



Update Notice

SuccessEd

May 14, 2026

For questions, contact Support: ([214-613-1546](tel:214-613-1546)) or (sesupport@frontlineed.com).

UPDATE SUMMARY

The following updates have been made to the solution.

FEATURES

- AP/IPI Form: Update Reporting Category Values for 2025-26, Fix Reporting Category Logic, Update AP/IPI Form and Printout for Science Strand
- SE FIE: Disability Report: SLD: Update Emotional Disturbance to Emotional Disability - web form and printout
- SE IEP Goals: SE IEP Goals > PLAAFP - Add Fields to Match Section III PLAAFP - web form and printout updates
- SE Manager: Age On Various Forms Should Match Age On Date of Form - UI (SHARS/Supp Grad child forms) and printouts (all)

Table of Contents

Update Notice.....	1
Special education NEW FEATURES AND IMPROVEMENTS	3
SE Multiple	6



SPECIAL EDUCATION NEW FEATURES AND IMPROVEMENTS

The following new features and improvements were implemented in release done May 14, 2026.

Description	Why it matters	Requires System Configuration
<p>The Disability Report: Specific Learning Disability form has been updated to reflect current state terminology and requirements. References to “emotional disturbance” have been updated to “emotional disability”.</p>	<p>This ensures districts are using accurate, up-to-date language and criteria that align with state standards, reducing confusion and supporting compliance during evaluations and reporting.</p>	<p>No</p>
<div style="border: 1px solid black; padding: 5px;"> <p>The multidisciplinary team determines that its findings are not primarily the result of: a visual, hearing, or motor disability; intellectual disabilities; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <hr/> <p>Student has demonstrated one or both of the following characteristics</p> <p><input type="checkbox"/> Student has not made sufficient progress to meet age or State-approved grade-level standards in one or more of the above areas when using a process based on Form response to scientific, research-based intervention.</p> <p><input type="checkbox"/> Using appropriate evaluations, Student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the team to be relevant to the identification of a specific learning disability.</p> <p><input type="checkbox"/> Not Applicable CHANGE TO emotional disability</p> <hr/> <p><input type="checkbox"/> Yes <input type="checkbox"/> No The multidisciplinary team determines that its findings are not primarily the result of: a visual, hearing, or motor disability; intellectual disabilities; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Based on the data presented in this report, Student appears to meet the disability criteria for a specific learning disability.</p> <p style="font-size: small;">Disability Report: Specific Learning Disability Page 1 of 2</p> </div>		
<p>The IEP Goals PLAAFP section has been updated to include the Disability Impact Statement and Discipline narrative fields, aligning it more closely with the PLAAFP section on the IEP form. This ensures consistent documentation of how a student’s disability impacts educational performance and captures relevant disciplinary information across both forms. The printout has been updated to include the new fields.</p>	<p>Aligning PLAAFP fields across forms helps districts maintain consistent, complete student records and supports accurate communication of critical information among staff.</p>	



III. Present Levels of Academic Achievement and Functional Performance Form Shortcuts

Disability Impact Statement:
 Based on the PLAAFP statement(s) below, the IEP Committee has determined _____'s disability significantly affects his involvement and progress in the general education curriculum. For preschool children, as appropriate, indicate how the disability affects participation in appropriate activities.
 English Math Science Social Studies Electives Physical Education Other _____
 PLAAFPs must include a description of how the disability impacts the student's access and progress in the general curriculum.

This student, Test

Physical

glsqjs

Personal Care Services Yes No
 Nursing Yes No
 Assistive Technology Yes No

Behavioral

ykktykyk

Documentation has been submitted and _____ is in need of a behavior intervention plan.
 Yes No

Discipline

ykstk

Functional

glnfgdmd

Academic

nmtdhymdm,

Transition Planning:
 Student Age _____ Transition Planning _____
 Initial Transition Services Discussion Date, if applicable _____
Deliberations

Present Levels of Academic Achievement and Functional Performance

Student ID	Student Name	Age	Date of Birth	Gender
		8		M
Academic Year	Home Campus	Current Campus	Grade	
2025-26	Inactive - SE Training	SE Test Elementary	06	

IEP Meeting Date: 9/13/2024 Staff member completing form: _____

Disability Impact Statement ADD

PLAAFPs must include a description of how the disability impacts the student's access and progress in the general curriculum. ADD

This student, Test

Physical

ghgfj

Behavioral

yfpj

Discipline

ykstk

Functional

yfpj

Academic

jvfj

Age On Various Forms Should Match Age On Date of Form - UI (SHARS/Supp Grad child forms) and printouts (all): Annual Goals, Notice to the Parent to Release Information for SHARS, STAAR Alternate 2 Participation Requirements, Supplement: Graduation with Foundations, Supplement: Personal Care Services

This ensures consistent age logic across forms.



