status will change automatically as each data submission step is completed.





A Few FAQs



Q: How do I know which students have already been reported in prior data collection years?

A: If the user is generating the sampling list but does not know which students were submitted previously, they can go to the Campus Admin tab and select a prior year.

Below the table where the student list is populated, you will see a “Print” button.

Click the button to generate a PDF with the full list. Repeat by selecting additional years and campuses, as needed.





IMPORTANT!

Additional Tips for SPPI-13



- **Maintain evidence of your Sampling Procedures, including calculation and sample selection of students**
- **Retain copies or scans of Folder Review Checklist documentation, along with the sampling procedures for each submission.**
- **Print / maintain lists of previously submitted student data to prevent errors and save time.**
- **Refer to the complete Instructions for Entering Data in the SPPI-13 TEAL Application:**
<https://tea.texas.gov/academics/special-student-populations/review-and-support/sppi-13-teal-instructions.pdf>





How-To Tips for SPPI-13



- Print lists of previously submitted student data to prevent errors and save time. You can do this by selecting the year you want to print from the drop down in the TEAL application.

Indicator 13: Age 16 and above with an IEP

Campus

Data From School Year

2022-23

--Select--

2022-23

2021-22

2020-21

2019-20

District

Campus

GO

- <https://tea.texas.gov/academics/special-student-populations/review-and-support/sppi-13-teal-instructions.pdf>



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State Performance Plan Indicator 13 Overview



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State Performance Plan Indicator 13 Overview

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(956)984-6164

THANK
YOU

Request Access
Online

spp@tea.texas.gov

RF TRACKER

Presented by Gracie Avalos

RF TRACKER

Background

On April 15, 2004, the United States District Court issued a decision in the Angel G. vs. Texas Education Agency lawsuit and found that the Texas Education Agency (TEA) must develop a new monitoring system to ensure that students with disabilities residing in residential facilities (RFs) received a free, appropriate public education (FAPE).

The Commissioner of Education established the Residential Facility Monitoring (RFM) system through which the TEA meets its federal and state special education monitoring obligations for this population.

RFT TRACKER

What is the purpose (RFT)?

This data is used to inform stakeholders, such as educators, parents, and legislators, about the effectiveness of educational programs and student outcomes for students residing in residential facilities.

RFT data is also used to support improved student performance and LEA compliance with federal and state special education requirements for a unique and vulnerable population of students who often have limited access to family members who can advocate for their educational needs.

RF TRACKER

Statute

Texas Administrative Code Section

§97.1072. Residential Facility Monitoring; Determinations, Investigations, and Sanctions.

(a) Students with disabilities residing in residential facilities (RFs) are a unique and vulnerable population that often has limited access to family members who can advocate for their educational needs. Accordingly, the commissioner of education hereby establishes the Residential Facility Monitoring (RFM) system, through which the Texas Education Agency (TEA) will meet its federal and state special education monitoring obligations under 34 Code of Federal Regulations §300.149 and §300.600 and Texas Education Code (TEC),

§29.010, for this population. The definition of an RF for purposes of the RFM system will be included in the Residential Facility Monitoring (RFM) Manual provided in subsection (f) of this section. Districts serving students with disabilities residing in RFs located within the districts' geographic boundaries and/or jurisdictions will be subject to the RFM system. These districts are referred to as RF districts.

(b) RF districts shall report data, as directed by the TEA, in a data collection system accessible through the TEA secure website.

RF TRACKER

What is Residential Facility Tracker (RFT)?

For reporting purposes, a residential facility is considered a facility that provides 24-hour custody or care of a student with disabilities 22 years of age or younger for:

- detention,
- treatment,
- foster care, or
- any non-educational purpose.

A Residential Facility is NOT

- a traditional foster home licensed by the Texas Department of Family and Protective Services as Foster Family Homes (independent).
- Homeless shelter

RF TRACKER

Residential Facility Tracker (RFT) Districts

Region Number	LEA ID	LEA Name
01	108904	EDINBURG CISD
01	031903	HARLINGEN CISD
01	240901	LAREDO ISD
01	031906	LOS FRESNOS CISD
01	245902	LYFORD CISD
01	108906	MCALLEN ISD
01	031912	SAN BENITO CISD
01	240903	UNITED ISD
01	108913	WESLACO ISD

RF TRACKER

Residential Facility Tracker (RFT) Collection

Residential Facility Tracker (RFT) Collection	
TSDS ready to load data to eDM	August 7, 2023
RF Tracker ready for users to promote data	September 11, 2023
All RF Tracker data up to this point must be promoted, validated and fatal free LEA will continue to report RF Tracker data as students enter and exit residential facilities or on a monthly basis throughout the school year.	December 8, 2023
RF Tracker ready for users to complete	May 20, 2024
RF Tracker Submission due date for LEAs	July 18, 2024
RF Tracker data available to customers	August 1, 2024

The Special Education Program Area Division at TEA requests that the LEA upload RFT data into TSDS as students come and go at the residential facility OR at least monthly.

The LEA will not "Finalize" the Collection data in TSDS until all data has been uploaded and the school year ends.

RFT TRACKER

Data Requirements for the Residential Facility Tracker (RFT) Collection

- The RFT collection will leverage data that is already being submitted in the current year PEIMS Summer submission:
 - District Information
 - Campus Information
 - Student basic information for Special Education students residing at a Residential Facility and served by the LEA
 - Special Education Program information for students
- Additional Data Elements that will be reported in the PEIMS
 - Summer submission:
 - E1629 Residential Facility Indicator - indicates whether a student resides or resided in a residential facility at some point during the school year and is receiving or received special education services (including ADA 0 students)
 - E1632 Effective Date
 - Instructional Setting Code
 - Primary, Secondary, Tertiary Disability Codes
 - Special Education Related Services

RF TRACKER

Data Requirements for the Residential Facility Tracker (RFT) Collection

- E1523 TX Student UID
- E1627 Residential Facility ID
- E1630 Date Entered RF
- E1631 Date Exited RF
- E1632 Effective Date (applies to each element below)
 - E1517 Entry Grade Level Type
 - E0782 Campus ID of Enrollment
 - E1633 Attendance Zone Campus
 - E1634 Educated at Residential Facility
 - E1635 Surrogate Parent Assigned
 - E1636 Number of Other Students Assigned to Same Surrogate Parent
 - E1637 RF Student School Day Length (minutes)
 - E1638 Campus ID of Enrollment School Day Length (minutes)
 - E1639 Prior Instructional Setting.

RF TRACKER

Data Requirements for the Residential Facility Tracker (RFT) Collection

RESIDENTIAL-FACILITY-ID (E1627) indicates the unique residential facility identification number registered with the Texas Education Agency.

Changes to Existing Residential Facility IDs:

Residential Facility IDs were migrated from prior year into AskTED. If there are changes to an existing Residential Facility, the LEA MUST complete the Residential Facility Identification form and submit via a TSDS Incident Management System (TIMS) ticket. ESC SPED office will review form, before escalating ticket to TEA. Once the change is completed, the TIMS ticket will be returned to the LEA for verification.

Request New Residential Facility ID:

The LEA will complete the Residential Facility Identification form and submit via a TIMS ticket. ESC SPED office will review form, before escalating ticket to TEA. Once the Residential Facility ID has been added, the TIMS ticket will be returned to the LEA with the new Residential Facility ID.

RFT TRACKER

Residential Facility Tracker (RFT) Identification Form

Residential Facility Tracker (RFT) Identification Form

Request for new Residential Facility ID and updates to existing Residential Facilities

Residential facility identification data are entered into AskTED by the TEA Special Education (SPED) Division. Complete this electronic, or printable, form for new residential facilities or to update existing residential facility information. For new facilities, all data must be filled out below. For updates to existing facilities, the residential facility ID must be entered in addition to any applicable field where a change has occurred.

When complete, sign and date the RFT form. Create a TSDS Incident Management System (TIMS) ticket and attach the RFT form to the TIMS ticket. The TIMS ticket will be escalated to the special education contact person at your Regional Education Service Center to be reviewed before sending to the TEA SPED Division.