Student ID	Student Name	Age	Date of Birth	Gender
		17		M
Academic Year	Home Campus	Current Campus	Grade	
2025-26			12	
Date	9/18/2025			

Student ID	Student Name	Age	Date of Birth	Gender
		18		M
Academic Year	Home Campus	Current Campus	Grade	
2025-26			12	

<p>The "Included in Submission to TEA" field has been removed from the Indicator 13 section of the Student Information - Program Compliance page, and existing values have been cleared. Reporting has been updated so that students previously marked as Yes will now appear in the SPP Indicator 13 report.</p>	<p>This updates Indicator 13 data to match what will be reported to the state.</p>	<p>No</p>
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09 Other

If applicable, staff reporting noncompliance

Indicator 13: Compliance with Secondary Transition IEP Requirements

Folder review date: Yes No X

Included in Submission EA: Initial Transition Services Discussion Date:

Bilingual/ESL

Status	Date Entered District	If Transfer, 28-day timeline	Meeting Date	Exit Date
A new SPP 11 and SPP 12 / TSDS Child Find export has been created to support PEIMS reporting requirements. The export generates nightly as spp11spp12.csv and includes student referral, evaluation, eligibility, ECI transition, delay reason, and related demographic/enrollment data pulled from Program Compliance and student information fields. This reduces the need for manual data entry and helps districts prepare Child Find reporting data more efficiently.		PEIMS reporting users can now access a standardized export for SPP 11 and SPP 12 / Child Find data, saving time, reducing manual entry errors, and supporting more consistent state reporting.		Yes. Connex users reach out to Support to enable for your district.
A new combined SPP7/SPP13 export has been created to support PEIMS reporting requirements. The export generates nightly as spp7spp13.csv and includes SPP 7 and SPP 13 data pulled from Program Compliance, student information, and appropriate form fields according to a normalized layout. This reduces the need for manual data entry and helps districts prepare SPP7/SPP13 state reporting data more efficiently.		PEIMS reporting users can now access a standardized export for SPP 7 and SPP 13 / Early Childhood/Transition data, saving time, reducing manual entry errors, and supporting more consistent state reporting.		Yes. Connex users reach out to Support to enable for your district.



SE Multiple

The following new features and improvements were implemented in release done May 14, 2026.

Description	Why it matters	Requires System Configuration
The Accelerated Plan / Intensive Program of Instruction (AP/IPI) – Plan Information form has been updated to reflect the state’s transition from “Reporting Category” to “Reporting Category/Strand,” beginning with 2025–26 Science assessments. Green on-screen guidance has also been added to clarify that Scores by Strand are not provided in the file imports for 2025–26 STAAR Alternate 2 Grades 3–8 Science or 2025–26 EOC Alternate 2 Biology.	Aligning terminology with the state ensures consistency with assessment reporting and helps districts understand when Strand-level data is not available for specific assessments.	No

Plan Information

Intensive Program of Instruction

Scores by Strand not provided for 2025-26 STAAR Alternate 2 3-8 Science.



Subject/Score	CHNGE TO	Presented as ratio of questions answered correctly / total number of questions			
		Reporting Category / Strand 1	Reporting Category / Strand 2	Reporting Category / Strand 3	Reporting Category / Strand 4
Reading: <input type="text"/>		# Correct: <input type="text"/>	# Correct: <input type="text"/>	# Correct: <input type="text"/>	
Approaches Grade Level: <input type="checkbox"/>		Target: <input type="checkbox"/>	Target: <input type="checkbox"/>	Target: <input type="checkbox"/>	
Writing: <input type="text"/>		# Correct: <input type="text"/>	# Correct: <input type="text"/>	# Correct: <input type="text"/>	
Approaches Grade Level: <input type="checkbox"/>		Target: <input type="checkbox"/>	Target: <input type="checkbox"/>	Target: <input type="checkbox"/>	
Math: <input type="text"/>		# Correct: <input type="text"/>	# Correct: <input type="text"/>	# Correct: <input type="text"/>	# Correct: <input type="text"/>
Approaches Grade Level: <input type="checkbox"/>		Target: <input type="checkbox"/>	Target: <input type="checkbox"/>	Target: <input type="checkbox"/>	Target: <input type="checkbox"/>
Science: <input type="text"/>		# Correct: <input type="text"/>	# Correct: <input type="text"/>	# Correct: <input type="text"/>	# Correct: <input type="text"/>
Approaches Grade Level: <input type="checkbox"/>		Target: <input type="checkbox"/>	Target: <input type="checkbox"/>	Target: <input type="checkbox"/>	Target: <input type="checkbox"/>
SS: <input type="text"/>		# Correct: <input type="text"/>	# Correct: <input type="text"/>	# Correct: <input type="text"/>	# Correct: <input type="text"/>
Approaches Grade Level: <input type="checkbox"/>		Target: <input type="checkbox"/>	Target: <input type="checkbox"/>	Target: <input type="checkbox"/>	Target: <input type="checkbox"/>

Description	Why it matters	Requires System Configuration
Update Reporting Category Values for AP/IPI Form - 2025-2026	This ensures the max points possible values show on the Accelerated Plan/Intensive Program of Instruction – Plan Information form.	No

Plan Information

Intensive Program of Instruction

Scores by Strand not provided for 2025-26 EOC Alternate 2 Biology.