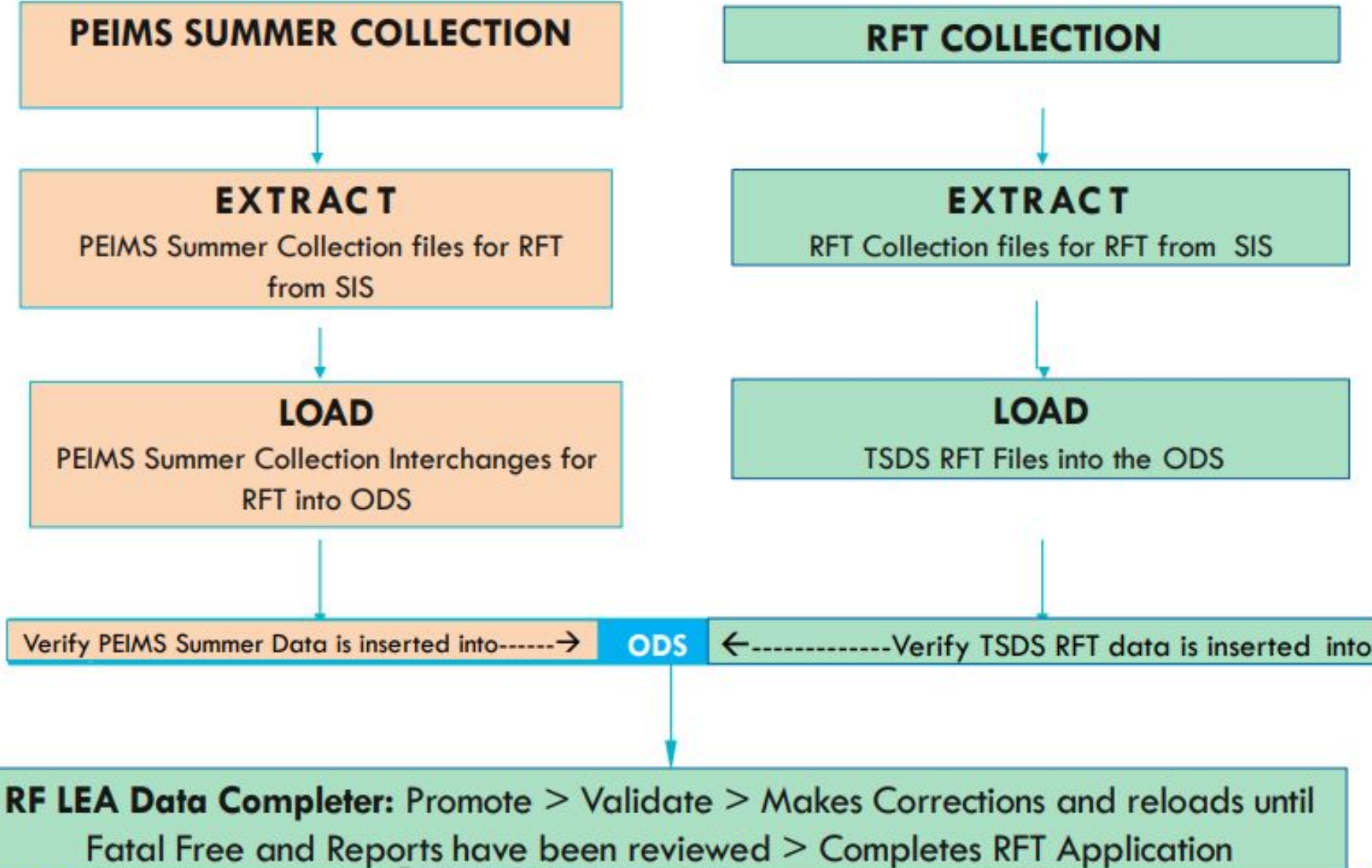
RESIDENTIAL FACILITY DATA

Data Elements	Enter Your Data
<u>Residential Facility ID</u> *Required for existing facilities. Leave blank for new facilities - ID will be assigned by AskTED once form is submitted.	
<u>Residential Facility Name</u> Enter the full name of the residential facility. Example: Bluebonnet Residential Treatment Center	
<u>Facility Status</u> Select an option: Active = Open, operating Inactive = Closed, not operating	<input type="radio"/> Active <input type="radio"/> Inactive
<u>Status Date</u> Enter the effective date for the status Date format: MM/DD/YYYY	
<u>Secure Facility</u> A "secure" residential facility restricts the movement of children living in the facility due to adjudication or for health reasons such as psychiatric care, substance abuse, or treatment regimen that does not allow the student to leave the facility to receive educational services. Select yes if facility meets definition of "secure" facility, or no if it does not meet the definition.	<input type="radio"/> Yes <input type="radio"/> No
<u>Regional Education Service Center</u> Enter the service center number where the residential facility falls within the geographic boundaries. Example: ESC Region 10	ESC Region <input type="text" value="Select Region"/>
<u>Facility Contact's First Name</u>	
<u>Facility Contact's Last Name</u>	
<u>Facility Contact's Phone Number</u> Format: (555) 555-5555	
<u>Facility Contact's Phone Extension</u>	ext. <input type="text"/>

RFT TRACKER

Residential Facility Tracker (RFT) Submission

TSDS RFT TRACKER SUBMISSION



RF TRACKER

Residential Facility Tracker (RFT) Submission

To access RF Tracker, district users must first request access to TSDS within [TEAL](#):

TEA
Texas Education Agency

TEA Login (TEAL)

NOTICE: TEA Web Applications will not be available each Sunday morning from 5:00am to 2:00pm due to routine maintenance. Please do not access your applications during this time period. You could lose data.

Don't have an account? [Request New User Account](#)

Username:

Password: [Show Password](#)

[Forgot your password?](#)
[Forgot your username?](#)

To log in, type your username and password and then click "Login". Please refer to the [help documentation](#) for more information.

WARNING: Unauthorized use of this system or its data is prohibited; usage may be subject to security testing and monitoring; misuse is subject to criminal prosecution; and users have no expectation of privacy except as otherwise provided by applicable privacy laws.



RF TRACKER

TEAL TSDS Roles for Residential Facility Tracker (RFT) Submission

Staff at the LEA who will load the TSDS data files into the ODS: ODS Data Loader - This role loads the data into the ODS.

Special Ed Program Staff at the LEA who will promote, validate, review reports, and complete the RF Tracker submission:

- Core LEA Data Completer - This role formally certifies the completeness and accuracy of their data and submits it to TEA. This role can also schedule and monitor promotions, schedule and monitor validations, and generate reports.
- Core Data Approver - This role is generally for the Superintendent or his/her designee at the LEA. It allows the LEA to request an extension for the RF Tracker submission in extreme situations. Core LEA Data Promoter - This role initiates the promotion that copies the data over from the ODS. It can schedule/monitor promotions, validations, and generate reports.
- Core LEA Data Viewer - This role can monitor data promotions, data validations and generate reports.

Special Ed Program Staff at the LEA who will promote, validate, and complete the RF Tracker submission:

- TIMS L1 Support - This role can submit help desk tickets through the TSDS Incident Management System (TIMs)

RF TRACKER

Wrap Up and Additional Resources

TEA Website and Communication Resources

- [TAA Letter - November 05, 2020](#)
- [Residential Facility Tracker Identification Form](#)

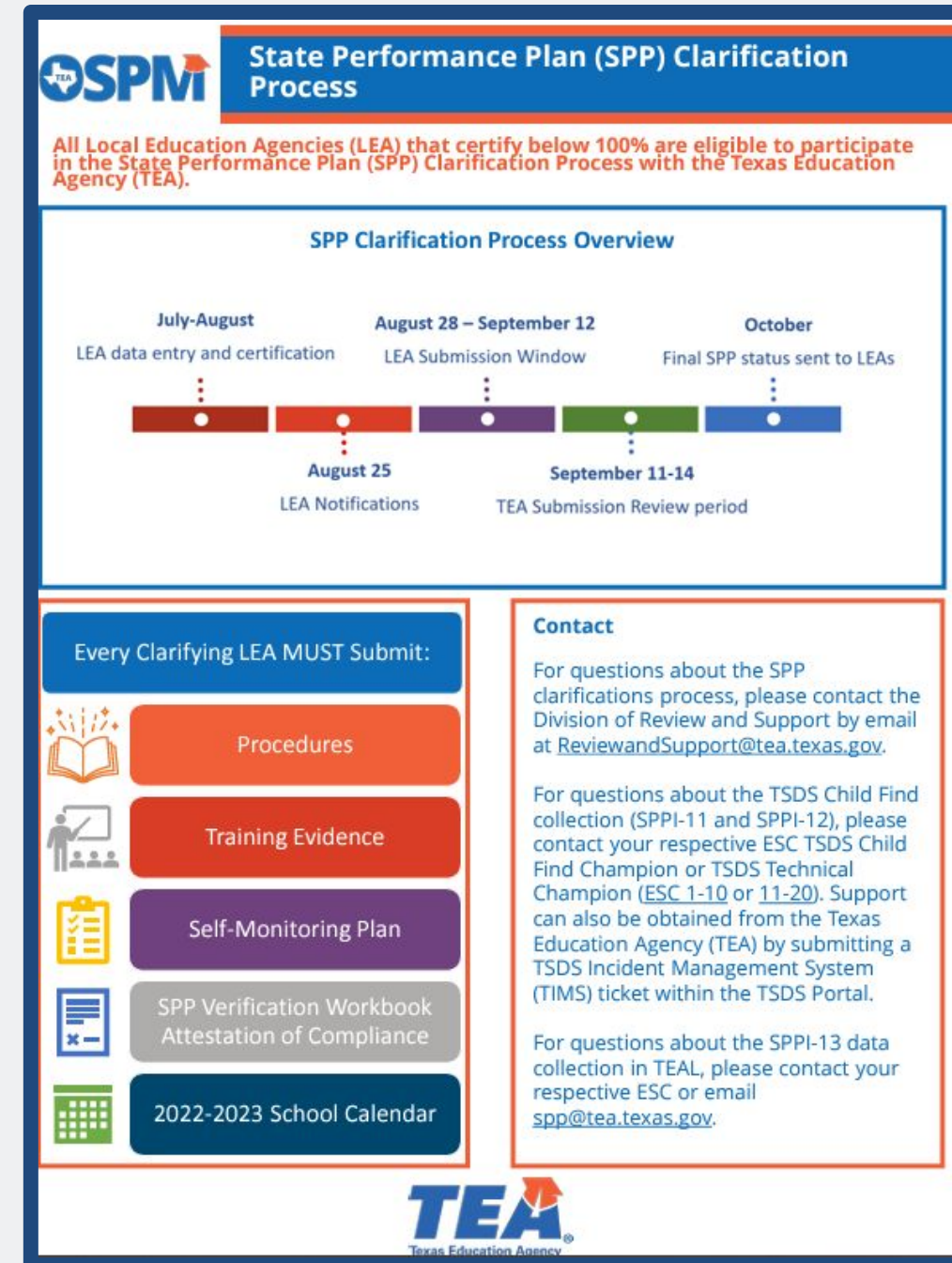
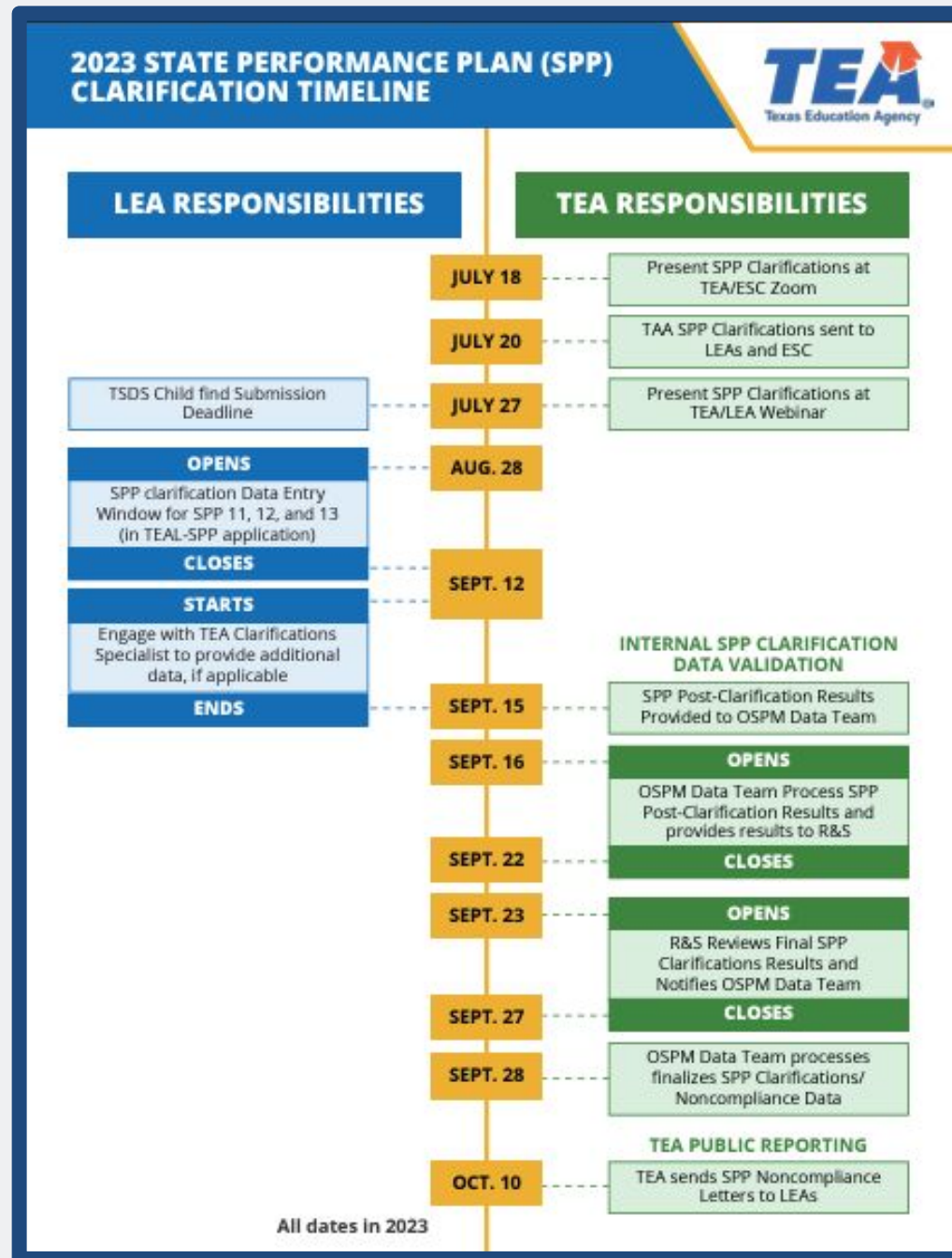
CLARIFICATIONS

After the State Performance Plan Indicator collection period each year, the TEA offers LEAs the opportunity to submit updated data for Compliance Indicators 11a, 11b, 12, and 13. LEAs have the opportunity to correct data entry errors and/or to document correction of any potential noncompliance found in the State's database for these indicators prior to the State issuing a finding of noncompliance.

LEA participation in the clarification period is voluntary. We highly encourage LEAs to participate.

Every LEA who chooses to participate must submit the following: SPPI verification workbook, updated procedures, training evidence, self-monitoring plan, attestation of compliance and the 2023-2024 school calendar. The submission window is about 12 school days.

TIMELINES



NONCOMPLIANCE

LEAs found non compliant in Indicators 11a, 11b, 12 or 13 will be required to submit a Corrective Action Plan to TEA.