Subject/Score	Presented as ratio of questions answered correctly / total number of questions					
	Reporting Category/Strand 1	Reporting Category/Strand 2	Reporting Category/Strand 3	Reporting Category/Strand 4	Reporting Category/Strand 5	Reporting Category/Strand 6
English I: <input type="text" value="3489"/>	# Correct: <input type="text" value="3 / 32"/>	# Correct: <input type="text" value="6 / 32"/>	# Correct: <input type="text" value="7 /"/>	# Correct: <input type="text" value="2 /"/>	# Correct: <input type="text" value="1 /"/>	# Correct: <input type="text"/>
Approaches Grade Level: <input type="checkbox"/>	Target: <input type="checkbox"/>	Target: <input type="checkbox"/>	Target: <input type="checkbox"/>	Target: <input type="checkbox"/>	Target: <input type="checkbox"/>	Target: <input type="checkbox"/>
English II: <input type="text" value="3347"/>	# Correct: <input type="text" value="1 / 33"/>	# Correct: <input type="text" value="4 / 31"/>	# Correct: <input type="text" value="3 /"/>	# Correct: <input type="text" value="3 /"/>	# Correct: <input type="text" value="4 /"/>	# Correct: <input type="text"/>
Approaches Grade Level: <input type="checkbox"/>	Target: <input type="checkbox"/>	Target: <input type="checkbox"/>	Target: <input type="checkbox"/>	Target: <input type="checkbox"/>	Target: <input type="checkbox"/>	Target: <input type="checkbox"/>



AP/IPI: Fix Reporting Category Logic	This corrects an issue that was preventing the max points possible from showing for some subjects on the Accelerated Plan/Intensive Program of Instruction – Plan Information form.	No
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Plan Information

Intensive Program of Instruction

Subject/Score	Presented as ratio of questions answered correctly / total number of questions			
	Reporting Category 1	Reporting Category 2	Reporting Category 3	Reporting Category 4
Reading: <input type="text" value="1259"/> Approaches Grade Level: <input type="checkbox"/>	# Correct: <input type="text"/> Target: <input type="checkbox"/>	# Correct: <input type="text"/> Target: <input type="checkbox"/>	# Correct: <input type="text"/> Target: <input type="checkbox"/>	
Writing: <input type="text"/> Approaches Grade Level: <input type="checkbox"/>	# Correct: <input type="text"/> Target: <input type="checkbox"/>	# Correct: <input type="text"/> Target: <input type="checkbox"/>	# Correct: <input type="text"/> Target: <input type="checkbox"/>	
Math: <input type="text" value="1221"/> Approaches Grade Level: <input type="checkbox"/>	# Correct: <input type="text" value="4 / 3"/> Target: <input type="checkbox"/>	# Correct: <input type="text" value="2 / 15"/> Target: <input type="checkbox"/>	# Correct: <input type="text" value="1 / 16"/> Target: <input type="checkbox"/>	# Correct: <input type="text" value="0 / 6"/> Target: <input type="checkbox"/>
Science: <input type="text" value="4321"/> Approaches Grade Level: <input type="checkbox"/>	# Correct: <input type="text" value="6 / 9"/> Target: <input type="checkbox"/>	# Correct: <input type="text" value="6 / 9"/> Target: <input type="checkbox"/>	# Correct: <input type="text" value="6 / 10"/> Target: <input type="checkbox"/>	# Correct: <input type="text" value="6 / 10"/> Target: <input type="checkbox"/>
SS: <input type="text" value="1234"/> Approaches Grade Level: <input checked="" type="checkbox"/>	# Correct: <input type="text" value="12 / 16"/> Target: <input type="checkbox"/>	# Correct: <input type="text" value="8 / 8"/> Target: <input type="checkbox"/>	# Correct: <input type="text" value="8 / 10"/> Target: <input type="checkbox"/>	# Correct: <input type="text" value="4 / 6"/> Target: <input type="checkbox"/>



COMING SOON

Disclaimer: The following is a preview of upcoming changes. When the changes will be available, as well as what the changes are exactly, is subject to change. Please use this information accordingly.

FEATURES

- Rtl Intervention Indicator Export
- Section 504 End Date, updated locking logic
- Section 504 Export updates
- Bilingual/ESL Record report updated to include Alternative Method, Bilingual/ESL Funding Code fields