Noncompliance in these indicators also affects Results Driven Accountability.

Indicator	Performance Level
<i>State Performance Plan (SPP) Compliance Indicators</i>	0
<i>Valid, Reliable, and Timely Data</i>	0
<i>Status of Uncorrected Noncompliance</i>	0
<i>Financial Audits</i>	0

CORRECTIVE ACTION PLAN

LEAs with noncompliance must complete a corrective action plan (CAP) and engage in the following corrective actions.

- **Evidence of Student Specific Correction:** Make student specific correction(s) related to the identified area(s) of noncompliance via the SPP Verification Workbook.
- **Evidence of Policies, Procedures, and Practices:** Review and, if appropriate, revise policies, procedures, and practices for the area of noncompliance.
- **Evidence of Systemic Correction:** Make system level changes to ensure noncompliance is addressed and prevented from occurring in the future.
- **Evidence of Self-Monitoring:** Identify and conduct self-monitoring activities to track and proactively address areas of potential noncompliance.
- **Evidence of Professional Development and Training:** Conduct professional development to ensure all staff have training in the relevant areas to prevent noncompliance.

ASCEND TEXAS CAP PROCESS

Updated for the 2023-2024 School Year



SCHEDULE

2023-2024 State Performance Plan Indicators Data Collection Source and Schedule Reporting Year FFY 2023 for School Year 2023-2024			
SPP Indicator	Data Source	Data Collection Timeline	Data Collection Period
SPPI 1¹ Graduation Rate	PEIMS Fall Submission Leaver Data	Last Friday in October 2023	School Year 2022-2023 (lag data)
SPPI 2¹ Dropout Rate	PEIMS Fall Submission Leaver Data	Last Friday in October 2023	School Year 2022-2023 (lag data)
SPPI 3 Participation & Proficiency Rates on Statewide Assessments	Statewide Assessment Program Reading & Math, Grades 3-8 & EOC Test Results	Spring 2024	School Year 2023-2024
SPPI 4² Suspension and Expulsion Rates	PEIMS Summer Submission Discipline Data	June 2024	School Year 2022-2023 (lag data)
SPPI 5 Education Environments Age 5 (Kindergarten) – 21	PEIMS Fall Submission Educational Placement Data	Last Friday in October 2023	School Year 2023-2024
SPPI 6 Preschool Environments	PEIMS Fall Submission Educational Placement Data	Last Friday in October 2023	School Year 2023-2024
SPPI 7 Preschool Outcomes	SPP 7 TEAL Application Early Childhood Outcome Data ²	Application Window April 1, 2024 – August 9, 2024	July 1, 2023- June 30, 2024
SPPI 8 Parent Involvement	Parent Survey ³	Spring 2024	School Year 2023-2024
SPPI 9 Disproportionate Representation	PEIMS Fall Submission Student Demographic Data	Last Friday in October 2023	School Year 2023-2024
SPPI 10 Disproportionate Representation in Specific Disability Categories	PEIMS Fall Submission Student Demographic Data	Last Friday in October 2023	School Year 2023-2024
SPPI 11 Timely Initial Evaluation (Child Find)	TSDS Child Find Collection ²	Ready to: Promote - Sept. 11, 2023 Complete - May 20, 2024 Submission Due July 25, 2024	July 1, 2023- June 30, 2024
SPPI 12 Early Childhood Transition	TSDS Child Find Collection ²	Ready to: Promote - Sept. 11, 2023 Complete - May 20, 2024 Submission Due July 25, 2024	July 1, 2023- June 30, 2024
SPPI 13 Secondary Transition	SPP 13 TEAL Application Secondary Transition IEP Compliance Data ²	Application Window April 1, 2024 – August 9, 2024	July 1, 2023- June 30, 2024
SPPI 14 Post-School Outcomes	PEIMS / TSDS SPPI 14 Collection Based on Exit Data ²	Ready to: Promote - Sept. 11, 2023 Complete -October 30, 2023 Submission Due Feb. 15, 2024	School Year 2022-2023 Reported in fall PEIMS 2023
	Post-Secondary Outcomes Survey ⁴	Spring/Summer 2024	Sampled from PEIMS / TSDS SPPI 14 Collection Based on Exit Data ²
SPPI 15 Resolution Sessions	CDRMS Collection ⁵	November 2023	July 1, 2023- June 30, 2024

SPED Leadership




SPOTLIGHT TOPICS

Revision Date: 5/30/23

SPPI 7 - Preschool Outcomes

What is SPPI 7? State Performance Plan Indicator (SPPI) 7 measures the percent of preschool children aged 3 through 5 with Individualized Education Programs (IEPs) who demonstrate improved: a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including early language/communication and early literacy; and c.) use of appropriate behaviors to meet their needs. Compliance Target: 100%

Data Collection	TEA Data Collection Resources	TSDS Resources	Tips
<p>July 1, 2023- June 30, 2024</p> <p>Data are collected on students ages 3-5 receiving early childhood special education services.</p> <p>Assessment data is collected and recorded on the Childhood Outcomes Summary Form as an "Entry" within 30 school days of the child being found eligible and began receiving ECSE services.</p> <p>Exit data is reported on the COSF form no earlier than 30 school days before the child age three, four, or five has: a) aged out of ECSE services; or b) been dismissed from special education by the ARD Committee.</p>	<p>Application Window April 1, 2024 - August 9, 2024</p> <p>SPPI 7 TEA Webpage</p> <ul style="list-style-type: none"> Measurement Calculation Examples <p>Child Outcomes Summary Form (COSF)</p> <p>Child Outcomes Summary (COS) Process</p> <p>Please contact your local Education Service Center for additional information.</p>	<ul style="list-style-type: none"> Childhood Outcomes Summary Process SPPI 7 Application Instructions TSDS Child Find Data Submission Responsibilities Presentation SPPI 7 Instructions for Entering Data SPPI 7 Frequently Asked Questions (updated May 2023) SPPI 7 Entry and Exit Data Collection Criteria SPPI 7 Data Integrity Checklist 	<p>NOTE: Students receiving services less than 6 months, moved out of district prior to meeting one of the two criteria for exit data collection, or by other reason (i.e. passed away) are exited, but no exit data is reported.</p> <p>Minor Content Updates: Division of Federal and State Educational Policy is now Texas Education Agency Early Childhood Outcomes is now Preschool Outcomes</p> <p>*Entry records now transfer from district to district. The new LEA verifies TSDs and enters student into application. Students initial entry record should then populate in the new LEA.</p>




Revision Date: 4/12/24

SPPI 11- Timely Initial Evaluation

What is SPPI 11? The percentage of children, ages 3 through 21, with signed, written parental consent to evaluate who are evaluated within the state established timeline. This includes students who were determined to be eligible and not eligible for special education services. Compliance Target: 100%.

Data Collection	TEA Data Collection Resources	Clarification Process	Tips
<p>The data collection period is from July 1, 2023, to June 30, 2024.</p> <p>All students, ages 3-21, who were evaluated and had their special education eligibility (or no eligibility) determined by the ARD committee between July 1, 2023, to June 30, 2024, must be reported for SPPI Indicator 11.</p> <p>Do not report students for whom the ARD committee has not determined eligibility because the evaluation process was interrupted, and the evaluation process could not be completed (i.e., the process is still active; the evaluation and/or eligibility determination has not been completed)</p>	<p>Reported through TSDS (Texas Student Data System) Access TSDS through your TEAL account.</p> <p>Online application is ready to</p> <ul style="list-style-type: none"> Promote: 9/1/23 Complete: 5/20/24 Submit: 7/25/24 <p>SPPI 11 TEA Webpage Resources</p> <ul style="list-style-type: none"> Measurement Calculation Data Sources TSDS Resources 	<p>Clarification Process: Correction Opportunity if LEA reports less than 100% compliance in SPPI 11.</p> <p>After the SPPI application close date each year, the TEA will offer LEAs the opportunity to submit updated data for Compliance Indicator 11 to correct data entry errors and/or to document correction of any potential noncompliance prior to the state issuing a finding of noncompliance.</p> <p>Pre-finding Correction Options:</p> <ul style="list-style-type: none"> Option 1: Do nothing Option 2: Verify noncompliance Option 3: Verify correction; LEA updates data to correct any data entry errors and/or document corrections of potential noncompliance; TEA reviews re-certified data before any issue of findings of noncompliance. 	<p>Log/record all initial referrals & consider reviewing monthly.</p> <p>Document/maintain detailed records of attempts to complete the evaluation and reason for the timeline delays (phone calls, emails, mail, etc.)</p> <p>Identify root causes contributing to the noncompliance and plans for avoiding noncompliance in the future:</p> <ul style="list-style-type: none"> Consider revising policies and/or operating procedures Train personnel on identified areas of noncompliance Implement system of self-monitoring <p>Learn more HERE.</p>




Revision Date: 07/27/23

SPPI 12 - Early Childhood Transition

What is SPPI 12? The percentage of children referred by Part C (ECI) prior to age 3, who are found eligible for Part B (LEA), and who have an Individualized Education Program (IEP) developed and implemented by their third birthdays. Compliance Target: 100%

Data Collection	TEA Data Collection Resources	Clarification Process	Tips
<p>The data collection period is from July 1, 2023- June 30, 2024</p> <p>The data source for SPPI 12 is the Texas Student Data System (TSDS) Child Find (CF) collection. LEAs submit student level data for children who have an IEP developed and implemented by their third birthdays during the annual data collection period.</p>	<p>Reported through TSDS (Texas Student Data System). Access TSDS through your TEAL account.</p> <p>Online application is ready to</p> <ul style="list-style-type: none"> Promote: 9/1/23 Complete: 5/20/24 Submit: 7/25/24 <p>SPPI 12 TEA Webpage Resources</p> <ul style="list-style-type: none"> Measurement Calculation Data Source Resources <p>Please contact your local Education Service Center for additional information.</p>	<p>Clarification Process and Resources: Correction Opportunity if LEA reports less than 100% compliance in SPPI 12.</p> <p>After the SPPI application close date each year, the TEA will offer LEAs the opportunity to submit updated data for Compliance Indicator 12 to correct data entry errors and/or to document correction of any potential noncompliance prior to the state issuing a finding of noncompliance.</p> <p>Pre-finding Correction Options:</p> <ul style="list-style-type: none"> Option 1: Do nothing Option 2: Verify noncompliance Option 3: Verify correction; LEA updates data to correct any data entry errors and/or document corrections of potential noncompliance; TEA reviews re-certified data before any issue of findings of noncompliance. 	<p>Log all initial referrals from ECI and when ECI began serving the child; record the date consent was received. Review monthly.</p> <p>Document/maintain detailed records of attempts to complete the evaluation/reason for the timeline delays (phone calls, emails, mail, etc.)</p> <p>Identify root causes contributing to the noncompliance and plans for avoiding noncompliance in the future:</p> <ul style="list-style-type: none"> Consider revising policies and/or operating procedures Train personnel on identified areas of noncompliance Implement system of self-monitoring




Revision Date: 07/27/2023

SPPI 13 - Secondary Transition

What is SPPI 13? SPPI 13 measures the percentage of youth with Individualized Education Programs (IEPs) aged 16 and above with an IEP that includes: "appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. Compliance Target: 100%

Data Collection	TEA Data Collection Resources	Clarification Process	Tips
<p>The 2022-2023 data collection period is July 1, 2023 to June 30, 2024.</p> <p>There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</p>	<p>Application Window April 1, 2024 - August 9, 2024</p> <p>Reported through TEAL</p> <ul style="list-style-type: none"> SPPI 13 - TEA Webpage SPPI 13 Application Instructions SPPI 13 Data Collection Guidance SPPI 13 Folder Review Checklist SPPI 13 Frequently Asked Questions (updated May 2023) SPPI 13 Instructions for Entering Data SPPI 13 Sampling Procedures 	<p>After the SPPI application close date each year, the TEA will offer LEAs the opportunity to submit updated data for Compliance Indicator 13 to correct data entry errors and/or to document correction of any potential noncompliance prior to the state issuing a finding of noncompliance.</p> <p>Pre-finding Correction Options:</p> <ul style="list-style-type: none"> Option 1: Do nothing Option 2: Verify noncompliance Option 3: Verify correction; LEA updates data to correct any data entry errors and/or document corrections of potential noncompliance; TEA reviews re-certified data before any issue of findings of noncompliance. <p>Correction Opportunity if LEA reports less than 100% compliance in SPPI 13</p> <p>SPPI 13 Clarification Timeline (2023)</p> <p>SPPI 13 Clarification Overview (2023)</p> <p>SPPI 13 Clarification Process Step-by-Step Guide (2023)</p>	<p>Keep detailed records of your sampling procedure.</p> <p>Complete the folder reviews using the Data Collection Checklist prior to data entry.</p>





Revision Date: 10/16/23

SPPI 14 - Post-School Outcomes

What is SPPI 14? State Performance Plan Indicator (SPPI) 14 measures the percent of youth who are no longer in secondary school, had individualized education programs (IEPs) in effect at the time they left school, and were:

- Enrolled in higher education within one year of leaving high school;
- Enrolled in higher education or competitively employed within one year of leaving high school; and
- Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Data Collection	Survey Questions	SPPI-14 Resources
<p>Local education agencies submit SPPI 14 collection information based on exit data through the Texas Student Data System (TSDS) / Public Education Information Management System (PEIMS).</p> <p>SPPI 14 data are collected through the spring/summer Post-Secondary Outcomes Survey.</p> <p>DUE: February 15, 2024</p>	<p>Anticipate Updates</p> 	<p>State Performance Plan Indicator 14 Website</p> <p>Texas SPED Support</p> <p>TAA</p> <p>Post School Outcomes Survey</p> <p>Secondary Transition Guidance</p> <p>Texas Transition and Employment Guide</p> <p>Texas Workforce Commission</p> <p>Support for SPPI-14</p> <ul style="list-style-type: none"> ESC Contact Information Certified ESCs and Vendors



TIMELINE TOPICS

Year at a Glance

Quarterly Checklist

Quarterly Slide Deck

THANK YOU!